

School Year: 2008-2009

Theme: Europe

Grade Level: Seventh

Time Required: 1 hour

of Students: whole class, 35 students

Modified/ Adapted From: Harvest of the Month, CDE Fruit and Vegetable Cards

Note: this copy is a working copy and has not yet been approved by the Network For a Healthy California



Europe in the Garden

Goal:

Students are introduced to fruits and vegetables that originated in Europe through a multi-station activity. Students will understand that social status under Feudalism affected food options and diet.

Objectives:

- 1- Students will be able to analyze the nutritional value of varied European fruits and vegetables.
- 2- Students will be able to develop an insight into the cultural importance of wheat as a staple crop, as well as have an opportunity to grind wheat themselves.
- 3- Students will be able to learn about feudal structure in the Middle Ages and its effect on food opportunities.

Materials:

Station 1: Feudalism Poster
Small Food Cards
Status information cards
White board with instructions

Station 2: Wheat
Grinder
Bowls
Teacher instructions
Information Sheet
White board with directions

Station 3: Euro Fruit and Vegetable Cards
Peas

Background:

This lesson can be taught at the beginning or middle of a unit on the Middle Ages in Europe. I find it helpful when the students are at least familiar with the climate and topography of Europe.

Procedure:

1. Set up the stations.
2. Meet the students in the classroom, and ask them to share out answers to the following questions:
How was Northern Europe different than Southern? What do you remember about agriculture in Europe? Staple food crops?
3. Take the students out to the garden, and divide students into three groups.

4. Draw attention to each station location. Explain that the students will have 10 minutes at each station to complete the given task.
5. At each station, hold up the task card and read the overview.
6. Have the students go to their first station.
7. After 10 minutes, explain to students the rotation direction, and then ring the bell. Allow two minutes for passing and refocus.
8. After one more rotation, have all students come back to the tables.

Stations:

Station 1: The students lead themselves in a matching activity. Students put food cards on a poster showing the hierarchy of Feudal structure. Students then reflect on which groups had the most varied diet and why they think that occurred.

Station 2: Students get to experience the making of flour from wheat berries, as well as learn about wheat and bread making in the Middle Ages.

Station 3: Students are able to learn about fruits and vegetables that originated from Europe, as well as do a tasting of peas.

Closing Discussion/Assessment:

Ask students:

- 3- Fruits or vegetables that were eaten in the ancient Europe
- 2-Ways position in society affected food choice
- 1- New thing you learned about wheat

References:

Holt World History Text, Medieval to Early Modern Times
CDE Fruit and Vegetable Cards
Harvest of the Month

Core Curriculum and Health Standards:

Grade Level: Seventh

Social Studies

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

Health

7/8.1.N.2 Identify nutrients and their relationship to health

7/8 1.N.6 Analyze the caloric and nutritional value of foods and beverages

7/8 7.M.26 Demonstrate effective coping mechanisms and strategies for managing stress

Originally Submitted by: Catherine Pearce • Reviewed by Registered Dietitian • Reviewed by Certified Teacher:

Station #1 Instructions

- 1) Pass out the small food cards and yellow info cards evenly.
- 2) Take turns reading the yellow info cards out loud.
- 3) When you hear where your food cards should go, place it on the poster. When all the foods have been put down, make sure that the group agrees on where each of them are. Make any changes you need to.
- 4) Pick one group and quickly write down what they ate.
- 5) Answer the following:

Which group had the most choices? Why?

Which group had the least choices? Why?

Info for Posters for Station #1

Peasants

The peasant's main food was dark rye bread. They grew peas, beans, and onions in their gardens and collected berries, nuts and honey from the woods. Peasants did not eat much meat. Many kept a pig or chickens but could not afford to kill one. They could hunt rabbits if allowed by their lord.

Monks

In the winter, monks only ate one meal, which consisted of bread, beans, peas, cheese and butter. At harvest time, they would have two meals, and might also have milk, eggs, fish, and honey. The monks brewed beer and made wine.

Knights

The daily diet of most knights was probably quite simple. They ate beans, onions, garlic, fish, eggs, cheese, beef, cabbage, and peas. Their soups contained vegetables, animal bones, salt, and boiled bacon. Bread was eaten at all meals. When fruit was eaten, it was usually cooked as fresh fruit was thought to be unhealthy.

Lords and Royalty

For the lords, celebrations were times to eat and drink in large quantities. The wealthy ate large quantities of meat, pork, veal (baby cow), swan, crane, peacock, fish, and shark. The rich could afford spices like salt and pepper. They also preferred white bread over brown bread. Beer, cider and wine were available for drinking.

Station #2 Student Instructions

- 1) Copy and finish the following:
My favorite type of bread is...
The best way to eat it is with...
- 2) Listen.
- 3) Grind the grains.
- 4) When it is not your turn to grind, answer the following:
In the Middle Ages, how did your wealth affect what bread you would eat?

Station #2 Teacher Instructions

1. Wait for students to finish their sentences. If you notice that students are only writing white or wheat bread, remind them that there are so many different kinds (tortilla, foccacia, ingiri, pita, garlic, muffins, roti, ect...)
2. Have each student share out quickly
3. Read the following paragraph:

Most people in Medieval England ate bread. Rich farmers and lords in villages were able to grow the wheat needed to make white bread. Wheat could only be grown in soil that had received generous amounts of manure, so peasants usually grew rye and barley instead.

Rye and barley produced a dark, heavy bread. Maslin bread was made from a mixture of rye and wheat flour. After a poor harvest, when grain was in short supply, people were forced to include beans, peas and even acorns in their bread.

4. Explain to the students that two main grains that were milled to make flour for bread were barley and wheat. Show them the barley and wheat.
5. Grind the grains.
6. Have everyone shared something that they learned about bread making in the Middle Ages.

Station #3

1. Copy and finish the following:

One thing I know about food in the Middle Ages in Europe is that...

2. Take a fruit or veggie card. Have you eaten this European fruit or vegetable before? Is it particularly rich in a vitamin or mineral?
3. Pea tasting.

Station #3 Instructions (Alternate)

Have each of the students copy in their journal the T chart below. After they have done so, ask whether they thought people in the Middle Ages were healthier than people today. On the white board, record statements from the students that support either side.

When all students have had a chance to give their opinion and a reason why, pass out the yellow cards.

Have students take turns reading, and as a group decide what from each statement can add to the information on the T chart. Have the students restate the ideas from the cards in note form on the T Charts in their journals.

Who was healthier?

<u>People in Feudal Europe</u>	<u>People in the US today</u>

The peasants lived in simple houses. These often consisted of just one room where they would cook, eat, and sleep. In winter they might share their homes with the farm animals.

In a peasant's home, there was a fire in the center of the room, and smoke escaped through a hole in the thatched roof.

In the castle, beef, mutton (sheep), and deer were the main meat dishes. Because there was no refrigeration, animals were kept close to the kitchen until ready for slaughtering.

For the nobility, meat was saved by preserving with salt. Rich sauces were also used to disguise the taste of over-ripe meat.

Producing food was hard work in the Middle Ages. It meant getting up early in all weather to plow the fields, sow the seeds, and harvest the crops.

Beer brewed from barley was popular in northern Europe; the water was so dirty that drinking it could make people very ill.

Diseases spread quickly in the Middle Ages and were dangerous because people had little idea how to prevent them. They did not understand how germs were passed on, and they had few drugs.

For most of their lives, peasants ate simple food, such as brown bread and cheese, porridge, and thick vegetable soups.

During the winter, root vegetables were buried in the earth or pickled, fruit and beans were dried, and meat and fish were smoked or preserved in salt.

Honey Wheat Bread- Directions

1 package dry yeast

$\frac{1}{2}$ cup honey

3 Tablespoons vegetable oil

1 cup warm water

1 $\frac{1}{2}$ cups whole wheat flour

1 $\frac{1}{2}$ cups bread flour (plus extra if you need it)

1. Wash your hands.
2. Put $\frac{1}{2}$ cup of the warm water in big bowl. Open yeast packet and sprinkle it over the water. Wait 4 minutes.
3. Measure and stir in the honey, oil, **remaining $\frac{1}{2}$ cup water** and wheat flour. Mix until smooth.
4. Stir in your bread flour. Put it on your cutting mat with a little flour sprinkled on it so it won't stick.
5. Knead (Ms. Pearce will show you) for 2 minutes, each person.
6. Wash and dry the big bowl and put three drops of oil in the bottom. Swirl around a paper towel in the bottom. Put the dough, rolled into a ball, in the bowl and cover it with a towel.

Honey Wheat Bread- Finishing Directions and Herb Butter

1. Wash your hands.
2. Pour whipping cream into your glass jar so that it is a little over half way full. Add either 5 drops of honey or 5 shakes of salt.
3. **START SHAKING!** The cream needs to stay in motion the entire time, so if you get tired, pass it off to someone else. When you are not shaking, clean your station.
4. Put four drops of oil into the loaf pan and use a paper towel to smear it around the insides.
5. Take the bread and stretch it a little. Then put into the loaf pan and into the oven.
6. Drain the skim milk off of the butter. Put the butter on the plate and then send a person over to put it in the fridge.
7. **CLEAN YOUR STATION CAREFULLY!**