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Did Americans Eat Healthy Meals During the 1800s & 1900s?

Hyun Wook

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Did Americans eat healthy meals during the 1800s and the 1900s?

Type of Teaching Unit : Nutrition

Grade Level : 7th grade

Time Frame: This unit requires a minimum of thirteen class periods. (45 min. class)

Subject Matter : Science, Health, English Language Arts, and History

Curriculum Standards [\(ISBE\)](#) :

1. Science : State Goal 11
2. Social Science : State Goal 16
3. English Language Arts : State Goal 3

Lesson plan description :

This lesson requires students to investigate American history to answer the question; “Did Americans eat healthy meals during the 1800s and the 1900s?” Students will give a presentation on this topic using Power Point. Through this activity students will be able to apply knowledge, solve problems, communicate, use technology, work on teams, and make connections to real world problems.

Technology Required :

- Computer lab with internet connection or Laptop computer
- Power Point

Category :

Life style, Health

Assessment Tool (Formal)

- Citation of a source
- Inference of illness caused by poor nutrients
- Recommendation of unbalanced meal menu
- Summary of a meal menu investigation
- Power Point Presentation

Assessment Tool (Informal)

- Group discussion and participation

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- Unit : Nutrition
 - Require prior knowledge of the nutrition lesson
- a. Students understood the importance of each type of nutrient.
- b. Students understood the relationship between diet and health.
- c. Students understood the six classes of nutrients.
- d. Students were able to identify the nutrients in foods.

II. About the citation for electronic sources

- From the Library of Congress

<http://memory.loc.gov/ammem/>

- MLA Citation style by Janice R. Walker

<http://www.columbia.edu/>

Lesson Plans

Lesson Plans

Lesson One

Introduction - Did American have healthy meals during the 1800s and the 1900s?

- 1) Post the project topic and explain the project procedure. (Handout 1)
- 2) Determine groups for the project.
- 3) Students will formulate a hypothesis for the project topic.

Lesson Two

American Memory Collection site and citation of a source

- 1) Introduce the navigation method for the project. (Handout 2)
- 2) Introduce the American Memory Collection site.
- 3) Introduce the copy tools and a proper citation for a source. (Handout 3)
- 4) Students will practice saving a source with proper citation.

Lesson Three

American meals during the 1800s and the 1900s

First class period

- 1) Students will navigate the American Memory Collection site.
- 2) Students will select a meal menu for the project between the mid 1800s and the mid 1900s.
- 3) Students will save a source with proper citation for the project.

Second class period

- 4) Students will evaluate the menu focusing on the unbalanced menu using the criteria (Handout 4).

Third class period

5) Students will share a summary of the meal menu investigation of a specific time period. (Handout 5)

Fourth class period

6) Students will recommend and create a balanced nutrient menu for the unbalanced source menu.

Lesson Four

Conclusion of an American Meal

1) Students will make a conclusion for the project topic by collecting data through the investigation (through lesson three).

2) Students will organize data and sources for the presentation.

3) Students will design an outline for the presentation.

Lesson Five

Power Point

First class period

1) Introduce Power Point.

2) Students will create a demo presentation to explore Power Point.

3) Students will apply the presentation outline to Power Point.

Second class period

4) Students will complete a Power Point presentation and save it to a disk.

Lesson Six

Power Point Presentation

1) Students will give a presentation.

2) Students will assess the presentation through self-assessment and peer assessment.

Handout 1

- Project topic: Did Americans have healthy meals during the 1800s and the 1900s?

- Project procedure:

1. You will navigate the American Memory Collection Site to search for meal menu data between the mid-1800s and the mid-1900s.

i. You will make a proper citation for a source.

ii. You will save a source.

2. You will select and evaluate a menu between the mid-1800s and the mid-1900s and focus on the unbalanced nutrient menu.

i. You will make a list of the poor nutrients on a menu.

ii. You will infer illnesses caused through the poor nutrients on a menu.

iii. You will share a summary of the meal menu investigation of a specific time period.

3. You will make a suggestion and create a balanced menu for the unbalanced nutrient menu.

4. You will give a presentation of the investigation and discovery about the meal menu of a specific time period using Power Point.

Handout 2

- Introduce the navigation method for the project

1. Visit The Library of Congress web site.

Address of webpage: www.loc.gov

2. Click on the "[American Memory](#)" page.

3. Click on the "[Browse](#)" tap menu on American Memory page.

4. Type "menu" in the search box in the right hand corner of

page. ----> click "search" ----> Results are displayed

with item titles.

5. Click on the "Gallery View" on display description.

----> Results are displayed with thumbnail pictures.

Handout 3

- Introduce the copy tools and a proper citation for a source.

1. Copy tools

A. To copy a picture (photograph) source:

a. Click on the picture (photograph) to have a big picture

---> Right click on the picture (photograph) ---> Select
copy

b. Open Microsoft Word ---> Paste copied picture

(photograph) on blank page

---> Save

B. To copy a document (text) source:

a. Select document (text) content that you want to copy

---> Right click on the selected area ---> Select copy

b. Open Microsoft Word ---> Paste copied document (text) on

blank page ---> Save

2. Citation for a source

A. For picture (photograph) source

a. Needed information from the source

1. Photographer last name, first name, middle initial

2. The title of the source (work)
 3. The date of the source that was created or published
 4. The title of collection name that the source located in
 5. The protocol and permanent web address of the source webpage
 6. The digital ID of the source
 7. Date of visit
- b. Formula for citation : Bold letter and symbols define the rules you have to follow.

Photographer Last Name, First Name, Middle Initial.

" Title of the source (work). **" Date** of the source.

Title of Collection of the source. **[Protocol** and

permanent **web address** of the source **]** **[Digital ID]**

(Date that you visited the source webpage the last time to copy the source and save)

- c. Example of citation

B. For document (text) source

- a. Needed information from the source
 1. Author last name, first name, middle initial
 2. The title of the source (work)
 3. The date of the source that was created or published
 4. The title of collection name that the source located in

5. The protocol and permanent web address of the source webpage
 6. The call number of the source
 7. Date of visit
- b. Formula for citation : Bold letter and symbols define the rules you have to follow.

Author Last Name, First Name, Middle Initial.

" **Title** of the source (work). " **Date** of the source.

Title of Collection of the source. [**Protocol** and permanent **web address** of the source] [**Call number**]
(**Date** that you visited the source webpage the last time to copy the source and save)

- c. Example of citation : This example did not have the author's name in the citation, because the original source did not offer the author of the text (work). There is a related name with the original source. That was not clear information for the citation. If there is not certain information for the citation, the citation can complete without that information. Just use all the information you can get from the original source.

Handout 4

- Criteria for evaluating a menu.

A. Did the menu contain the basic nutrient (the four food groups) daily?

1. Write check mark (v) in proper box below yes/no.

Food Groups	Examples	Yes	No
Milk Group	All types of milk, yogurt, cheese, ice cream, cottage cheese, other foods made with milk, such as cream soups and puddings		
Meat Group	Red meats, poultry, seafood, eggs, nuts, peanut butter, all varieties of dried beans, peas, lentils		
Fruit-Vegetable Group	Citrus fruits such as oranges grapefruits, lemons, and limes, Potatoes, green peppers, strawberries and tomatoes, dark green-leafy vegetables, orange-colored vegetables, and fruits such as cantaloupes and apricots		
Grain Group	Wheat, corn, oats, buckwheat, barley, rice, rye, breads, cereals, muffins, pastas, crackers, pancakes, tortillas, rolls		

2. Complete the following table of the menu's nutrient.

Food Groups	Name the food item belonging to each food group from the menu
Milk Group	
Meat Group	
Fruit-Vegetable Group	
Grain Group	

B. If the menu did not contain the basic nutrient daily, complete the following table.

1. Which food group is missing on the menu?	
2. What nutrient is missing on the menu?	
3. Name one illness because of the missing nutrient on the menu.	
4. How can people prevent the illness?	

5. What kind of food items do you suggest for this menu?	
--	--

Handout 5

Complete the following lists for the presentation of your summary of the meal menu investigation of a specific time period

A. Identify the time period of the source.

B. Name the source of the menu.

C. Name the missing food groups.

D. Name the absent nutrients on the menu.

E. Name the problems caused because of the absent nutrients.

F. Make a suggestion for a balanced menu.

Evaluation

Assessment Tool (Formal)

- Citation of a source
- Inference of illness caused through poor nutrients
- Recommendation of unbalanced meal menu
- Summary of a meal menu investigation
- Power Point Presentation :

1. Slide presentation evaluation rubric

(<http://www.wcape.school.za/subject/CS/PHS/evppt.htm>)

2. [Grading rubric for power point presentations](#)

(<http://www.schools.lth5.k12.il.us/aviston/KBLesson8.html>)

3. Performance task assessment list multimedia presentation

(http://www.bcpl.net/~sullivan/modules/tips/rubrics_sec/multimedia.html)

4. [Presentation rubric](#)

(<http://www.ncsu.edu/midlink/rub.pres.html>)

Assessment Tool (Informal)

- Group discussion and participation :

1. Group discussion rubric

(<http://www.mashell.com/~parr5/techno/group.html>)

2. Discussion board grading rubric

(<http://learn.sfccnm.edu/training/discussionrubric.htm>)

3. Rubric for individual participation in group

(<http://www.scarborough.k12.me.us/middle/contribute/quest/indivrbr2.html>)

- Self-assessment and peer assessment (student)

Helpful Site for Creating Rubrics

1. [Presentation Rubric Generator](#)

(http://www.teach-nology.com/web_tools/rubrics/presentation/)

The Library of Congress Contents

To extend this unit

A. Extension project : Did Americans exercise to

keep in good health during

the 1800s and the 1900s?

B. The Library of Congress Collection

[America at Work, America at Leisure: Motion Pictures from 1894 - 1915](#)

For Student

- Preparation for the project

1. You need to understand the following

- a. The importance of each type of nutrient.
- b. The relationship between diet and health.
- c. The six classes of nutrients.

Useful site : Six Classes of Nutrients and terms to know

<http://online.ohlone.cc.ca.us/~bclamp/cfs109/elfant/Module1/sld009.htm>

http://www.motts.com/docs/energy_annexes.pdf

2. You need to be able to identify the nutrients in foods.

- For the project

1. Visit [The Library of Congress](http://www.loc.gov/) web site.

Address of The Library of Congress : <http://www.loc.gov/>

2. Create Powerpoint presentation.

Useful site : PowerPoint in the Classroom

<http://www.actden.com/pp/>