

**United States History/Geography Integrated Lesson Plan**  
**Do You Know Anything About What You Are Eating?**

Name: Jan A. Middleton School: Timberwood Middle School District: Humble ISD	Subject: United States History Grade: 8 <sup>th</sup> Grade
<b>Description of Lesson:</b>	
<b>Class Time Required:</b> 1-3 Days	This lesson is designed to allow students to study the background of the American diet. It is also a means to incorporate technology into the historical/geographical aspects of the lesson.
<b>Grade Level:</b> 8 <sup>th</sup> Grade	
<b>Purpose/Objectives (student outcomes):</b> The students will be able to: <ol style="list-style-type: none"> <li>1. Using a photograph of a typical “American” meal, students will determine what was the origin of each food/drink item;</li> <li>2. What people/culture first introduced that item into our culture, and;</li> <li>3. How this item was first used in our diet.</li> </ol>	
<b>Best of Both Worlds:</b> Period # 2 Discovery and Exploration: 1492 to 1607 (D) History Content: Columbia Exchange. Taught Simultaneously: Agricultural products – two-way trans Atlantic interaction.  <b>TEKS:</b> 8 <sup>th</sup> Grade Social Studies 10 – Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) Create thematic maps, graphs, charts, models and databases representing various aspects of the United States. 11 - Geography-The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (A) Locate places and regions of importance in the United States during the 18 <sup>th</sup> and 19 <sup>th</sup> centuries. (B) Locate places and regions of the United States in terms of physical and human characteristics.	
<b>National Geography Standards:</b> The World in Spatial Terms - Geography studies the relationships between people, places and environments by mapping information about them into a spatial context. Places and Regions - The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. Human Systems - People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. Environment and Society - The physical environment is modified by human activities largely as a consequence of the ways in which human societies value and use Earth's natural resources and human activities are also influenced by Earth's physical features and processes. The Uses of Geography - Knowing geography enables people to understand the relationships between people, places, and environments over time.	
<b>Fundamental Themes:</b> Relative Location - Every point on Earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude. Place - All places have characteristics that give them meaning and character and distinguish them from other places on earth. Movement - People interact with other people, places, and things almost every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment. Regions - A basic unit of geographic study is the region, an area on the earth's surface that is defined by certain unifying characteristics.	
<b>Procedures (how this activity will be carried out in the classroom):</b>	
<b>Focus/Motivation (Gaining student interest):</b>	<b>Day # 1:</b> <ul style="list-style-type: none"> <li>• Everyday, Americans sit down to a table and enjoy a meal of “American” food items. However, this is a misconception. Most Americans do not realize that our meal is “foreign” in nature. What has happened is that Americans have taken foods/beverages from various people/cultures from other parts of the world and incorporated them into our culture. For example, when 8th graders finish off a “Big Mac with cheese” every item originated from a foreign place. So, you might ask yourself, “Who brought the food to America?” “What area was the first to Americanize” it? and “How/when was the food first used when it arrived in America?” Hopefully, this lesson will answer these questions and give some insight into our meals.</li> </ul>

	<ul style="list-style-type: none"> <li>On a table before the class, various types of food/beverages items should be displayed and numbers (i.e. - apple # 1). These items should be as follows:           <table style="width: 100%; border: none; margin-top: 5px;"> <tr> <td>pork chops</td> <td>cheese</td> <td>olive oil</td> <td>sweet potato</td> <td>melons</td> <td>onions</td> </tr> <tr> <td>bread</td> <td>yams</td> <td>rice</td> <td>pepper</td> <td>olive oil</td> <td>okra</td> </tr> <tr> <td>cucumbers</td> <td>carrots</td> <td>spinach</td> <td>chocolate</td> <td>dates</td> <td>potato</td> </tr> <tr> <td>eggplant</td> <td>sugar</td> <td>gumbo</td> <td>corn</td> <td>raisins</td> <td>wine</td> </tr> <tr> <td>apples</td> <td>coffee</td> <td>peanuts</td> <td>lemons</td> <td>cornbread</td> <td>tea</td> </tr> <tr> <td>beef patty</td> <td>lamb chops</td> <td>steak</td> <td>green beans</td> <td>orange juice</td> <td>slaw</td> </tr> </table> </li> <li>At the beginning of the class, the teacher should pick one item and ask these three questions.           <ul style="list-style-type: none"> <li>What is the origin of this food/beverage item?</li> <li>What people/culture was responsible for introducing this item into our culture?</li> <li>How/when was this item first used in our culture?</li> </ul> </li> <li>A short question/answer period should follow that will allow the teacher to give directions to the students on how to familiarize themselves on how to find these answers to the above questions.</li> </ul>	pork chops	cheese	olive oil	sweet potato	melons	onions	bread	yams	rice	pepper	olive oil	okra	cucumbers	carrots	spinach	chocolate	dates	potato	eggplant	sugar	gumbo	corn	raisins	wine	apples	coffee	peanuts	lemons	cornbread	tea	beef patty	lamb chops	steak	green beans	orange juice	slaw
pork chops	cheese	olive oil	sweet potato	melons	onions																																
bread	yams	rice	pepper	olive oil	okra																																
cucumbers	carrots	spinach	chocolate	dates	potato																																
eggplant	sugar	gumbo	corn	raisins	wine																																
apples	coffee	peanuts	lemons	cornbread	tea																																
beef patty	lamb chops	steak	green beans	orange juice	slaw																																
Explanation (Including modeling):	<p>Day #1-3</p> <ul style="list-style-type: none"> <li>By the “luck of the draw”, groups should be created, based on the number of students per class.</li> <li>Each group (high card draws first) will choose (___) food/drink items from the table display. For example, 5 members will choose 5 items. The group will conduct research to complete the chart for their foods. Each member of the group has the responsibility for finding and filling out a chart sheet for, at least, more than half of the chosen items.</li> </ul> <p style="text-align: center;"><b>Foods/Beverages in the American Dietary Meal</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 33%;">Food/Beverage Item</th> <th style="width: 25%;">Place of origin</th> <th style="width: 25%;">From what culture</th> <th style="width: 17%;">How/when first used in America</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>On the third day of this exercise, the group will make a presentation based on the above information. Students could use Power Point, postal board, collage, etc. to show their findings.</li> </ul> <p>Day #3:</p> <ul style="list-style-type: none"> <li>Each group will make a presentation to the class. How they present their findings to the class will be based on mutual agreement from both the teacher and the group.</li> <li>Class members will critique the presentation based on a rubric created by joint teacher/students criteria.</li> <li>Each member of the group will turn in their chart containing their findings.</li> </ul>	Food/Beverage Item	Place of origin	From what culture	How/when first used in America																																
Food/Beverage Item	Place of origin	From what culture	How/when first used in America																																		
Independent Practice:	See above chart for individual research																																				
<p>Assessment (how student achievement will be measured):</p> <p>Each student will be evaluated on their</p> <ul style="list-style-type: none"> <li>Participation in the group presentation, such as clarity of presentation, accuracy of information, completeness of presentation, good delivery, and originality, and the</li> <li>Accuracy of information contained in the chart sheet.</li> </ul>																																					
<p>Extension/Enrichment:</p> <p>Student will compare and contrast the distribution of food items in the five Regions (New England, Middle, Chesapeake, Carolinas, and West Indies) in Colonial America.</p>																																					
<p>Materials:</p> <p>8<sup>th</sup> grade United States History textbook; What We Eat by Burt Wolf, The true story of why we put sugar in our coffee and ketchup on our fries, various recipe books and food magazines, Media-Center of the school; and computer-use in the classroom, media-center, or computer room</p>																																					