

SAMPLE UNIT PLAN
Foodways
Developed by Sharon Korman

Documents:

Photograph, Exterior, Klein's Hungarian Restaurant, ca. 1909

Photograph, Ignatz and Ethel Klein restaurant, 1910

Photograph, Glenville Quality Food Store, 10128 St. Clair Avenue, 1912

Photograph, Neighborhood Grocery, 6112 Central Avenue, ca. 1918

Photograph, Neighborhood Grocery, 9907 St. Clair Avenue, 1932

Recipe, Tuna Roll ups, in *Shaaray Torah Sisterhood Cookbook*, Canton, Ohio, 1984, p. 13. From WRHS MS 5033, Container 1, Folder 13.

Recipe, Kippel, *Shaaray Torah Sisterhood Cookbook*, Canton, Ohio, 1984, p. 158. From WRHS MS 5033, Container 1, Folder 13.

Recipe, Gefilte fish, *Sharing Our Best, Choice Recipes and Cooking Skills*, Canton Chapter of Hadassah; Carrollton, Ohio: Carrollton Graphics, Inc., 1976, p. 39.

Grade Level: Elementary School

Time Allocation: 2-3 sessions

A. OBJECTIVES

The students will

1. Identify how Jews shopped for food in the early twentieth century.
2. Compare and contrast restaurants from earlier times with those of today.
3. Analyze recipes for ingredients and methods of cooking.
4. Evaluate how changes in how Jews shop and cook and where they eat have influenced Jewish family life.

B. EXAMINING THE DOCUMENTS: QUESTIONS TO CONSIDER

1. How are products displayed in the grocery stores?
2. What identifies the restaurant in the picture?
3. What evidence can you find in the recipes that the cookbook authors thought their readers could already cook?
4. Why have improvements in food transport and preparation changed how Jews shop and eat today?

C. SUGGESTED LEARNING ACTIVITIES

1. Divide the class into three groups. Have each group examine a picture of a grocery store and list all the differences students can find with today's supermarkets. Share lists. Compare Klein's restaurant to those restaurants students go to with their families.
2. Have students read the three recipes with a partner. Construct two lists, one of the ingredients students recognize and one of those they do not. Share lists with the class. Do the same activity for the cooking instructions.
3. Have students keep a log of what the family eats for dinner for one week. Note whether the meal was cooked at home, prepared at a store or eaten in a restaurant. At the next class meeting, discuss how Jewish family life has changed around its eating patterns.

D. EXTENDED LEARNING ACTIVITIES

1. Have students ask a family member to share an old family recipe and include, if possible, the year the recipe was given to the family. A classroom cookbook could be made. Then ask students to prepare the recipe with the family member and bring in a picture of the activity to insert in the class cookbook.
2. Either arrange a field trip or ask students to accompany parents to the supermarket. Locate where the kosher food/items are in the supermarket. List these things and list which of these would only be used by a Jewish family.
3. Arrange to visit either Corky and Lenny's or Jack's or a kosher style delicatessen in the area. Call in advance so students can interview an owner or manager about what year the restaurant opened and if it is in the original location. If you cannot arrange a visit, then use the internet to research this information.