



Our museum collection includes kitchen tools, household items, and artifacts that help tell the story of daily life on the Texas Plains.

Grade Level Targeted: PK/Kindergarten

Connected Learning Targets:

Science: Observe changes in materials and identify basic needs of living things.

Social Studies: Compare life in the past and present.

ELAR: Ask questions and describe observations.

Objective of lesson:

Students will identify foods people ate long ago and compare historical cooking tools to modern kitchen tools.

Summary of lesson:

Read the picture book *Stone Soup*.

Students observe historical kitchen artifacts and discuss:

What foods do you like to eat?

How do we cook food today?

What tools did families use before microwaves and refrigerators?

Students compare:

Wood stove vs. oven

Butter churn vs. store-bought butter

Washboard vs. dishwasher

Student Activity:

Color and decorate a paper chef hat or favorite food picture.

Assessment:

Students share one historical cooking tool they learned about and explain what it was used for.

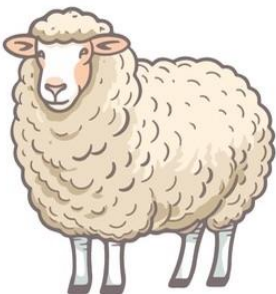


Name:

Date:

Farm Animal Products

Match the animal to the food it produces





Our museum collection includes kitchen tools, household items, and artifacts that help tell the story of daily life on the Texas Plains.

Grade Level Targeted: 1st-2nd

Connected Learning Targets:

Science: Observe and describe physical changes.

Social Studies: Compare ways people lived in the past.

ELAR: Make observations and communicate ideas.

Objective of lesson:

Students will explain how food preparation has changed over time and identify tools used in historical kitchens.

Summary of lesson:

Read a picture book such as *Stone Soup*.

Students participate in a "Kitchen Tool Investigation."

Students examine photographs or artifacts and answer:

What is this tool?

What do you think it was used for?

What modern tool does it remind you of?

Discussion:

Why was cooking harder 100 years ago?

How did families keep food cold before refrigerators?

Student Activity:

Make a chef hat and draw a picture showing a historical kitchen tool and its modern equivalent.

Assessment:

Complete the sentence:

"One cooking tool from the past was _____. Today we use _____ instead."



Name: _____

Draw a picture of a kitchen tool you learned about and what it looks today.

Past tool

Present tool

--	--

Complete the following sentence:

One tool from the past was _____.

Today we use _____ instead.



Our museum collection includes kitchen tools, household items, and artifacts that help tell the story of daily life on the Texas Plains.

Grade Level Targeted: 3rd-5th

Connected Learning Targets:

Social Studies: Understand how technology changed communities and daily life.

Science: Investigate physical changes in matter.

ELAR: Draw conclusions using evidence.

Objective of lesson:

Students will analyze culinary artifacts as historical evidence and explain how food preparation has changed over time.

Essential Question:

How did food preparation shape everyday life on the Texas Plains?

Summary of lesson:

Artifact Investigation

Students examine historical kitchen artifacts and complete a recording sheet.

Discussion Questions:

What clues tell us how this tool was used?

Why would this tool have been important?

How is cooking different today?

Students learn about:

Butter churning

Food preservation

Cooking on wood stoves

Mercantile stores and food supplies

Student Activity:

Make a chef hat and draw a picture showing a historical kitchen tool and its modern equivalent.

Assessment:

Students write a short paragraph explaining how one culinary artifact helped families in the past.



Name: _____

Write one thing about each of the following:

Butter Churn:	Stove:	Ice Box:	Washboard:
---------------	--------	----------	------------

Draw a picture of a kitchen tool you learned about and what it looks today.

Past tool	Present tool
	3-5



Our museum collection includes kitchen tools, household items, and artifacts that help tell the story of daily life on the Texas Plains.

Grade Level Targeted: 6th-8th

Connected Learning Targets:

Texas History: Analyze how technology and innovation influenced daily life.

Science: Differentiate physical and chemical changes.

ELAR: Analyze informational sources and artifacts.

Objective of lesson:

Students will evaluate how food preparation and preservation methods influenced settlement and daily life on the Texas Plains.

Essential Question:

How did advances in food preparation and preservation change life in Texas communities?

Summary of lesson:

Primary Source Analysis

Students analyze culinary artifacts including:

Butter churns, cast iron cookware, food preservation tools, household kitchen equipment

Students evaluate:

Materials used

Design and function

Historical significance

Questions:

What challenges did families face when preparing food?

How did technology improve food preparation?

How might communities have changed once refrigeration became available?

Student Activity:

Analyze an artifact and design an improved version using modern technology.

Assessment:

Students create a claim supported by evidence.

Claim: This artifact reflects _____.

Evidence: _____.

Butter Lab

6th–8th Grade

Watch what happens to the ingredients over time!

Time:	Observations:
0 minutes:	
2 minutes:	
5 minutes:	
Finished:	

Question:	Response:
What physical changes occurred?	
Why did shaking separate the butter from the buttermilk?	

Name: _____

Analyze an artifact and design an improved version using modern technology.

For example, a washboard could be turned into a conveyor belt that washes, dries, and puts away the clothes.

Create a claim supported by evidence.

Claim: This artifact reflects _____.

Evidence: _____.



Our museum collection includes kitchen tools, household items, and artifacts that help tell the story of daily life on the Texas Plains.

Grade Level Targeted: High School (9th-12th)

Connected Learning Targets:

U.S. History
Texas History
Agricultural Studies
English Language Arts

Objective of lesson:

Students will evaluate culinary artifacts as historical evidence and analyze how food systems reflect social, economic, and technological change.

Essential Question:

What can food preparation and culinary artifacts reveal about a community's history?

Summary of lesson:

Students examine culinary artifacts and analyze:
Historical context, technological innovation, economic factors, and cultural traditions

Discussion:

How did access to food affect settlement patterns?
What role did agriculture play in the Texas Panhandle?
How did food preservation impact community growth?
How do culinary traditions preserve culture?

Student Activity:

Analyze an artifact and design an improved version using modern technology.

Assessment:

Students create a claim supported by evidence.

Claim: This artifact reflects _____.

Evidence: _____.

Butter Lab

9th- 12th Grade

Watch what happens to the ingredients over time!

Time:	Observations:
0 minutes:	
2 minutes:	
5 minutes:	
Finished:	

Question:	Response:
What physical changes occurred?	
Why did shaking separate the butter from the buttermilk?	

Name: _____

Analyze an artifact and design an improved version using modern technology.

For example, a washboard could be turned into a conveyer belt that washes, dries, and puts away the clothes.

Create a claim supported by evidence.

Claim: This artifact reflects _____.

Evidence: _____.