

“Four” Goodness’ Sake: Lesson for Fourth Grade

Purpose

To help students develop awareness that food preferences and cooking styles may be based upon geographic, ethnic, and/or religious/family beliefs, but all food choices fit into the groups of MyPlate.

Desired Outcomes

The learner will apply enabling strategies and skills to read and write.

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

The learner will make connections with text through the use of oral language, written language, and media and technology.

The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of his/her state.

The learner will describe the implications of geography, ethnicity, and religion on food choices.

The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

The learner will exhibit a physically active lifestyle.

Vocabulary

appetizer choices commodities cuisine culture ethnicity
geography ingredients nutrition pyramid religion

Materials Provided

- “Menus: “Tony’s Egg Drop Inn,” “Tony’s Pasta Palace,” and “Tony’s Fiesta Mex Restaurant”
- “Report Sheet”
- “Run the Rainbow Challenge: Meatball Hockey”

Materials Needed

- Manipulatives located in “Main Course” lesson
- Census information regarding racial and ethnic groups represented in your home state’s population (page 6 of pdf file “Ancestry: 2000” found at <http://www.census.gov/prod/2004pubs/c2kbr-35.pdf>)
- A list of major agriculture commodities raised in your state
- Information about agricultural commodities produced in your home state

Instructional Procedures

Preparation:

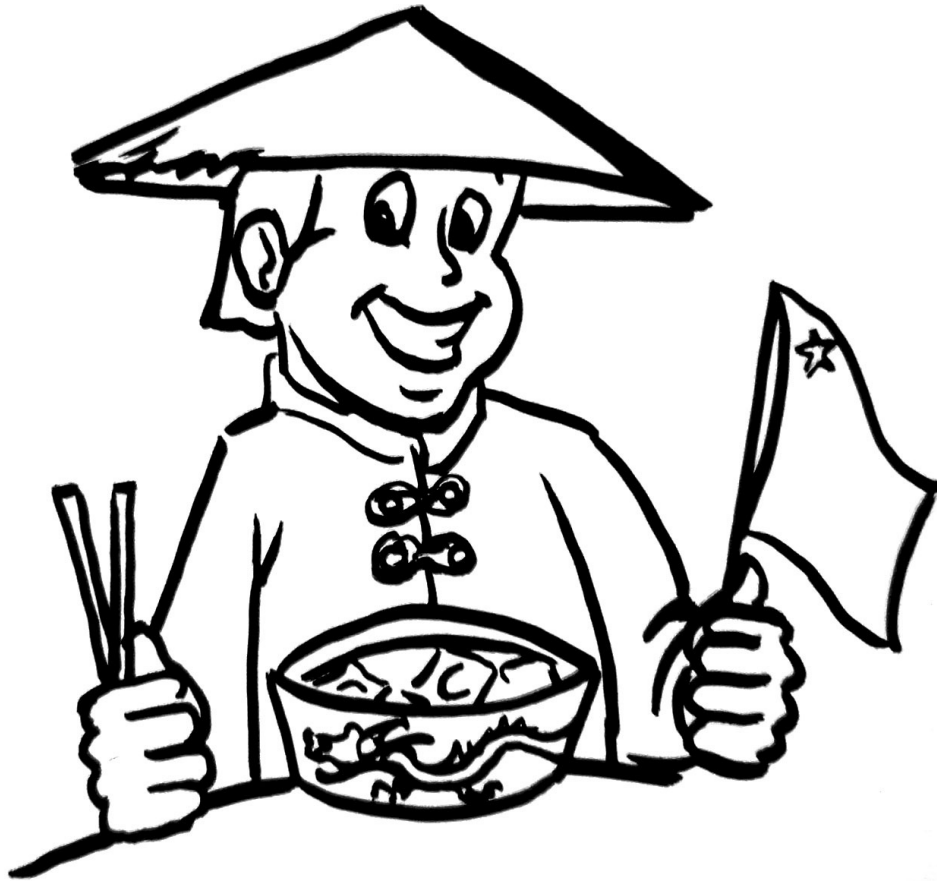
- Make necessary preparations as outlined in “Main Course” lesson.
 - Review U.S. Census information at <http://www.census.gov/prod/2004pubs/c2kbr-35.pdf>, particularly pages 1-8, regarding the ancestry of Americans reported nationally and by individual states.
1. Teach “Main Course” lesson.
 2. Lead a class discussion about different kinds of foods Americans enjoy (i.e., Chinese, Mexican, Italian, French, Japanese). If students are struggling with “types,” encourage them to begin by naming restaurants in which they like to eat. You may use this as an opportunity to introduce the concept of culture and how food preparation varies from one country to another. Provide copies of the three restaurant menus for student review. Lead a discussion that the restaurants chosen represent American versions of regional/national cuisine. Note that people from various national, ethnic, and religious backgrounds enjoy special dishes originating from these backgrounds. Emphasize that regardless of ethnic origin, all food items can be found in the five food groups of MyPlate and all food originate on farms through the efforts of farmers.
 3. Allow students to work individually or in small groups to select a menu item and compare it to MyPlate. They may use “Report Sheet” to record data regarding the number of food groups included in the selected menu item. They should research the caloric content, the number of fat grams, grams of carbohydrates, etc. While reviewing the sheet, discuss the importance of knowing about calories, fat grams, carbohydrates, sugars, etc. As a part of their research, ask students to locate pictures of the flags of China, Italy and Mexico. To demonstrate their understanding, have students color the flags on the menus. Students may enhance the menus by color and decorating them.
 4. After analyzing the selected menu item, allow students to consider which ingredients of the menu item are produced as agricultural commodities in their home state. For example, a taco contains corn in its shell, beef for its filling, cheese (dairy), lettuce, and tomatoes for toppings. As a class, using a list of your state’s major agricultural commodities, identify the ingredients in your selected menu item which are produced by farmers in your state.
 5. Further challenge students to research other cuisine which has a geographic, ethnic, or religious connection and compare it to the guidelines set forth by MyPlate (i.e., Thai, Vietnamese, Jewish/Kosher, Caribbean, Scandinavian). They can also conduct an investigation into which ingredients of the menu items are produced in their home state.
 6. For physical activity, have students participate in “Run the Rainbow Challenge: Meatball Hockey.”

7. In conjunction with the physical activity above, share with students the fact that a person must walk the length of a football field in order to burn the number of calories contained in one M&M candy! Explore the concept that calories consumed and calories spent through physical activity affect a person's weight. For an overview of the number calories burned for a variety of activities, have students go to <http://www.primusweb.com/fitnesspartner/jumpsite/calculat.htm>. By putting in their personal information, they can receive a personalized activity guide.

Extension Activity

Make a classroom display of top agricultural commodities produced in your state. Check with you state department of agriculture for the most up-to-date information.

Menu from Tony's Egg Drop Inn



Tony's Egg Drop Inn Menu

Appetizers

Salad	2.50
Shrimp Egg Roll	1.00
Chicken Wings	3.00

Soups

Wonton Soup	2.50
Egg Drop Soup	2.25
Hot and Sour Soup	2.25

Desserts

Ice cream	1.50
Fortune cookie	.50

Main Dishes

Sweet and Sour Shrimp	7.25
Beef with Peppers	6.75
Chicken with Cashews	7.25
Pork Fried Rice	6.00
Stir-Fried Chicken	7.50
Sesame Fried Fish	8.25

Vegetables

Garlic Bean Curd	5.50
Mixed Vegetable Delight	6.00
Spicy Bean Sprouts	5.25
Vegetable Chow Mein	5.50

Menu from Tony's Pasta Palace



Tony's Pasta Palace Menu

Appetizers

Salad	2.50
Garlic Bread Sticks	1.00
Stuffed Mushrooms	3.00

Soups

Minestrone Soup	2.50
Vegetable Soup	2.25
Spicy Sausage Soup	2.25

Desserts

Ice cream	1.50
Chocolate Cheesecake	2.50

Main Dishes

Stuffed Chicken with Broccoli	7.25
Nine Layer Lasagna	6.75
Herb Grilled Salmon	7.25
Spaghetti and Meatballs	6.00
Pizza (up to 3 toppings)	6.25

Vegetable Dishes

Eggplant Parmigiana	6.00
Mushroom Ravioli	5.25
Grilled Vegetable Platter	5.50

Menu from Tony's Fiesta Mex Restaurant



Tony's Fiesta Mex Restaurant Menu

Appetizers

Salad	2.50
Bean Dip with Chips	1.00
Nacho Platter	3.00

Soups

Spicy Rice Soup	2.50
Chili with Cheese	2.25
Black Bean Soup	2.25

Desserts

Fried Ice Cream	1.50
Flan (Caramel Custard)	2.50

Main Dishes

Grilled Chicken Enchiladas	7.25
Shredded Pork Burrito	6.75
Chicken with Rice	7.25
Steak Quesadilla	6.00
Bacon Wrapped Shrimp	7.50
Seafood Combo	8.25

Vegetables

Mexican Rice	5.50
Black Beans and Cheese	6.00
Stuffed Peppers	5.25
Cheese and Onion Tortillas	5.50

Report Sheet

Select three (3) menu items from one of the restaurants. Study the item and note which food groups are included in the dish. Research the ingredients found in this food. List the nutrients it contains, the number of fat grams, carbohydrates, sugars, and other nutrients. A sample item has been provided on this sheet. Use the table on the next page to record your findings. When your table is complete, write a comparison of the three menu items you have analyzed. Write a statement about which food is the healthiest choice. Defend your choice.

Menu Item	Food Group	Ingredients	Grown in Our State	Nutrients	Fat Grams	Carb. Grams	Sugars	Other Info.
Example: Taco	Grains Meat Vegetable Milk	Corn Beef or chicken Tomato Lettuce Cheese (dairy cows) Sour cream (dairy cows)	Yes Yes Yes No Yes Yes	Carbohydrates Protein Vitamin C Calcium	10	13	1	Vit.A 4g Vit.C 2g Cal. 8g Pro. 8g Source: Taco Bell

Key: Cal. – calcium g – grams Vit.- vitamin Carb. –carbohydrates Pro.- protein

Report Sheet

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Run the Rainbow Challenge: Meatball Hockey

To reinforce the concept that certain favorite dishes originated with immigrants and groups representing particular regional or ethnic heritage, allow students to play “Meatball Hockey.” Begin by asking students to name a food they associate with Italy. When spaghetti has been named, ask the students to name the ingredients in spaghetti. Explain that the activity in which they are going to participate involves the meatball and the noodles found in spaghetti. For this activity, the meatball is going to be a Nerf ball and the noodles are going to be swim noodles. Before play begins, mark goal lines on each end of the play space. See Figure 1. In a large, open space, divide the class in half and form two lines facing one another. Have one line of students number up from right to left. Have the other line number down from right to left. Place the Nerf ball in the center of the court. Place a swim noodle on the floor on each side of the “Meatball.” Play begins when the teacher calls a number. The teacher has a container with the numbers inside. Each time s/he draws and calls a number, s/he returns the number to the container, making it possible for the team members to have multiple turns. The student from each team with the given number races to the center, picks up a noodle, and tries to sweep the “Meatball” over their designated goal line. His/her opponent tries to keep him/her from scoring while trying to gain control of the “Meatball” and sweep it over the opposite goal. Play continues until all numbers have been called.

Figure 1.

