Activity One: The Agricultural Revolution

Purpose:
In this lesson, students will learn how humans have met the biological need for food throughout history. Students will learn about hunter and gathers societies and how and why they switched to an agricultural society. Students will also examine the cost and benefits of this change.

Objectives:
Students will be able to:
• Identify terms that relate to hunter gathers and agricultural societies
• Explain two theories about the agricultural revolution
• Analyze the significance of the agricultural revolution

Procedures:
Anticipatory Set: Open Meeting
1. Students will sit in groups of three or four
2. The concrete stimuli consist of three pictures: an exotic island, a woodland forest, a mountain setting.
3. Students will be told that they are a member of a clan composed of the group they are seated in. What do you think a clan is?
4. They are told that they can bring nothing with them, but they will be stranded at each place. After each slide, students, in small groups, will be asked to use what they can see in the picture to determine how they will feed their clan. What resources will you use? What tools can you see or make? What kind of things qualify as a food source?
5. Students, as a whole group, will then answer the question: What role does the environment play in what people eat?
6. Students, as a whole group, will then answer the question: How would your plan change if you had to provide food for the whole class rather than just your group?

Learning Activity: Cooperative Learning
Inquiry: Why did hunter gather societies change to agricultural societies?
1. Students will answer this question based on the open meeting.
2. Students will be introduced to two theories of why the switch occurred.
3. Students will be asked to reflect upon these two theories by explaining why they think one is more or less likely. If they feel it is a combination, they must explain that too.
4. Students will be asked to stand by their decision (literally). One side of the room will support the Risk Management Model; the other side of the room will support the Ecological Model and those in between or think it is a combination will be in the middle of the room.
5. Students will be asked to explain why they chose where to stand where they did. After each question, students will be able to move according to how they have been swayed.
6. This will end in a class discussion about the two models presented.

Vocabulary Circles:
1. Students will be given a handout with one side labeled hunter gathers and one side labeled agriculture. On each side there will be five categories explaining the affects or actions of each society.
2. Students will choose roles:
   a. Definer: Will use classroom resources as well as given reading to determine the meaning of the term and use it in a sentence
   b. Word Categorizer: Which category on our sheet do you think your word fits and why.
   c. Illustrator: Create a pictoword using your term or a cartoon describing what your term means
   d. Connector: Will explain why their term is important when studying food.
3. Task: Each group will be given a vocabulary term either describing a hunter and gathers or an agricultural society. Each group will also be given a document describing their term. An example will be done as a class, and then a practice round to be sure they all understand their tasks. They will be asked to complete the tasks of their roles and then present their findings to the group. The group will then be asked to present their word to the class.
4. Students will use their handout to take notes and compare and contrast the two societies.

Closure Activity: Assessment
1. Students will be asked to answer the following questions:
   a. What are some causes for the change from hunter gathers to agriculture
   b. Which society do you think sounds better, hunting and gathering or substantial farming? (List three reasons)
   c. How do you think your life would be different if the agricultural revolution never happened? OR What other changes that we did not say in class could be a result of the agricultural revolution?

Materials:
- Power point or handouts of the three pictures
- Vocabulary handout
- Vocabulary reading
- Wipe board/Chalkboard/tag board to present group findings to class
- Markers, crayons, colored pencils for pictoword presentation (optional)
- Dictionary, Thesaurus, other books describing hunter gathers or agriculture

Resources:
www.public.iastate.edu/~cfford/342WorstMistake.htm : two views towards the benefits or downfalls of the agricultural revolution
www.indiana.edu/~puzzles/ie/main.html : interactive website describing terms and theories of the switch in reference to Africa

Extensions:
1. Find a crop that we have mentioned (wheat, rice, corn, etc.) and find what region it
started. How do you think it became cultivated?
2. Find two more terms you can apply to hunter gathers or early agricultural societies. Following the format of your handout, place them in a category and explain your term.
3. Describe 2 other roles of the clan members besides finding food. (Think of basic needs) Refer back to our three pictures and describe how those roles could be met using the resources you see in each picture.
4. If you were on a stranded island, what three things would you bring with you that would help you to survive? Explain how each item will help you survive.

Activity Two: History of Food Safety

Purpose: In this lesson, students will learn how the industrial revolution affected food production and how unsanitary conditions were. They will also learn how awareness of these problems helped the American government install the Food and Drug Administration and food safety laws.

Objectives:
Students will be able to
• Identify a critical piece of literature that affected change in the food industry
• Analyze the development of food safety laws
• Evaluate the importance of these laws and policies today

Procedures:
Anticipatory Set:
1. Students will be asked to take a piece of summer sausage as they enter the room.
2. Students will be seated in groups
3. The teacher will begin to read Chapter 14 from The Jungle.
4. Part way through the chapter, stop and ask students how they are feeling and what they are thinking.
5. Read a little more and tell students more about the chapter, the book, and the author.

Learning Activity: Webquest and Think/Pair/Share
1. Read portions of the Origins of the FDA
2. Handout “Milestones in U.S. Food and Drug Law History”
3. Ask each person to choose one item off of the handout in which they would like to study more depth.
4. Assignment Webquest worksheet:

   1. Use the following websites to answer the questions
      a. Use one source from
b. Find another source using www.yahooligans.com

2. Questions:
   c. What milestone are you researching?
   d. Why was this law important?
   e. What did this law change? Who did it affect?
   f. List three facts that interested you about your milestone

5. When we return to the room from the computer lab final part of the webquest will be completed
   a. Get a partner with a different milestone than you. Ask them three questions about their milestone (other than those listed above—although they can be similar) and write down their topic, your questions, and their answers.

6. After they have shared in pairs, we will go around the room and share one interesting thing they learned either from their own research or from their partner.

Closure Activity: Assessment
1. Students will answer a reflection question: Why are food laws important?
2. Students will hand in webquest

Materials:
   Summer sausage, one piece for each student
   A copy of the Jungle by Upton Sinclair
   A copy of the “Origins of the FDA”
   Handout of “Milestones in U.S. Food and Drug Laws”
   A webquest worksheet
   Computers with internet access

Resources:
http://www.fda.gov/oc/history/default.htm- history of the FDA and food laws
http://www.emedicinehealth.com/articles/25288-1.asp- FDA history and food and drug laws
http://www.gmp1st.com/history.htm- More information about certain FDA cases and laws
http://www.fsis.usda.gov/about/Agency_History/index.asp-Information about the Food Safety and Inspection Service

Extensions:
1. Chose another milestone from the list and fill out a webquest worksheet
2. Find a case dealing with the FDA today. Why is it important and what did you learn about the case? (Hint: look on FDA homepage)
4. Go to this website about the FSIS http://www.fsis.usda.gov/about/Structure & Organization/index.asp
   Pick one position and tell what they do and why they are important.
Activity Three: Food and Social Status

Purpose: In this lesson, students will evaluate how food is perceived in our society. Students will discuss what kinds of food and eating situations our culture deems to be high and low status.

Objectives:
Students will be able to:
- Identify and define what our society deems to high status foods in our society
- Analyze why certain foods are deemed to of high status than others

Procedures:
Anticipatory Set: **Open Meeting**
1. Students will sit in groups of 3 or 4
2. The concrete stimuli will consist of three pictures: a fancy restaurant dinner, a family dinner, a fast food commercial
3. Students will be asked what they think the people in the photos are eating in each photo. *What are the people in the pictures wearing? How would you describe the setting-what feelings come to mind? Formal or informal setting? What kind of things will they be eating in each picture? Where did their food come from and how was it prepared?*
4. Students will then have menus on their table. Using the same questions as before their group will describe their menus as formal or informal and describe the atmosphere to go with their menu.
5. As a class we will make a spectrum ranging from formal/expensive menus to informal/inexpensive menus.
6. As a class we will then discuss why some food items cost more than others, listing factors on the board.

Learning Activity: **Original Project**
1. Using information from our opening, students will be asked to create a poster. One side of the poster will have a formal/high status food; the other side will have an informal/lower status food.
2. Students will use magazines to find pictures of both kinds of meals or they can draw their own. They can also include things to set the atmosphere of their restaurant.
3. One each side of the poster must be a menu with a written statement of what their meal consists of and why their meal costs so much or so little. (A little advertisement)
4. Posters will be displayed in the room.

Closure Activity: Assessment
1. Students will be evaluated by the statements on their posters.

Materials:
Three pictures for the open meeting
A variety of menus with names of restaurant taken off
Magazines
Crayons, markers, colored pencils
Glue
Scissors

Resources:
www.google.com-images of people eating and restaurants

Extensions:
1. Location plays a big part on food expenses. How would your menu choices or meal prices change if you had your restaurant on the East coast, in the South, or the Midwest? Base your answers on where your food supply comes from.
2. Add three more meals to one of your menus and explain why you chose your food choices.
3. Think of two exclusive foods that you want to try and write a one page research paper about these food items.
4. Describe your first experience with an exotic or interesting food. Did you like it or dislike it? What do you remember most about it?

Activity Four: Food and Religion

Purpose:
In this lesson, students will discover that different cultures value different kinds of food. Belief systems are a factor to consider when choosing what foods to eat. Students will learn how different cultures and belief systems value food sources.

Objectives:
Students will be able to:
- Identify qualities of specific religions
- Evaluate the connection between food sources and religious beliefs
- Compare and contrast different belief systems

Procedures:
Anticipatory Set: Group Discussion
1. Group discussion topic: Define what it means to be a vegetarian.
2. Questions to answer: What does a vegetarian? What are some reasons they choose to eat these foods?
3. Reflection question: How does what you believe affect what you eat?

Learning Activity: Cooperative Learning
1. Students will be placed in groups of four.
2. All students will be given a “Religious Beliefs and Food” handout that they will fill out for notes.
3. The teacher will model the skill of matching quotes to a picture and determining from both sources the religious beliefs about food.
4. Each group will be given a document containing quotes about a religious belief towards food or a religious ritual about a food item.
5. Students will be assigned roles:
   1. Reader: This person will read the document to the group and start the presentation by telling the class which religion their group explored
   2. Discussion Director: This person will ask questions and start discussion about key points in their document and present their groups key components to the class
   3. Illustrator: This person will explain their associated picture to the class during the presentation
   4. Speaker: This person will read the most representative quote from their list
6. Pictures of different religious celebrations and rituals will be placed around the room. When the teacher says go, the students will go and find the picture that best matches the set of quotes in front of them and take that picture back to their seats to examine the picture closer and learn more about the event taking place.
7. The students will then present their finding to the class.
8. Students will take notes on their “Religious Beliefs and Food” handout.

Closure Activity: Assessment
1. Students will be asked to create a poem about any of the religious beliefs toward food discussed in class and an example will be given by the teacher in class.
Poem Format:
Line 1: Name of Religion
Line 2: Four adjectives describing the religion
Line 3: Where this religion is being practiced (can be in more than one place)
Line 4: Two things that describe the religious belief towards food
Line 5: Something you learned that was inspiring from this religious belief

Materials:
Wipe board for anticipatory set and for student presentations
Quote documents
Pictures of religious food rituals
“Religious Beliefs and Food” handout
Overhead for teacher demonstration
Transparencies of quotes and picture for teacher demonstration

Resources:
Bring Learning Alive: The TCI Approach for Middle and High School Social Studies
Pictures from Google.com/images

Extensions:
1. Write another poem for a different religion
2. Describe vegan beliefs towards food
3. Describe your family’s belief towards food based on religion or family tradition
4. Interview someone with a religion different from yours and ask how they feel about food and food choices where you live. What do they do that is different from your religion? What is similar?

Activity Five: Thanksgiving and Family Traditions

Purpose:
In this lesson students will learn the real story behind the American holiday of Thanksgiving. Students will also evaluate their own family history by tracing a holiday food tradition.

Objectives:
Students will be able to:
- act like historians and analyze the first Thanksgiving
- trace their own family traditions
- evaluate how American traditions have changed

Procedures:
Anticipatory Set: KWL adaptation
1. What do we commonly associate with Thanksgiving?
2. What do we really know about what happened in 1621? How do we know? What other things should we consider?

Learning Activity: Webquest
Part One:
1. Tips for thinking like a historian handout to go over in class
2. All students will access this website for the Plimoth Plantation

http://www.plimoth.org/OLC/index_js2.html#

3. Follow the instructions on the website.
4. For assessment students will click on Sarah and design their own museum exhibit. Students are given choices of pictures and titles and are required to write a response like that of a historian. Students will then print their exhibit.

Part Two: Looking at Family Food Traditions as Historians

Complete the following as homework and prepare to share with the class.
(You may have to interview a member of your family to answer these questions and feel free
to bring pictures to help you describe your family tradition)

1. Describe one holiday that your family celebrates that has food.
2. What kinds of foods do you have at this celebration?
3. Is there one dish that is there every year or every celebration?
4. Why is this dish always there?
5. How long has this dish been part of your family celebration?
6. How far back in your family history does this recipe go, what does it tell you about your family history?
7. Are there any special touches that are not written in the recipe? (Oral history)
8. How is this dish representative of your family history?

In Class: Think/Pair/Share and Original Project
1. Students will be placed with a partner
2. Each student will describe their celebration and family dish to their partner
3. Pairs will be asked to volunteer to share their information with the class
4. Students will create a poem, poster, or centerpiece to accompany their celebration and must include their traditional food in their piece. Students work will be displayed in the room.

Closure Activity:
1. Students will write a reflection: How does having a family tradition make you feel and why?

Materials:
Computer with internet access and a printer
Wipe board for KWL
Tips for historian’s handout
Handout for students to take home for part 2
Markers, crayons, colored pencils
Glue
Scissors

Resources:
www.plimothplantation.org- Information about the first Thanksgiving

Extensions:
1. Interview a grandparent or another older relative and ask them about a holiday food they remember. Find out why they enjoyed it most or what made it special. Is it still in their/your family today?
2. Make a holiday menu for your family celebration.
3. Make a traditional food for your family. Write out the recipe to turn in.
4. Write an exhibit about one picture using the website http://www.plimoth.org/OLC/index_js2.html#
Click on Dancing Hawk
Print your exhibit