




Teacher's Guide

 Smithsonian Institution

Key Ingredients: America by Food Teacher's Guide

Key Ingredients: America by Food is a Museum on Main Street exhibition developed by the Smithsonian Institution Traveling Exhibition Service (SITES).


Museum on Main Street is a partnership of the Smithsonian Institution and state humanities councils nationwide that serves small-town museums and citizens. This innovative project brings rural America one-of-a-kind access to prestigious Smithsonian exhibitions and first-rate educational humanities programs. Most importantly, Museum on Main Street enables rural museums to demonstrate their enormous talents and their meaningful contributions to small-town life. Like all Museum on Main Street exhibitions, *Key Ingredients* was specifically designed to meet the needs of small institutions.

To further explore the themes in the exhibition, visit www.keyingredients.org. For more information on Museum on Main Street, visit www.museumonmainstreet.org.

This teacher's guide was created to accompany *Key Ingredients* and may be duplicated for classroom use.

Writer: Lisa Thompson
Editor: Kate Mitchell
Design: Alexa Davidson, Studio A

© 2003 Smithsonian Institution

 Smithsonian Institution
www.si.edu

 FEDERATION OF
STATE HUMANITIES
COUNCILS
www.statehumanities.com

Cover image and page 1: Patriotic picnic,
Denver, Colorado, about 1910
Charles S. Lillybridge / Colorado Historical Society

Key Ingredients: America by Food



Teacher's Guide


 Smithsonian Institution

Table of Contents

4	INTRODUCTION
	LESSON PLANS AND HANDOUTS
6	Recipes for Tradition
8	American Menus
11	What Do Time Travelers Eat?
13	Museum Curators' Guidelines
14	We'll Be Right Back after These Messages
16	Food Advertising Strategies
17	Food Advertisement Log
18	Food Guide Pyramid
19	Mind Your Manners
21	19th-Century Dining Images
22	19th-Century Etiquette Guide
24	KEY INGREDIENTS SCAVENGER HUNT
28	APPENDIX
	Key to National <i>Curriculum Standards for Social Studies</i>
	Key to National <i>Health Education Standards</i>

Introduction

Columbus ... plantations ... emerging cities ... airplanes, railroads, and grocery stores ... frozen food ... refrigerators ... the Roaring Twenties ... the Great Depression ... Route 66 ... the 1939 New York World's Fair ... victory gardens ... the baby boom ... Julia Child ... fusion cuisine.

Most of us rarely give a second thought to the wealth of history and culture that shapes our dining habits and taste preferences. Over the centuries, our recipes, menus, traditions, and etiquette have been directly shaped by our nation's rich immigrant experience, innovations in food preparation and preservation technology, and the ever-expanding availability of foods.

Key Ingredients: America by Food is a Smithsonian Institution traveling exhibition that explains the little known, the everyday, and the obvious through an entertaining and informative overview of our diverse regional cooking and eating traditions. You and your students will have the opportunity to visit *Key Ingredients* as it tours your state.

The *Key Ingredients Teacher's Guide* is designed to help students explore the themes of the exhibition, discover local food traditions, and participate in your community's *Key Ingredients* experience. The guide includes five engaging classroom lessons as well as a scavenger hunt for students to use during their visit to the exhibition.

The lessons promote the development of critical thinking skills by involving students in analyzing both historical documents and modern media, conducting history research projects on their family, state, and nation, and synthesizing their discoveries for presentation to a classroom or community audience. Please rely on your knowledge of your students' capabilities to decide how best to adapt a lesson to their needs. Four lessons meet performance expectations outlined in the national *Curriculum Standards for Social Studies* developed by the National Council for Social Studies, and one lesson meets standards outlined in the national Health Education Standards developed by the American Cancer Society. (See the Appendix for descriptions of these performance expectations or standards.)

The lessons can be taught either before or after a visit to the exhibition. Most lessons enable students to create projects that can be shared with the entire community, alongside the exhibition. Please contact your area's *Key Ingredients* hosts before the exhibition arrives to coordinate plans for your students' work to appear with the exhibition. They may be able to provide valuable resources—such as the activity brochure that accompanies the exhibition, serve as guest speakers, and assist your students in other ways.

We hope you and your students find exploring *Key Ingredients* a rich and exciting educational experience. Visit www.keyingredients.org for more information about *Key Ingredients*, a schedule of the exhibition's tour in your state, fascinating facts about American food history, and an ever-growing collection of recipes.

Lesson Format

The *Key Ingredients Teacher's Guide* lesson plans use readily available materials and require little advance preparation. Each lesson follows this format:

Lesson Objectives: Concepts and skills students will develop in the lesson.

Suggested Grade Levels: Grade levels for which the lesson can be adapted.

Time Frame: Approximate amount of time required to complete the lesson.

Social Studies Performance Expectations: National performance expectations addressed by the lesson, by grade level.

Note: The lesson "We'll Be Right Back after These Messages" is keyed to the national *Health Education Standards* rather than the *Curriculum Standards for Social Studies*.

Handouts: Resource packets and activity sheets needed for the lesson. These pages follow each lesson and should be duplicated for classroom use.

Supplies: Materials needed for the lesson.

Setting the Stage: Step-by-step instructions for a brief discussion that relates the lesson topic to subjects already familiar to students and/or assesses students' prior knowledge of the topic.

Activity Procedure: Step-by-step instructions for an activity that introduces students to the concepts and skills listed in the lesson objectives and allows students to apply their new knowledge and skills to meet those objectives.

Extensions: Some lessons include suggestions for additional activities that meet the lesson objectives.



Horse-drawn ice cart, Washington, DC, about 1920
Courtesy Library of Congress

Lesson Objectives

- Analyze how food traditions contribute to family identity
- Investigate family food traditions through interviews
- Compare and contrast the food traditions of different families

Suggested Grade Levels

4 – 12

Time Frame

Two or three 45-minute periods

Social Studies Performance Expectations

- I. Culture — Early Grades (c); Middle Grades (c)
- IV. Individual Development & Identity — Early Grades (c); Middle Grades (c)
- (See Appendix)

Supplies

- Art supplies
- 8.5" x 11" plastic sleeves (4 to 5 per student)
- Ring clips (3 per student)
- Internet access
- *Optional: Salsa Stories* by Lulu Delacre (Scholastic, 2000)

Recipes for Tradition

Setting the Stage

1. Ask students: *Does your family have a "secret recipe"? Does someone in your family make a dish that is unique or that tastes better than or different from when other people make it?*
2. Explain that foods are part of the traditions that give our families unique identities and help preserve our family history. To illustrate this concept, read and discuss two or three of the stories in *Salsa Stories*. If the book is not available, share a story about your family's food traditions with the class that says something about your family's heritage. Tell students: *We are going to discover some of the food traditions in our own families, and collect and share them with others as a recipe book.*

Activity Procedure

1. Ask students to think about foods that are a part of their family traditions. Brainstorm a variety of reasons that might make a food or dish special. Remind students to think of examples from *Salsa Stories*. Reasons may include: an association with their cultural heritage; their preparation differs from the way other families make it; the person who prepares the dish or developed the recipe (e.g., Grandma's chocolate cake); the context in which the food is served (e.g., holiday, birthday, religious ceremony, or camping trip); a story or event associated with the dish (e.g., the roast chicken dad cooked for mom on the night he proposed to her); everyone in the family loves it.
2. Tell students they'll each be creating a "Recipes for Tradition" book featuring their family's recipes. Explain that they'll be able to share these recipes with the community through the *Key Ingredients* exhibition and all over the world on the *Key Ingredients* website. The book should include a cover and at least five recipes. Each recipe should be accompanied by a brief story or explanation illustrating the food's importance to the student's family and a photo or drawing. Encourage students to interview as many family members as possible when compiling their recipe books. Students can view examples of recipes and stories on the "American Cookbook Project" section of the *Key Ingredients* website, www.keyingredients.org.
3. Give students the option of creating their books using either a computer or art supplies. The pages should be 8.5" x 11" so they'll fit into the plastic sleeves. Students should secure the plastic sleeves with the ring clips.
4. Once the books are completed, divide students into groups of four or five. Ask them to each share two of the family food traditions in their books with the group. Assign students to select three food traditions presented by different people in the group and write a brief essay on how those traditions helped them learn about these three families.

5. Show students how to submit at least one of their recipes to the "American Cookbook Project" section on the *Key Ingredients* website. The website includes easy instructions for entering a recipe and related story. Also submit the class recipe books to your area's *Key Ingredients* hosts to complement the exhibition.

Lesson Extensions

1. Ask students to prepare one of the dishes from their recipe book and bring it to school to share with the class.
2. Compile the recipes from each student into a classroom recipe book. Reproduce the book so that each student gets a copy to take home.



Cochiti Pueblo family, Cochiti Pueblo, New Mexico, about 1920
Odd S. Halseth/National Museum of the American Indian, N32987

Lesson Objectives

- Examine factors that lead to the rise of regional food traditions
- Research the food traditions of a state
- Compare and contrast the food traditions of different states

Suggested Grade Levels

4–8

Time Frame

Three or four 45-minute periods

Social Studies Performance Expectations

- I. Culture — Early Grades (a, c); Middle Grades (a, c)
- III. People, Places, & Environment — Early Grades (h); Middle Grades (h) (See Appendix)

Supplies

- Art supplies
- Internet access

American Menus

Setting the Stage

1. Write the following questions about barbecue on the board and ask students to share and explain their answers:
 - a. *What do Texans call slow-cooked beef served with a hot, spicy sauce?*
 - b. *What is the name of the tender chopped pork with a peppery vinegar sauce served in North Carolina?*
 - c. *What do you ask for if you want pulled pork with a sweet tomato sauce in Tennessee?*
 - d. *What do you call chicken cooked on a backyard grill in Oregon?*
2. Explain that all of these dishes are called “barbecue,” showing that the meaning of the word changes depending on what region of the U.S. you’re in. (For a brief history of barbecue, refer to www.cbbqa.com/dove.) Tell students: *Barbecue is not the only food that varies depending on the region. Throughout the nation, people eat different foods, prepare the same foods differently, and sometimes specialize in a food or dish not available elsewhere. We’re going to explore the well-known foods of different regions in the U.S. and discover how these foods reflect the people and resources of the area.*

Note: If you don’t think the barbecue example will resonate with your students, ask them if they’ve ever traveled to another state and eaten something not found in your state. Give a personal example to get them thinking.

Activity Procedure

1. Ask students: *Why do you think there are different kinds of food in different parts of the country? What might account for the differences?* Brainstorm a list of ideas including: immigration, interactions between different cultures, crops that grow well in an area, and natural food sources that can be gathered.
2. Explain that the cultures of the people who live in an area and the resources available to them often influence the food traditions of a region. Give several examples (e.g., the interaction between French settlers and African slaves in Louisiana gave rise to Creole cooking, and the prevalence of hog raising in the South after the Civil War made pork the meat of choice for barbecue). For a brief review of regional foods in the U.S., refer to www.sallys-place.com/food/ethnic.cuisine/us.htm (enter “ethnic cuisine united states” in the search engine) or <http://www3.chass.ncsu.edu/PA540/pnayak/>.



Barbecue Festival poster, Lexington, North Carolina
Courtesy The Barbecue Festival, Inc.

3. Divide the class into groups of two or three. Assign each group a state for which they’ll create a menu. Make sure to choose states from all regions of the country. Groups will research the food traditions of that state, and identify the cultures, local resources, and any other factors that contributed to the development of their state’s food traditions. Allow students time to utilize reference materials in the school and/or local library. Encourage students to examine local recipe books from their assigned state and the *Smithsonian Folklife Festival Cookbook*, if possible. Students can also consult websites maintained by their state or state agricultural boards, the “500 Years of American Food” section of the *Key Ingredients* website (www.keyingredients.org), and the “State Foods” section of The Food Timeline (www.gti.net/mocolib1/kid/food.html).
4. Based on their research, each group will develop a restaurant menu featuring the food traditions of the

state. The cover of the menu should include the name of the restaurant and a brief explanation of the factors that have shaped the food traditions of the state. Inside, the menu should include at least five dishes with descriptions of their main ingredients, their significance in the state’s food traditions, and any other important aspects of the dish (e.g., special cooking techniques, local variations, and time of year served). Each dish should be illustrated with a photo or drawing. Give groups the option to create their menus on a computer or with art supplies.

5. When the menus are complete, ask groups to set out their menus on tables or desks around the room. Students will then assume the role of travel writers for *American Menus* magazine. They’ll visit each state restaurant to discover the unique dining experiences offered in that area of the country. One member of each group should be present at all times at their respective restaurant to guide other students through the menu. Students should keep a “travel log” to record the foods they find most out of the ordinary. After visiting all of the restaurants, students will write an article on three of the restaurants for *American Menus*. The article should explain the kind of dishes travelers would find available at each restaurant and how those dishes reflect the cultures or resources of the state.
6. Submit the class menus to your area’s *Key Ingredients* hosts to complement the exhibition or display them on an “American Menus” bulletin board in your class.

Lesson Extension

1. Assign groups to prepare an item on their menu to share with the class.

Resources

“500 Years of American Food” Page. Key Ingredients: America by Food. 2003. Smithsonian Institution Traveling Exhibition Service.
<http://www.keyingredients.org/001_timeline/001_timeline_01.asp>.
Interactive timeline explores American food by historical era, theme, and region.

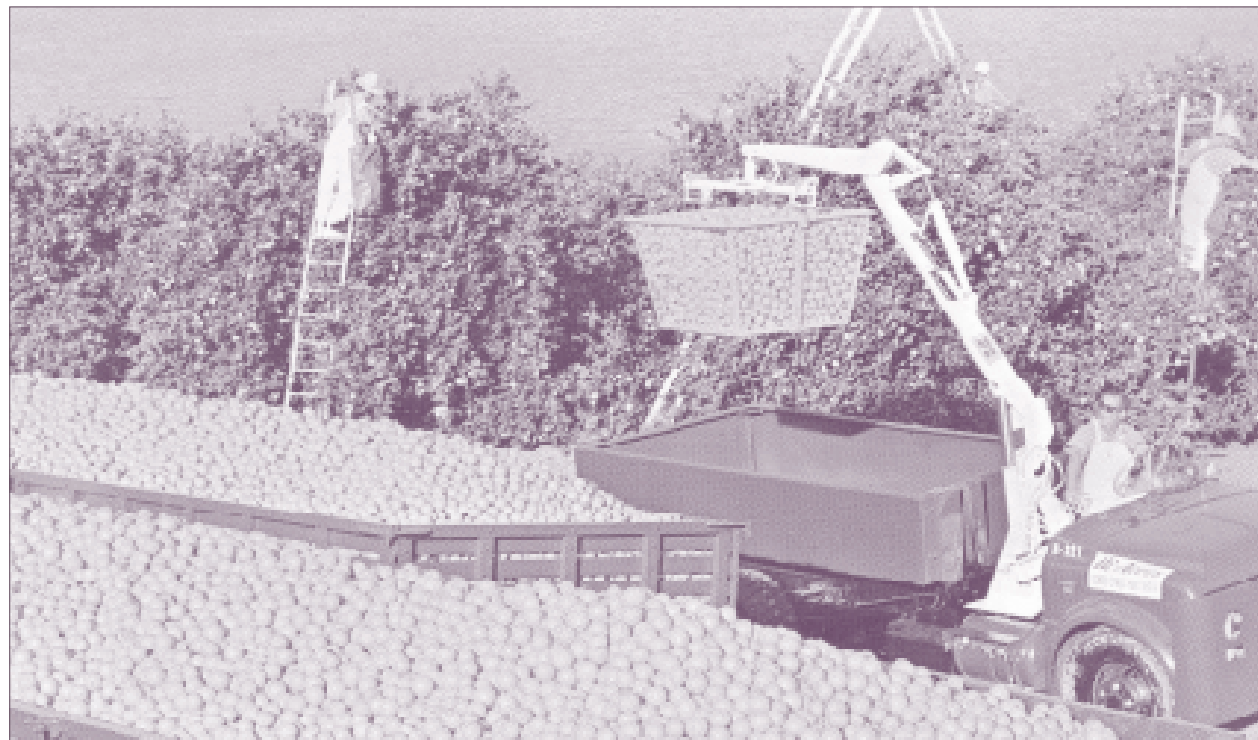
Dove, Laura. "Barbeque: An Introduction." 1997. California Barbeque Association. <<http://www.cbbqa.com/dove>>. A brief history of barbecue.

Freeman, Nancy. "Ethnic Cuisine: United States." Sally's Place. <http://www.sallys-place.com/food/ethnic_cuisine/us.htm>. Discusses the role of regionalism and diversity in American cuisine. Includes an extensive resource list.

"Foods of America: Regional Trends in American Cuisine" Page. North Carolina State University. <<http://www3.chass.ncsu.edu/PA540/pnayak>>. Explores the regional foods of America, offers recipes, and discusses characteristics which identify each cuisine and make it unique. Includes links to related sites.

Kirlin, Katherine S. and Thomas M. Kirlin, *Smithsonian Folklife Cookbook*. Washington and London: Smithsonian Institution Press, 1991. More than 275 recipes, along with illustrations, anecdotes, essays, photographs, and drawings, paint a vivid picture of America's foods and the people who enjoy them.

"Traditional State Recipes & Foods" Page. Ed. Lynne Olver. The Food Timeline. Morris County Library. <<http://www.gti.net/mocolib1/kid/food.html>>. Offers great ideas and excellent resources on how to search for traditional state foods.



A Florida citrus grove, about 1970
Courtesy Colourpicture

Across Florida, citrus groves stretch farther than the eye can see.

Lesson Objectives

- Identify factors that influence the availability of foods
- Research your state's major foods and dishes during different historical eras
- Curate and design a museum exhibition highlighting research findings
- Compare and contrast the foods available in two different eras

Suggested Grade Levels

4–8

Time Frame

Four 45-minute periods

Social Studies Performance Expectations

- I. Culture — Early Grades (b); Middle Grades (b)
- II. People, Places, & Environment — Early Grades (h); Middle Grades (h)
- III. Science, Technology, & Society — Early Grades (a, b); Middle Grades (b) (See Appendix)

Handout

Museum Curators' Guidelines (one copy per student)

Supplies

- Art supplies
- Butcher paper
- *Optional:* Tables or stands for displaying exhibition sections

What Do Time Travelers Eat?

Setting the Stage

1. Ask students: *Imagine we can travel back in time. If we arrive in this very spot 500 years ago and take a tour of our state, what would we see around us? For example, would there be any large cities? Who would be living in our state at this time? If we wanted a cheeseburger, could we get one? Can you guess why or why not?* [Fact: Cattle are not native to the United States. The Vikings brought European cattle to America about the year 1000. Their colony disappeared, however, and the cattle disappeared with it. It wasn't until the Jamestown colony in Virginia got its first cattle in 1611 that North Americans had beef readily available.]
2. Write the following question on the board: *What factors influence the foods made available to us?* Brainstorm a list of factors including: local climate and geography, transportation, food preservation techniques, food growing technologies, food preparation technologies, and contact between different cultures.
3. Tell students they will curate (meaning research and write the content) and design a museum exhibition that highlights the foods and dishes people in your state ate in different historical eras and explains these food choices.

Activity Procedure

1. Divide the class into four or five groups. Assign each group a period in your state's history (e.g., the arrival of the first European settlers, the arrival of the railroad, the 1920s, the 1950s, and the present). Each group will curate and design a section of the exhibition, focused on their era.
2. Distribute the *Museum Curators' Guidelines* and review them as a class. Brainstorm a list of resources that groups can use in their research including: textbooks on state history, American history, and agricultural history; encyclopedias; the state historical society; the state archaeologist; websites; and food and travel magazines such as *Gourmet*, *Bon Appetit*, and *National Geographic Traveler*.
3. After groups have researched their eras and prepared their exhibition materials (text, images, and objects), provide each group a large piece of butcher paper (approximately 5 feet long). If possible, give each group a different color. Provide art supplies (scissors, glue sticks, markers, rulers, etc.) for groups to design and mount their section of the exhibition.
4. Hang the sections in chronological order in the classroom. Allow students time to view the entire exhibition. As a class, brainstorm a list of titles for the exhibition and have students vote for their favorite title.



Cheyenne women picking berries, Lame Deer, Montana
George Bird Grinnell / National Museum of the
American Indian, N13548

Gathering wild foodstuffs requires time, patience, and knowledge of plants, animals, and seasonal cycles.

5. Ask students: *Imagine you're a time traveler who can visit two of the eras in the exhibition.* Assign students to write a letter to a friend comparing and contrasting the foods available in the two time periods they choose. The letter should explain some of the reasons for the differences.
6. Submit the class' exhibition to your area's *Key Ingredients* hosts to complement the exhibition.

Resources

"Agriculture" Page. American Local History Network.
<<http://www.alhn.org/topic/topic/ag.html>>.
Lists links to sites on different aspects of agricultural history, including equipment and tools.

Crisp, Peter. *The Farmer through History*. Illus. Tony Smith. New York: Thomson Learning, 1993.

Davies, Eryl. *Transport : On Land, Road and Rail*. New York: Franklin Watts, 1992.

"History of American Agriculture, 1776–1990." United States Department of Agriculture.
<<http://www.usda.gov/history2/front.htm>>.
Timeline divided into specific categories of agricultural history. Updated through 1997.

Horowitz, Elinor Lander. *On the Land: The Evolution of American Agriculture*. New York: Atheneum, 1980.

O'Hara, Megan. *Pioneer Farm: A Farm on the Prairie in the 1880s*. Mankato, Minn.: Blue Earth Books, 1998.

Partridge, Michael. *Farm Tools through the Ages*. New York: Promontory Press, about 1973.

Perl, Lila. *Hunter's Stew and Hangtown Fry, What Pioneer America Ate and Why*. Pictures by Richard Cuffari. New York: Seabury Press, about 1977.

Rosenberg, S.H., ed. *Rural America a Century Ago*. St. Joseph, Mich.: American Society of Agricultural Engineers, 1976.

Schlebecker, John T. *Whereby We Thrive: A History of American Farming, 1607–1972*. Ames: Iowa State University Press, 1975.

Shepard, Sue. *Pickled, Potted, and Canned: How the Art and Science of Food Preserving Changed the World*. New York: Simon & Schuster, 2001.

Thorne, Stuart. *The History of Food Preservation*. Totowa, N.J.: Barnes & Noble Books, 1986.

Trager, James. *The Food Chronology: A Food Lover's Compendium of Events and Anecdotes, from Prehistory to the Present*. New York: Henry Holt, 1995.

Wilson, Anthony. *A Visual Timeline of Transportation*. London; New York: Dorling Kindersley, 1995.

MUSEUM CURATORS' GUIDELINES

As museum curators, your group will create a section of an exhibition about the foods and dishes eaten by people in our state during different historical eras. Your section will focus on the time period assigned to the group. You'll use images (photos, drawings, etc), objects, and text (written explanations) to answer the following questions:

1. *What are some of the typical foods or dishes that people in this period eat?*
2. *Where are these foods grown or gathered (e.g., in individual gardens or on large farms in a different state or another country)?*
3. *What are some of the tools and techniques people use to grow or gather their foods?*
4. *What techniques do people use to preserve their foods?*
5. *How do people transport their foods?*

When researching and designing your section, remember that you won't be able to include all the information you find. There wouldn't be enough room, and people viewing the exhibition would get tired of reading. As curators, your job is to choose the most important ideas to present and then illustrate them with images, objects, and text. For example, mention a few tools used for growing foods that were important in your assigned time period instead of every one.

If you include objects in your section, they must be small and light enough to attach to a piece of butcher paper. For example, items like seed packages or empty food containers can be easily mounted by gluing them to butcher paper. If you'd like to include objects that are too large or heavy to be attached to butcher paper, ask your teacher if you can use a table or stand to display these objects. Make sure to clearly identify the objects using labels. Never stick the label on the object; if attaching the object to the butcher paper, place the label below it, or, if using a table or stand, place a "tent card" next to the object. Please do not include valuable objects in your section. Unlike a museum, you won't have a security guard protecting your exhibition.

After your group has selected images and objects and written the text for your section, experiment with laying them all out in different arrangements on your butcher paper before you glue them down. Try to find a design that is both appealing to the eye and that helps viewers understand your section. For example, you may want to create a separate heading for each of the questions answered by your section. You may also want to put these headings in larger type for emphasis. Don't forget to identify each image with a caption that names the image, gives it a date, and, if necessary, includes a short description that ties the image into the theme of your section.

If you'd like to get some ideas on designing your section, visit the *Key Ingredients* exhibition and/or look at online exhibitions on museum websites.



A section of the *Key Ingredients* exhibition

Lesson Objectives

- Examine techniques used in TV and magazine food ads targeted at kids
- Record ads and techniques in a log
- Create a bar graph to illustrate findings from the log
- Compare foods observed in advertisements to the USDA Food Pyramid
- Develop a campaign to raise awareness of advertising techniques

Suggested Grade Levels

4–8

Time Frame

Two or three 45-minute periods

Health Education Standards

NPH — H.5–8.4

Students will analyze the influence of culture, media, technology, and other factors on health

NPH — YH.5–8.7

Students will demonstrate the ability to advocate for personal, family, and community health (See Appendix)

Handouts

- *Food Advertising Strategies* (one copy per student)
- *Food Advertisement Log* (three copies per student)
- *Food Guide Pyramid* (one overhead)

Supplies

- Art supplies

We'll Be Right Back after These Messages

Setting the Stage

1. Prepare and administer a pop quiz with 5 to 10 questions on current food ads targeted at kids. Here's an example:
 - a. "Frosted Lucky Charms, they're _____!" (magically delicious)
 - b. Who is the cartoon mascot for Cheetos? (Chester Cheetah)
 - c. Toucan Sam is a fan of what cereal? (Fruit Loops)
 - d. Complete this soft drink slogan—"Do the _____!" (Dew)
 - e. At McDonalds, they "love to see you _____." (smile)
 - f. Who is always trying to steal Fred's Cocoa Pebbles? (Barney)
 - g. What drink is advertised by a big pitcher who says "Oh Yeah!"? (Kool-Aid)
 - h. Name the Rice Krispies triplets. (Snap, Crackle, and Pop)
 - i. Complete this cereal slogan—"Silly rabbit, _____ are for kids!" (Trix)
 - j. What kind of animal is pizza parlor mascot Chuck E. Cheese? (Mouse)
2. Go over the answers and have students score their quizzes. Ask students: *How many of you answered all 10 questions correctly? Nine? Eight?* etc. Stop once the majority of the class has raised their hands.
3. Ask students: *How did everyone do so well without studying?* Discuss student responses. Explain that while they may not have realized it, they've been absorbing messages from food manufacturers who want to influence what they eat. Tell students: *Our class is going to learn some of the strategies that food manufacturers use to make you want to buy their products.*

Activity Procedure

1. Divide the class into groups of three or four. Distribute the *Food Advertising Strategies*. Groups should discuss each strategy listed and think of an ad they have seen which employs this strategy. Reconvene the class and ask groups to share examples.
2. Distribute the *Food Advertisement Log* to each student and review the instructions. Assign students to watch two hours of *commercial* TV aimed at a mainly young audience, such as Saturday morning or after-school cartoons, and record every food ad in their log. (Students who may not watch TV can analyze magazine ads.) Students can change channels but should watch each channel, uninterrupted, for a minimum of a half hour. Students should then create bar graphs illustrating their findings for sections three and five of the log. Demonstrate how to create a bar graph, if necessary.

3. Share and discuss student findings in class. Ask students: *What strategies were used most often in the ads? Which strategy did you find most persuasive and why?*
4. Discuss whether students would be maintaining a healthy diet if they based all their food choices on the products and information in the ads. Show the overhead of the *Food Guide Pyramid* and talk about its different components. Review the products in the ads and decide where in the pyramid they belong. Ask students: *What components of a healthy diet would be missing if you ate only these products? Why isn't a more balanced selection of foods advertised? What kind of information do we need to make healthy food choices?*
5. Divide students into groups of four or five. Explain that groups will use their new knowledge to organize a campaign to raise awareness in other students at your school of how advertisers try to influence their food choices and the possible consequences of those choices on their health. Allow groups to choose the format of their campaign (e.g., posters, skits, print ads, or video). Groups will present their campaigns to another class.



Ad for Eagle Brand Condensed Milk, about 1890
 Warshaw Collection of Business Americana, Archives Center, National Museum of American History, Behring Center, Smithsonian Institution

FOOD ADVERTISING STRATEGIES*

Food manufacturers use many different advertising strategies to try and convince you to buy their products. Carefully read each strategy below and write the name of a product that you think uses the strategy in its television ads.

Cool Kids

Everybody wants to be like these kids! They have the hottest haircuts, clothes, and toys. You *can* be like them, the ad suggests, if you eat this product.

Family Fun

This ad shows a product as something that instantly helps families have fun together. If mom serves this food, a regular weekday dinner turns into a party.

Excitement

This product is the key to amazing fun and adventure. One bite and you're surfing a giant wave or dancing onstage at a concert with your favorite band.

Star Power

A huge celebrity eats this product, so it must be the best of its kind!

Bigger Is Better

This ad makes a product look bigger than it actually is in real life. Who can resist a giant cookie or the thought of more for your money?

Repetition

Manufacturers hope that if you see a product or hear its name over and over again, you'll want it. Sometimes, the same ad is repeated several times during one hour.

Feel Good

This ad tells a story that makes you feel good. For example, a dad cheers up his daughter by taking her to lunch at their favorite fast food chain.

Sounds Good

Manufacturers use music and other sound effects to grab your attention and make an ad appealing. Have you ever noticed that ads are often louder than the program you're watching?

What's Missing?

This ad doesn't give you the full story about the product. For example, an ad that claims a pastry is "part of this healthy breakfast," doesn't mention that the breakfast would still be healthy without the pastry.

Cartoon Characters

Catchy cartoon characters help you remember a product by putting a face to it. Everybody knows what Tony the Tiger thinks is "Grrreat!"

Weasely Words

By law, advertisers have to tell the truth. But sometimes they use words or phrases that are misleading. For example, a product "with the taste of real lemons," may not have any actual lemons in its recipe, just ingredients that imitate lemon flavor.

**Based on materials produced by the Media Awareness Network <<http://www.media-awareness.ca>>*

FOOD ADVERTISEMENT LOG

Use this log to record information about the food ads you see on TV in a two-hour time period.

- In the first box, write the name of the product.
- Make a mark in the second box each time you see an ad for this product.
- Circle all the advertising strategies used in the ad in the third box.
- Answer "yes" or "no" to the questions in boxes four and five.

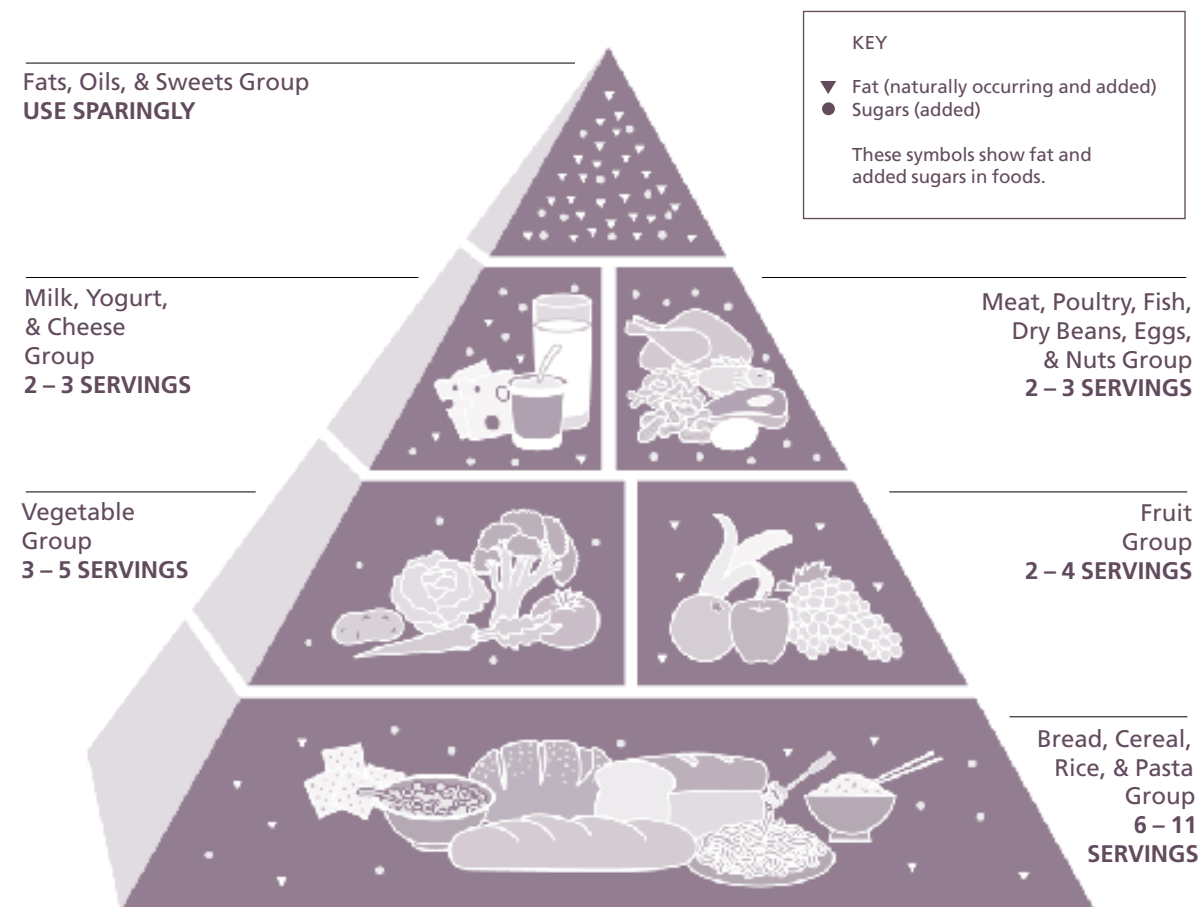
Product name	Number of times ad appeared	Circle all the strategies used in the ad	Did the ad make you want to buy the product?	Do you think this product contains a lot of sugar?
		Cool Kids Bigger Is Better What's Missing? Family Fun Repetition Cartoon Characters Excitement Feel Good Weasely Words Star Power Sounds Good		

Product name	Number of times ad appeared	Circle all the strategies used in the ad	Did the ad make you want to buy the product?	Do you think this product contains a lot of sugar?
		Cool Kids Bigger Is Better What's Missing? Family Fun Repetition Cartoon Characters Excitement Feel Good Weasely Words Star Power Sounds Good		

Product name	Number of times ad appeared	Circle all the strategies used in the ad	Did the ad make you want to buy the product?	Do you think this product contains a lot of sugar?
		Cool Kids Bigger Is Better What's Missing? Family Fun Repetition Cartoon Characters Excitement Feel Good Weasely Words Star Power Sounds Good		

Product name	Number of times ad appeared	Circle all the strategies used in the ad	Did the ad make you want to buy the product?	Do you think this product contains a lot of sugar?
		Cool Kids Bigger Is Better What's Missing? Family Fun Repetition Cartoon Characters Excitement Feel Good Weasely Words Star Power Sounds Good		

FOOD GUIDE PYRAMID



Mind Your Manners

Setting the Stage

1. Ask students: *What table manners do your families observe at a regular dinner at home? How about at a dinner honoring a special occasion (birthday, graduation, or holiday)? Are they different? If so, how?* Allow students to share ideas.
2. Explain that people's behavior at the table depends on the nature of the dining experience (private or public; with family or invited guests; everyday or special occasion). Tell students: *Eating a meal is about more than just refueling our bodies. The manners we use when eating say a lot about relationships between people. Rules for how we set the table, serve the food, eat, and talk during meals are a way to convey feelings of friendliness and respect toward one another. Sometimes these rules reinforce ideas of a culture's social "pecking order" by setting certain people apart from others and treating people of high and low social status differently. We're going to explore one example of how people were expected to behave in the past and determine what rules affect our behavior today.*

Activity Procedure

1. Divide the class into groups of four or five. Distribute the *19th-Century Dining Images* and the *19th-Century Etiquette Guide*. Review the instructions and allow groups time to answer the questions on the sheet. Discuss groups' answers as a class.
2. Ask each group to choose a modern dining experience (e.g., lunch in the school cafeteria, a holiday dinner at home, a meal at a fancy restaurant, a team banquet, a church potluck, or breakfast with siblings on a school morning). Explain that groups should discuss how people typically behave in this situation and develop an etiquette guide for it. The guide should contain at least 10 rules for proper behavior. The guides can be created by hand or on the computer and be as elaborate as time allows—illustrations, cover, etc.
3. Based on their etiquette guides, instruct each group to create a short skit that illustrates some of the "dos and don'ts" of proper conduct at the dining experience they have selected. All group members must have a role in the skit. Groups perform their skits in front of the class.
4. Hold one of the discussions on manners outlined below. Option 1 requires that students have background knowledge of 19th-century social history. Option 2 is a general reflection on manners and values.

Lesson Objectives

- Explore how table manners reinforce social relationships
- Analyze a 19th-century etiquette guide
- Create an etiquette guide for a modern dining experience
- Compare and contrast dining etiquette in different situations

Suggested Grade Levels

7–12

(Note to 4–6 grade teachers: This lesson can be adapted for younger students by omitting the analysis of the 19th-century etiquette guide. Begin the lesson by asking students to brainstorm a list of good table manners. Proceed with Setting the Stage, omitting the mention of looking at an example of manners from the past. Then divide the class into groups of four or five and complete steps 2, 3, 4 (Option 2), and 5 of the Activity Procedure.)

Time Frame

Two or three 45-minute periods

Social Studies Performance Expectations

I. Culture — Middle Grades (b); High School (f)
(See Appendix)

Handouts

- *19th-Century Dining Images*
- *19th-Century Etiquette Guide* (one copy per student)

Supplies

- *Optional:* Art supplies

Option 1: As a class, compare and contrast the rules presented in the skits with those in the 19th-century etiquette guide. Ask students: *How do the rules in your skits reflect the values of 21st-century American society? How do the rules in the etiquette guide reflect the values of 19th-century American society? How do the differences in dining etiquette in the 19th and 21st centuries reflect larger changes in American society?*

Option 2: As a class, compare and contrast the rules presented in the skits. Ask students: *Why do we expect people's manners to differ in these situations? Are there any rules that apply to all situations? If so, what are they and why are they universal? How do these rules reflect our current values as a society?*

- Submit the class etiquette guides to your area's *Key Ingredients* hosts to complement the exhibition.

Lesson Extension

- Students research a country's or individual group's eating customs. In a written or oral report, students identify the significance of these rules.



Food booth at the Minnesota State Fair, 1947
Courtesy Minnesota Historical Society

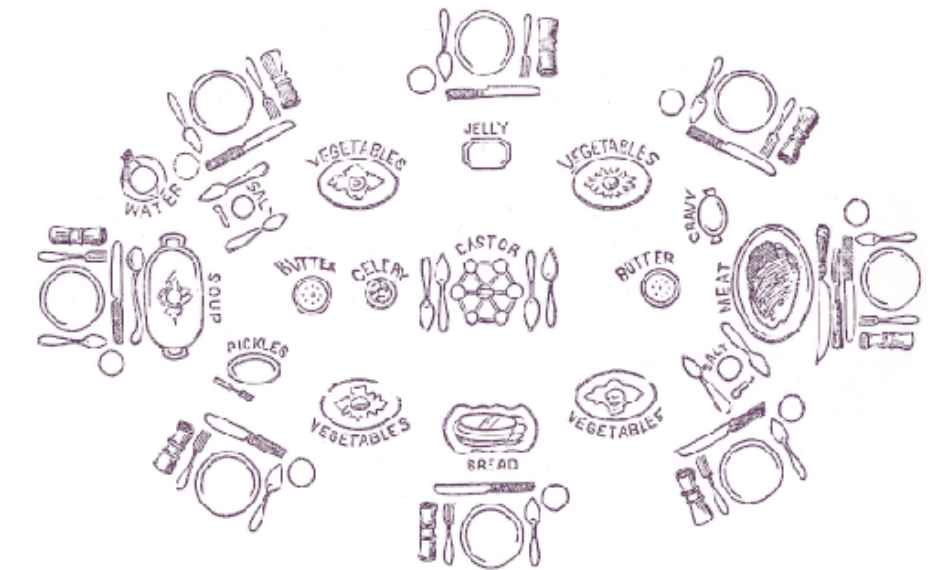


John Little dining room, San Francisco, about 1875
Courtesy The Society of California Pioneers

Etiquette books subtly reminded 19th-century women that silver, china, glassware, and linen displayed family status. Rituals associated with food are very slow to change, so households continue to treasure china and silver, even if they seldom use them.

Table diagram, from "Godey's Lady's Book," 1859

There was—and is—more than one proper way to set a table. For the clueless, books of etiquette impart explicit instructions.



19TH-CENTURY ETIQUETTE GUIDE

Etiquette refers to the set of rules, or prescribed behaviors, deemed appropriate for any given situation. In 19th-century America, demonstrating the proper manners was thought to be crucial for increasing or maintaining one's status in society. Countless etiquette guides were published that covered the correct way to act in all kinds of situations, from meeting members of the opposite sex on the sidewalk to greeting guests at a ball. Below is a set of rules governing behavior at a dinner party.

First read the rules and then analyze them with your group. Look for answers to these questions:

1. *Were these rules intended to help the guests feel welcome and comfortable or to make them nervous and uncomfortable? Or do you think they had some other purpose? Explain your answers.*
2. *Do these rules distinguish between people of higher and lower status? If so, how are they treated differently?*
3. *What attitudes or feelings do people intend to show by following these rules?*
4. *What do you think would happen to a person who did not follow these rules?*
5. *What can we learn about 19th-century values? For example, are gender, wealth, profession, and age important in determining social status? What else can we suppose about American society at this time?*

Write your group's answers on a separate sheet of paper.

Excerpts from *The Lady's Guide to Perfect Gentility, In Manners, Dress, and Conversation . . . also a Useful Instructor in Letter Writing . . . etc.* by Emily Thornwell. New York: Derby & Jackson; Cincinnati: H.W. Derby & Co., 1857.

Manner of going to the dinner-table, on special occasions.

The table should be ready, and the mistress of the house in the drawing-room, to receive the guests. When they are all assembled, a domestic announces that the dinner is served up; at this signal we rise immediately, and wait until the gentleman of the house requests us to pass into the dinner-room, whither he conducts us by going before.

It is quite common for the lady of the house to act as a guide, while he [the gentleman of the house] offers his hand to the lady of most distinction. The guests also give their arms to ladies, whom they conduct as far as the table, and to the place which they are to occupy. Take care, if you are not the principal guest, not to offer your hand to the handsomest, for it is a great impoliteness.

Proper disposition of the guests at the dinner-table.

Having arrived at the table, each guest respectfully salutes the lady whom he conducts, and who, in her turn, bows also.

It is one of the first and most difficult things to properly arrange the guests, and to place them in such a manner that the conversation may always be general during the entertainment; we should, as much as possible, avoid putting next to one another two persons of the same profession, as it would necessarily result in an aside conversation, which would injure the general conversation, and consequently the gaiety of the occasion.

The two most distinguished gentlemen are placed next to the mistress of the house; the two most distinguished ladies next to the master of the house; the right hand is especially the place of honor . . . The younger guests, or those of less distinction, are placed at the lower end of the table . . .

Special rules to be observed at the table.

It is ridiculous to make a display of your napkin; to attach it with pins to your bosom, or to pass it through your button-hole; to use a fork in eating soup; . . . to take bread, even when it is within your reach, instead of calling upon the servant; to cut with a knife your bread, which should be broken by the hand, and to pour your coffee into the saucer to cool . . .

If a gentleman is seated by the side of a lady or elderly person, politeness requires him to save them all trouble of pouring out for themselves to drink, and of obtaining whatever they are in want of at the table. He should be eager to offer them whatever he thinks to be most to their taste.

It is considered vulgar to take fish or soup twice. The reason for not being helped twice to fish or soup at a large dinner party is because by so doing you keep . . . the company staring at you whilst waiting for the second course, which is spoiling, much to the annoyance of the mistress of the house. The selfish greediness, therefore, of so doing constitutes its vulgarity . . .

Never use your knife to convey food to your mouth, under any circumstance; it is unnecessary, and glaringly vulgar . . .

Do not press people to eat more than they appear to like, nor insist upon their tasting of any particular dish; you may so far as recommend one as to mention that it is considered excellent. Remember that tastes differ, and viands [food] which please you may be objects of dislike to others; and that, in consequence of your urgency, very young or very modest people may feel themselves compelled to partake of what may be most disagreeable to them.

Ladies should never dine with their gloves on; unless their hands are not fit to be seen.

In conversation at the table, be careful not to speak while eating a mouthful; it is indecorous in the extreme . . .

Frequent consultation of the watch or time-pieces is impolite, either when at home or abroad [as a guest]. If at home, it appears as if you were tired of your company and wished them to be gone; if abroad, as if the hours dragged heavily, and you were calculating how soon you would be released.

Leaving the table.

It is for the lady of the house to give the signal to leave the table; all the guests then rise, and, offering their arms to the ladies, wait upon them to the drawing-room, where coffee is prepared. We never take coffee at the table, except at unceremonious dinners. In leaving the table, the master of the house should go last.

Politeness requires us to remain at least an hour in the drawing-room, after dinner; and, if we can dispose of an entire evening, it would be well to devote it to the person who has entertained us.

Scavenger Hunt

Look for the answers to these questions as you explore the *Key Ingredients* exhibition. Each group of questions is linked to a different section of the exhibition. Write down your answers and return this sheet to your teacher.

Land of Plenty

1. According to this section, what are the three basic methods by which people get food?

a.

b.

c.

2. For each of the three methods, find an image of people getting food by using that method. Briefly describe the actions of the people in each image.

a.

b.

c.

3. Who brought the knowledge and skills for growing rice to America?

Local Flavors

1. Search this section to find the city or state that makes a special claim to one of the foods below. Write the name of the place next to the name of the food.

a. Fry Sauce

b. Peaches

c. Burgoo

d. Baked Beans

e. Potatoes

f. Sourdough Bread

2. Find the image of the Corn Palace. If you could build a monument honoring a food, what food would it be made out of and how would it be shaped? If you like, draw what it would look like in the space below.

Dynamic Delivery

1. Find an old ad or can from a canned food company you recognize. Describe how that company got its start.
2. What gave Clarence Birdseye the idea for frozen foods?
3. What was the name of the first self-service “supermarket”? How was it different from a general store?
4. What year was “Betty Crocker” born?
5. If you had a Blitzhacker in your kitchen, what would you use it for?

Festival of Feasts

1. Find an image of a food festival you’d like to attend. Write down the name of the festival and briefly explain why you chose it.

2. Find the images of these restaurants: Delmonico’s and White Castle. Where would you rather have lunch? Why?
3. Where could you catch dinner if you were traveling on a long-distance train in the early 1900s?
4. Where were fortune cookies first served?

Home Cooking

1. According to this section, what are some different ways people learn to cook? How have you learned to cook?
2. Find an image of a table set for a fancy dinner. What items does your family use at the table for an important dinner?
3. What is a Goop?
4. According to this section, what foods were served at the first Thanksgiving? Which of these foods have you tried? Which would you like to try?

Appendix

Key to National Curriculum Standards for Social Studies

This key is divided into three sections to correspond to the grade levels specified in the *Curriculum Standards for Social Studies* developed by the National Council for the Social Studies. Within each section are the themes, standards, and performance expectations that are relevant to the lessons in this teacher's guide. By comparing your state's social studies standards to these national standards, you can also use this key to identify the lessons that meet the objectives of your state's standards. Information about all the national standards may be obtained from the National Council for the Social Studies (301.588.1800 / www.socialstudies.org).

EARLY GRADES (K–4)

I. Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

Performance Expectation

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Applicable Lessons

- American Menus
- What Do Time Travelers Eat?
- Recipes for Tradition
- American Menus

III. People, Places, & Environment

Social studies programs should include experiences that provide for the study of *people, places, and environments* so that the learner can:

Performance Expectation

- h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

Applicable Lessons

- American Menus
- What Do Time Travelers Eat?

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

Performance Expectation

- c. describe unique features of one's nuclear and extended families.

Applicable Lesson

- Recipes for Tradition

VIII. Science, Technology, & Society

Social studies programs should include experiences that provide for the study of the *relationships among science, technology, and society*, so that the learner can:

Performance Expectation

- a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.
- b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.

Applicable Lesson

- What Do Time Travelers Eat?
- What Do Time Travelers Eat?

MIDDLE GRADES (5 – 8)

I. Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

Performance Expectation

- a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Applicable Lessons

- American Menus
- What Do Time Travelers Eat?
- Mind Your Manners
- Recipes for Tradition
- American Menus

III. People, Places, & Environment

Social studies programs should include experiences that provide for the study of *people, places, and environments* so that the learner can:

Performance Expectation

- h. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

Applicable Lessons

- American Menus
- What Do Time Travelers Eat?

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

Performance Expectation

- c. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.

Applicable Lesson
Recipes for Tradition

VIII. Science, Technology, & Society

Social studies programs should include experiences that provide for the study of the *relationships among science, technology, and society*, so that the learner can:

Performance Expectation

- b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animals, family life, and economic needs, wants, and security.

Applicable Lesson
What Do Time Travelers Eat?

HIGH SCHOOL (9 – 12)

I. Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

Performance Expectation

- f. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

Applicable Lesson
Mind Your Manners

Key to National Health Education Standards

This key corresponds to the grade level specified in the *Health Education Standards* developed by the American Cancer Society. These standards describe the knowledge and skills essential to the development of health literacy. Within this key are the themes, standards, and performance expectations that are relevant to the fourth lesson in this teacher's guide, *We'll Be Right Back after These Messages*. Information about all the national standards may be obtained from the American Cancer Society (1-800-ACS-2345 / www.educationworld.com/standards/national/nph/index.shtml).

MIDDLE GRADES (5 – 8)

NPH-H.5-8.4

Influences on Health

Students will analyze the influence of culture, media, technology, and other factors on health. Students who meet this standard will be able to:

Performance Expectations

- analyze how messages from media and other sources influence health behaviors.
- analyze the influence of technology on personal and family health.
- analyze how information from peers influences health.

Applicable Lesson
We'll Be Right Back after These Messages

NPH-YH.5-8.7

Health Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health. Students who meet this standard will be able to:

Performance Expectations

- analyze various communication methods to accurately express health information and ideas.
- express information and opinions about health issues.
- identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
- demonstrate the ability to influence and support others in making positive health choices.
- demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

Applicable Lesson
We'll Be Right Back after These Messages

