A Taste of History and Literature

(A Cross-curricular Lesson Plan - Robert McQueen H.S.)

Teacher Version

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Rationale: This lesson is designed to help students better understand the cross-curricular connections between the Culinary Arts, English/Language Arts, and U.S. History. Aspects of an "Inquiry Based Learning" model will be used for this discovery project. Students will investigate a question of their choosing that illustrates a connection between food, literature, and U.S. history. They will write a research paper that makes a claim, and uses evidence and reasoning to support that claim. They will also create a presentation with which they will teach their topic to the class. The presentation will be in the form of a TED Talk or a food presentation/demonstration.

Smart Goal: Students will be able to make a claim connecting to food, literature, and U.S. History that utilizes multiple perspectives and uses evidence and reasoning to support that claim.

Differentiation Strategy:

Group 1- Make a connection between food, literature, and some aspect of history that will explain the importance of food and literature as characteristics of American cultural identity. ------Think about: Social/Cultural (Ethnic, Religion, Sports, Art), Family, Military, Political, Economic, Scientific/Technological.

Group 2 - If you could have dinner with any literary figure in history, who would you choose and why? What would you choose to have for dinner? (This part must be relevant to that time, place, and era). Describe the food in detail: Where is it from? How was it prepared? How was it received? What would you ask that author about their work and the time period they lived during? What would you tell that author about the impact of their ideas?

Nevada Social Studies Standards (Skills) -

* Formulate appropriate research questions.
* Extract significant ideas from social studies sources and frame historical questions.
* Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
* Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
* Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.
* Apply social studies (content & skills) to real life situations.

Common Core English/Language Arts Standards:

"Students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines."

* Reading:  Literature Standard 1.  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* Reading: Informational Text Standard 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* Reading: Informational Text Standard 7.  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually quantitatively) as well as in words in order to address a question or solve a problem.
* Writing: Standard 8.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Order of the Lesson:

1) Hook - 4 Corners Culinary Quotes

2) Introduce the Lesson/Question - Group Discussions and Graphic Organizer

3) Research and Development - Library for access to technology

4) Differentiate instruction - Assign Lesson #2 to those who are struggling with Lesson 1's Inquiry Model.

5) Write a Research Paper - Submitted to TurnItIn.com

6) Create a Presentation and Share Knowledge - TED Talk or Culinary Presentation.

Materials Needed:

Internet Access: Teacher Resource for Food History Lessons - http://www.foodtimeline.org/food2.html

Sources:

Smithsonian Institute: Key Ingredients: America By Food: http://www.sites.si.edu/education/KI%20Teacher's%20Guide.pdf

Teacher Resource for Food History Lessons - http://www.foodtimeline.org/food2.html

A Taste of History and Literature

Student Version

For this research project you are going to choose a topic of your choice that relates to and comments on the relationship between food, literature, and history. This project will require you to do research on a question that is of interest to you. That research will include internet resources, literature based sources, and interviews with experts about your question/topic. You will write a comprehensive research paper on your question/topic that will be submitted to "turnitin.com." You will also create a presentation on your question/topic that will be shared with your class(es). The presentation will be a Culinary Arts presentation, or a TED Talk that provides insight into your question/topic. The connections between food, literature, and history are limitless. The objective is for you to explain the importance of food/nutrition and literature as characteristics of American cultural identity. ------Think about: Social/Cultural Topics(Ethnicity, Religion, Sports, Art, Family), Military, Political, Economic, Scientific/Technological.

Library/Computer lab and class-time will be provided for this project, but expect to have to make time outside of school for this project. There will be multiple due dates for different portions of this project. It is very important for you to meet the deadlines so that you avoid losing points for not being prepared at those times. Also, research papers and presentations will not be accepted late.

Smart Goal: Students will be able to make a claim related to food, literature, and history that utilizes multiple perspectives and uses evidence and reasoning to support that claim. Students will also be able to present their research information to an audience in a logical, rationale, and engaging way.

Culinary Quotes - Four Corners Activity (The Hook): Read all of the quotes; one will be assigned to to you, note the author, identify the time period of the quote or the author's era, discuss that quote with the others in your group and explain the main idea or concept that the author is trying to illustrate and make a connection to a historical era, theme, or event.

**"The secret of success in life is to eat what you like and let the food fight it out inside." -Mark Twain**

**“If more of us valued food and cheer and song above hoarded gold, it would be a merrier world." -J.R.R. Tolkien**

Salt is born of the purest of parents: the sun and the sea. **-Pythagoras**

“But when that smoking chowder came in, the mystery was delightfully explained. Oh! sweet friends, hearken to me. It was made of small juicy clams, scarcely bigger than hazel nuts, mixed with pounded ship biscuits and salted pork cut up into little flakes! the whole enriched with butter, and plentifully seasoned with pepper and salt…..we dispatched it with great expedition.” Herman Melville - Moby Dick

“A big pot of coffee for me,” panted Simmons, smiling. “And a pan of cinnamon buns, by God . . . Simmons yanked the door wide. “Hey!” he yelled. “Bring on the coffee and the buns! He stood for a few moments, looking about. Behind him the rain whirled at the door. Ahead of him on a low table, stood a silver pot of hot chocolate, steaming, and a cup, full, with a marshmallow in it. And beside that, on another tray, stood thick sandwiches of rich chicken meat and fresh cut tomatoes and green onions.” Ray Bradbury - The Illustrated Man

“The Queen let another drop fall from her bottle on to the snow and instantly there appeared a round box, tied with green silk ribbon, which, when opened turned out to contain several pounds of the best Turkish Delight. Each piece was sweet and light to the very center and Edmond and never tasted anything more delicious.” C.S. Lewis - The Lion, The Witch, and The Wardrobe

“Mr. Leopold Bloom ate with relish the inner organs of beasts and fowls. He liked thick giblet soup, nutty gizzards, a stuffed roast heart, liverslices fried with crustcrumbs, fried hencods’ roes. Most of all he liked grilled mutton kidneys which gave to his palate a fine tang of faintly scented urine.” James Joyce - Ulysses

“Mr. Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up. And, by a most secret method, he can make lovely blue birds’ eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little DARKRED sugary baby bird sitting on the tip of your tongue.” Roald Dahl - Willy Wonka and the Chocolate Factory

“I ate another apple pie and ice cream; that's practically all I ate all the way across the country, I knew it was nutritious." Jack Kerouac - On The Road

“The kitchen table was loaded with enough food to bury the family: hunks of salt pork, tomatoes, beans, even scuppernongs.” Harper Lee - To Kill a Mockingbird

“After I had left the skating rink I went to a drugstore and had a Swiss cheese sandwich and a malted milk.” J.D. Salinger - The Catcher in the Rye

[I am very concerned about junk food in the schools.](http://www.brainyquote.com/quotes/quotes/t/teresahein576500.html?src=t_junk_food) Teresa Heinz-Kerry

[We can make a commitment to promote vegetables and fruits and whole grains on every part of every menu. We can make portion sizes smaller and emphasize quality over quantity. And we can help create a culture - imagine this - where our kids ask for healthy options instead of resisting them.](http://www.brainyquote.com/quotes/quotes/m/michelleob412619.html) Michelle Obama

“... shot Towser today & dressed his flesh Mrs Graves came here this morning to borrow meat dog or ox they think I have meat to spare but I know to the Contrary they have plenty hides I live principally on the same” — February 23, 1847. Patrick Breen - The Donner Party

"WITH the last morsel of bread Tom King wiped his plate clean of the last particle of flour gravy and chewed the resulting mouthful in a slow and meditative way. When he arose from the table, he was oppressed by the feeling that he was distinctly hungry. Yet he alone had eaten. The two children in the other room had been sent early to bed in order that in sleep they might forget they had gone supperless. His wife had touched nothing, and had sat silently and watched him with solicitous eyes. She was a thin, worn woman of the working-class, though signs of an earlier prettiness were not wanting in her face. The flour for the gravy she had borrowed from the neighbor across the hall. The last two ha'pennies had gone to buy the bread." - A Piece of Steak -Jack London

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Develop a question for your research that makes a cross-curricular link between food, and literature, and history.

An internet source to help you narrow your topic is: Teacher Resource for Food History Lessons - http://www.foodtimeline.org/food2.html

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Due Date\_\_\_\_\_\_\_\_\_\_\_ Teacher Initials\_\_\_\_\_\_\_\_\_\_\_

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Identify and interview at least 3 experts on your question/topic and complete the "Three Corner Learning Project" worksheet.

Due Date\_\_\_\_\_\_\_\_\_\_\_\_

Expert/Teacher Name & Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Expert/Teacher Name & Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After you have completed the research on your question and before you start writing your paper, complete the "Cluster/Word Web 1\_ worksheet. In the center, "Topic," bubble convert your research question into a thesis statement/main claim. Use the other bubbles to develop your categories that will use evidence and reasoning to support your main claim.

Write your thesis statement here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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