

# The Importance of Breakfast:

*Integrating ELA Common Core State Standards  
with Nutrition Competencies*

K-5 Lessons and Activities  
Oakland Unified School District  
February 6, 2013



**Healthy Living**  
*...for life!*

Nutrition Services • Alameda County Public Health Department



**Lesson**  
**Directions and**  
**Handouts**

**Grades 6+**

## Historical Breakfast Overview

### Advanced

In this lesson, students will examine photos of “typical” breakfasts for middle class New Yorkers through the ages. Students’ close examination has two foci: 1) To foster chronological thinking skills; and 2) to help students make logical inferences from text (photos). Students will additionally incorporate their knowledge of nutrition concepts in their analysis.

Standards addressed in this lesson are:

#### **Content Standards – History/Social Studies, Grade 8:**

- 8.4.4 --Discuss daily life ... of early national America...

#### **OUSD Historical Thinking Standards – Chronological Thinking -- Grades 6-8:**

- Students understand that the present is connected to the past. They identify both similarity (continuity) and difference (change) between past and present.

#### **Common Core State Standards for ELA and Literacy in History/Social Studies:**

- Read [examine] closely to determine what is said [shown] explicitly and to make logical inferences from it.

Students should be familiar with the Jigsaw strategy before completing this lesson. You will need individual copies of one placard for each student. Since there are only 4 different placards, you may need 2 Expert groups for each placard.

Be sure that base groups have an expert on Placard A, Placard B, Placard C, and Placard D. Also be sure to duplicate handouts so that Expert groups have the first section only and Base groups have the second section only.

#### **Preparing the Learner**

##### **1. Round Robin**

*In Base groups students respond (one at a time – all participating) to the questions below. Each student in the group should respond to the first question before moving to the second question and so on....*

- Give an example of a typical breakfast for you and your family?
- What is your idea of a HEALTHY breakfast?
- How do you think breakfasts have changed over time?

## Interacting with Text

### 1. Collaborative Summary

*In Expert groups, students closely examine ONE of the placards (A, B, C, or D). Complete the "Examining the Document" questions and, with your group, write a summary statement for this placard.*

## Extending Understanding

### 1. Collaborative Activity

*Have students return to Base groups. Each student should share the results of their examination. Then students should work together to establish the chronological order for the pictures with their justification for their choice. (See handout.)*

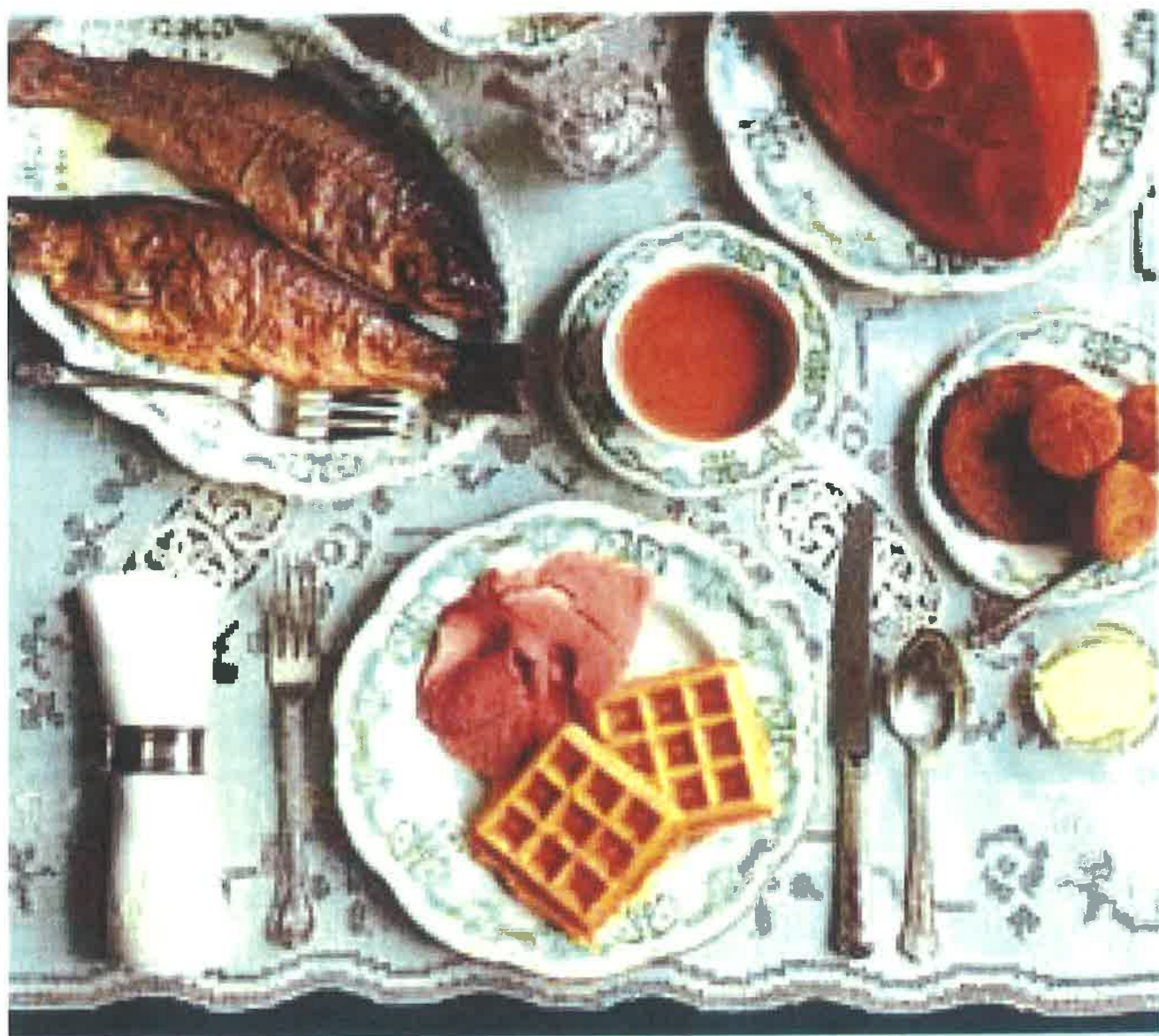
*Once students have established an order, show them the answer key – just the photos -- and ask them to explain the differences in the typical upper-middle class New Yorker's breakfast from 1811 to 1961. (See handout.)*

*When students have completed that response, have them read the descriptions of the typical breakfasts and respond to the remainder of the Base Group Activity Handout.*

*To complete this lesson, invite groups to share their 2011 healthy breakfast picture and description.*

*Wrap-up Question/Exit Slip:*

- **How does learning about what people ate, contribute to our understanding of the past?**



A.



B.





C.



D.



**Historical Breakfast Activity—Expert Group Observation**  
**Advanced**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

With your Expert group, closely examine the ONE of the images of Upper-Middle-Class New York Breakfasts through the ages. Complete the following questions:

**Placard** \_\_\_\_\_

1. List all of the foods that you notice (and can identify) in this picture.

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2. Why might these particular foods be part of a “typical” breakfast for a middle-class New Yorker?

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3. What foods, if any, might be considered “unhealthy” by today’s standards? Why would these foods be considered unhealthy?

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4. Of the following dates, circle the one that your group thinks most closely represents the time period for the breakfast pictured on your placard. Justify your choice with a reason.

**1811                      1861                      1911                      1961**

**Justification:**

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**Historical Breakfast Activity—Base Group Handout**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Have each member of the group share their expertise about each placard. When all students have shared the information from their Expert groups, have Base group participants match the date with each placard. Students must come to consensus and provide a rationale for their choice.

1811 Placard \_\_\_\_\_

1861 Placard \_\_\_\_\_

1911 Placard \_\_\_\_\_

1961 Placard \_\_\_\_\_

What are your reasons for these choices?

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7. Check your answers with the answer sheet (pictures only). How do you explain the differences in the typical upper-middle class New Yorker's breakfast from 1811 to 1961?

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8. Read the written descriptions of the typical breakfasts. What unanswered questions do you have about these breakfasts and the time period in which they were served?

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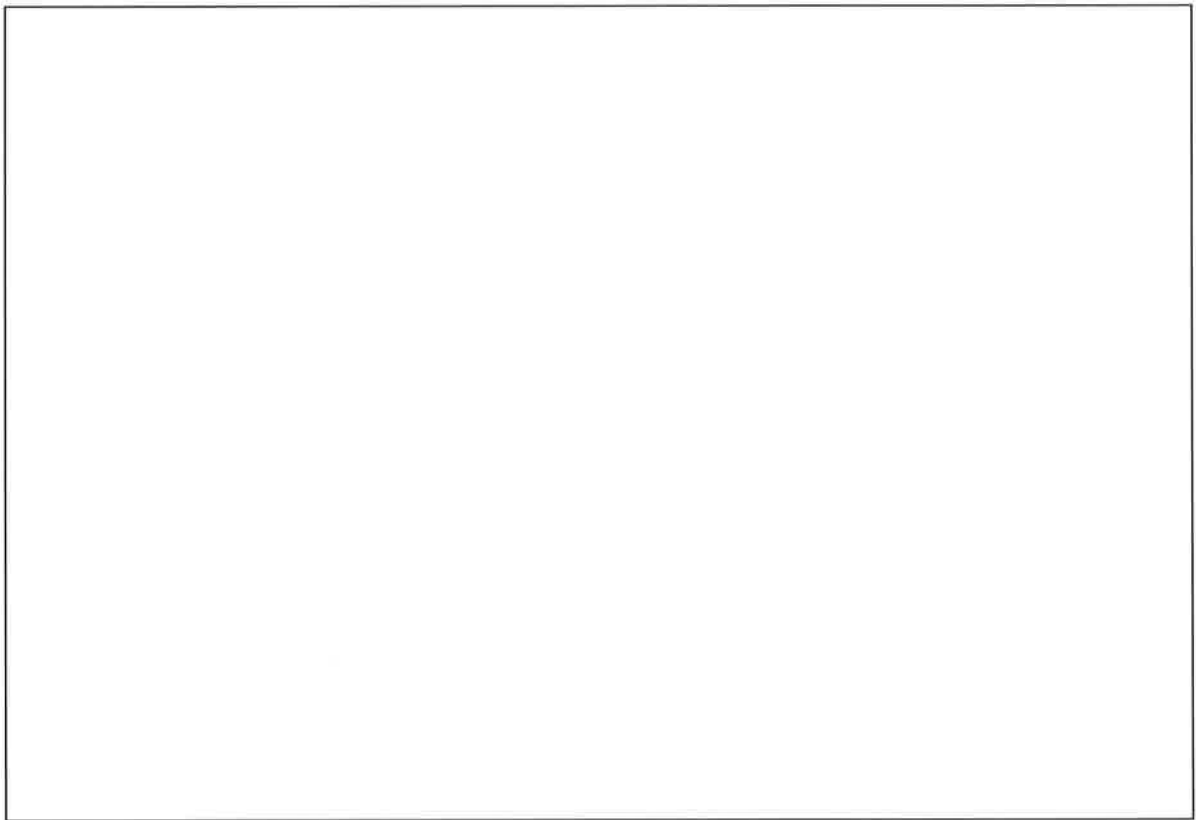
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9. In the space below, design a *healthy* breakfast placard for 2011. What foods would you include? What foods would NOT be seen on this placard?



10. Write a brief description that explains your choices for a healthy breakfast in 2011.

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**What an upper-middle class New Yorker might have found on his morning table through the ages:**

**1811:** In the early 19th century, people ate "dinner" at midday and a lighter "supper" in the evening. Breakfast consisted mainly of leftovers, and it was served cold so as to not require a fire. Among the delicacies: a picked-over carcass, fruit pie and — a precursor to Corn Pops — stale popcorn in milk.

**1861:** By the mid 19th century, men no longer went home for the midday meal, so breakfast became the family meal. Nearly everything was potential morning fare — fried trout, broiled ham, eggs, muffins, rice waffles — and served in quantities that would make a Denny's waitress blush.

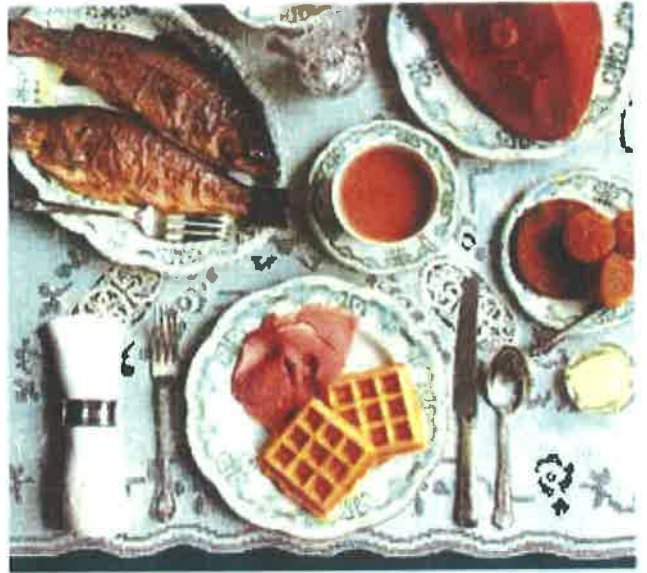
**1911:** The breakfast binge was followed by a kind of repentance diet. Few foods have transformed the American table quite so significantly as cereal, which began accompanying a larger meal made up of foods that are now breakfast staples — bacon, eggs, pancakes — in reduced portions.

**1961:** With more women entering the work force, cereal became the easiest breakfast option. By the '50s, cereal companies were removing fiber and adding sugar. Citrus companies, meanwhile, were concentrating juice (using heat and vacuums), which put frozen O.J. on nearly every table.





**1811**



**1861**



**1911**



**1961**