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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Practicum in Culinary Arts |
| **Lesson/Unit Title** | From the Beginning – A Look into the History of Food Service |
| **TEKS Student Expectations** | **130.257. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) model effective oral and written communication  (3) The student develops skills for success in the workplace. The student is expected to:  (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks  (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills  (K) apply effective listening skills used in the workplace  (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:  (B) describe entrepreneurial opportunities in the area of culinary arts |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify historical events and their effect on food and the food service industry * Recall and list information on food service history * Summarize, rewrite and report information on specific food service entrepreneurs * Demonstrate effective listening skills as they listen to other students’ presentations |
| **Rationale** | Through discovering and learning the history of foods and food service, students can identify how specific foods, cooking techniques, and industry information has evolved, and how trends can be identified through historical events. |
| **Duration of Lesson** | Six 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Chef:** A highly skilled professional who is proficient in all aspects of food preparation  **Entrepreneur**: A self-motivated person who creates and runs a business  **Guilds:** Formed to organize merchants and maintain standards Example: Baking guilds and meat guilds  **Haute Cuisine:** Elaborately or skillfully prepared food, typically French cooking  **Trends:** New practices or conditions that point to the way things will be in the future |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations * Computers with internet access   **Materials:**   * Index cards * Markers   **Technology:**  Access to:   * GlogsterEDU * PowerPoint * Prezi * Copies of handouts   **PowerPoint:**   * Historical culinary trendsetters   **Handouts:**   * Culinary Trendsetter Famous Chefs and Entrepreneurs Presentation * Historical Culinary Trendsetters Notes * Historical Culinary Trendsetters Notes (Key) * Julia Child’s Kitchen Objects * Julia Child’s Kitchen Objects (Key) * Rubric for Electronic Display – GlogsterEDU Poster * Rubric for Multimedia Presentation – Prezi * Rubric for PowerPoint Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**   * Visit Julia Child’s Kitchen at the Smithsonian interactive website and become familiar with the exhibit – <http://americanhistory.si.edu/juliachild/flash_home.asp?dest=home.>   Print the names of various chefs and entrepreneurs on index cards and place around the classroom, such as Julia Child, Rachel Ray, Emeril Lagasse, Gordon Ramsey, Bobby Flay, Colonel Harland Sanders, and Dave Thomas. Listed below are websites for more names.   * Biography – True Story Famous Chefs<http://www.biography.com/people/groups/chefs/> * Food Network Chefs<http://www.foodnetwork.com/chefs/index.html> * Food Reference Who’s Who in the World of Food [www.foodreference.com/html/whoswhom.html](http://www.foodreference.com/html/whoswhom.html) * Star Chefs The magazine for Culinary Insiders<http://starchefs.com/chefs/html/index.shtml>   Option – print pictures of famous chefs and entrepreneurs and place in clear sheet protectors and place around the classroom.  When class begins, ask students if they recognize any of the names (pictures) of the people. Ask the following questions:   * Where have you seen them? * What do you know about them? * Why are they famous?   Have class discuss the various chefs and entrepreneurs. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Historical Culinary Trendsetters.  Distribute handout Historical Culinary Trendsetters Notes. Students will answer as you review slide presentation.  Discuss how important studying the history of food, famous chefs, and entrepreneurs have influenced our food today.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * praising student * provide the student with a copy of the slide presentations |
| **Guided Practice \*** | Julia Child introduced many French culinary utensils to America. Students will be able to understand where some of the utensils came from and what are used for.  Distribute handout Julia Child’s Kitchen Objects.  Connect computer to projector and log into Julia Child’s Kitchen at the Smithsonian<http://americanhistory.si.edu/juliachild/flash_home.asp> Click on *View Selected Objects*. Click on an object to view picture and learn more. Students will be able to categorize the objects and find out more about it.  In some pictures, there is video or audio of Julia Child explaining the use of the object.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * work with a peer tutor * extended time |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute Culinary Trendsetters Famous Chef and Entrepreneurs Presentation handout.  Students may choose a chef or entrepreneur from any of the websites listed. Discuss the criteria for the chosen chef or entrepreneur. Not all of the needed information will be found for each person but students are to gather as much as possible.  Distribute the Rubric for Electronic Display – GlogsterEDU, Rubric for Multimedia Presentation – Prezi®, and the Rubric for PowerPoint Presentation. Students may choose how to present their information using one of the three tools.  Review the procedures to access the multimedia tools if students are not familiar with the websites.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * extended time for assignment * work with a peer tutor |
| **Lesson Closure** | Review terms, definitions, and objectives.  Follow-up questions at the end of each class period to include answer and discussion.   * Briefly compare and contrast food trends of Ancient Greeks to the Ancient Romans. * Using bubbles or a mapping identifies how the Industrial Revolution affected the food service industry. * Which trendsetter/famous chef did you select for your multimedia presentation? What are 2 pieces of information you found out about your trendsetter/famous chef? * Of the historical periods discussed, which do you feel had the greatest impact on the food service industry today and why?   If time permits, view snippets of PBS videos of famous chefs and compare them to shows on TV today.<http://www.pbs.org/food/chefs/> |
| **Summative/End of Lesson Assessment \*** | Students will present individual multimedia research. Presentations will be assessed with rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing guided participation * extra time for oral response * encourage participation |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Gisslen, W. (2011). Professional cooking. Hoboken, NJ: John Wiley & Sons. * Culinary essentials. (2010). Woodland Hills, CA: Glencoe/McGraw Hill. * Foundations of restaurant management & culinary arts: Level one. (2011). Boston, MA: Prentice Hall.   **Websites:**   * Biography – True Story Famous Chefs<http://www.biography.com/people/groups/chefs/> * Food Network Chefs<http://www.foodnetwork.com/chefs/index.html> * Food Reference Who’s Who in the World of Food [www.foodreference.com/html/whoswhom.html](http://www.foodreference.com/html/whoswhom.html) * Star Chefs The magazine for Culinary Insiders<http://starchefs.com/chefs/html/index.shtml> * The Food Timeline Food history presents a fascinating buffet of popular lore and contradictory facts. <http://www.foodtimeline.org> * The History of Ballpark Food In ballparks and beyond, Americans consume more than 20 billion hot dogs and 600 million pounds of peanuts a year.   http://www.history.com/news/the-history-of-ballpark-food   * The History of Food and …? International Guild of Hospitality & Restaurant Managers Indexed by subject and timeline. <http://www.hospitalityguild.com/History/history_of_food10.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Peer to read materials * Shortened, simplified instructions * Extra time for oral response |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Encourage students to read more about the history of food in this blog: The History Kitchen<http://www.pbs.org/food/blogs/the-history-kitchen/> * Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | I must admit, maybe I am a piece of history after all. **-Alan Sheppard**  History is merely a list of surprises. It can only prepare us to be surprised yet again. **-Kurt Vonnegut**  Energy and persistence conquer all things. **-Benjamin Franklin** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Which famous chefs or entrepreneurs are you currently familiar with, and what do you know about them? * Look at: [www.foodtimeline.org](http://www.foodtimeline.org) and review the foods listed. Select your favorite food and share 3 pieces of information found on the timeline website. * What foods do you remember as a child that is no longer on the market and what are newer food products that you enjoy? * Many people who love to cook want to have a TV cooking show. If you were to have your own cooking show what would you call it? What would be your theme? What are 3 items you would like to demonstrate on your show? * What are 4 trends that you see in the food service industry today?   **Writing strategies:**   * Raft writing strategy   + Role – student   + Audience – local food industry entrepreneur   + Format – letter   Topic – invitation to speak to class about how he/she got started in the industry |
| **Communication**  **90 Second Speech Topics** | After students select their subject/chef for culinary trendsetters/famous chef project, they will each give a brief 90-second introduction speech to their classmates. Students must tell who they selected to research and information they discovered on the first day of research. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can plan a menu for a historical time period. Through research, they will determine what constituted a dinner menu during that time period and using the menu-planning format; they will write and design a formal menu for the event.   + As a group, they may make an oral presentation.   + As an added bonus, the class can prepare the historic dinner. |
| **Family/Community Connection** | Family Traditions Interview   * Students are to conduct a five-minute interview with a parent or significant adult and discuss food traditions in their family, and how they came to be.   + Students may record the interview and present their findings and video clip to the class.   + Discuss “family” recipes that have been handed down from generation to generation.   + Write down the answers from the interview and report them to the class. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * Applied Technology – An individual or team event – recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects. * Food Innovations: Using historical information to create a food product. An individual or team event – recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original prototype formula, testing the product through focus groups, and developing a marketing strategy. * Illustrated Talk – An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. |
| **Service Learning Projects** | **Service Learning:**  Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example: Send a survey to the local senior citizen center asking for a list of their favorite recipe titles, or to share their personal favorite recipes. Cater a luncheon for the center or invite the seniors to the school for a luncheon, to enjoy some of their favorite recipes specially prepared for them by the practicum students. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)