



Cooking on the Frontier Small Group Activity

Type of Teacher Tool: Whole Class and Individual Activity

Targeted Grade Level(s): 3-6

Targeted Curriculum Areas: Social Studies

Learning Objectives:

1. Students will use knowledge learned about preparing food in the 1820's to create their own project/artifact.

Targeted Standards(s):

National History Standards: Historical Thinking Standards Grades 5-12

2. Historical Comprehension

F. Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.

4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

B. Obtain historical data from a variety of sources, including library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

National Social Studies Standards:

Theme 1 Culture—Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

Theme 2 Time, Continuity, and Change—Social studies programs should include experiences that provide for the study of history and its legacy.

Theme 3 People, Places, and Environments—Social studies programs should include experiences that provide for the study of people, places, and environments.

Resources/Materials Needed:

1. US History 9: At the Smokehouse

2. US History 10: Making Butter
3. US History 11: Starting the Soup
4. US History 12: Finishing the Soup
5. US History 13: Making the Apples
6. US History 14: Making the Cornbread
7. US History 15: Serving the Food
8. US History 16: A Child's Life on the Frontier
9. Student Tool 3: Cooking on the Frontier Reflection Student Worksheet (available on the last page of this document)
10. Student Journals
11. K-W-L Chart
12. Index cards/notebooks for notes

Teacher Instructions:

1. Have students fill out the "K" and "W" sections of a K-W-L chart. Instruct them to think about what they already know and what to know about living on the American frontier in the 1820's, specifically about cooking and preparing food. Some questions you may ask are: What did the pioneers eat? Where did they get their food? How did they prepare their food?
2. Then watch the video segments, "Starting the Soup" and "Finishing the Soup." After the video segments, have students Think-Pair-Share what they learned. Have students share a few items with the whole class and then instruct them to fill out the "L" part of their chart.
3. Each student will then choose two of the remaining short videos to watch on their own. ("At the Smokehouse," "Making Butter," "Making the Apples," "Making Cornbread," "Serving the Food")
4. After watching the two segments of their choice, each student will choose one of the following activities to complete:
 - a. Create 3 journal entries from the perspective of a child living on the frontier. Talk about what life is like? What are your jobs? How do you help with food? Growing? Cooking? Preparing?
 - b. Create 3 recipes that pioneers may have used in the 1820's. Keep in mind all food must be accessible at home by raising, growing, or collecting. It also must be prepared without electricity.
5. In order to create their journal entries or recipes, instruct students to also research what life was like for a child, their age, on the frontier. What kind of chores were they responsible for doing? Have them use computers to conduct their research and record information they find interesting and important on index cards, in a notebook, or on a computer. In addition to Internet research, students may also choose to watch the archived program, "A Child's Life on the Frontier" as a resource as well.

Assessment/Evaluation Option:

1. Each student will turn in one of the above activities for evaluation.
2. As a variation, students can share one of their recipes or journal entries with the entire class or in small groups and have peers ask questions. Evaluation could also be made of the presentations.

Cooking on the Frontier Reflection Student Worksheet

Student Name _____

Instructions:

1. On this paper or in your journal, reflect on what you have learned about cooking and preparing food on the frontier. Here are some questions to think about:

- What new information did you learn from the videos and/or information that your classmates presented?
- What information surprised you?
- How can you apply what you learned to your life?
- What can we learn from the pioneers and how they lived?
- What are additional questions you have about cooking and preparing food on the frontier and why would you like to know that information?

Videos Included:

List the title of the video you watched.