

What can I bring for my lunch?

When you come to Ross Farm museum you will want to bring a lunch or a snack to eat. Here is a challenge for you. Can you pack a lunch for yourself just as children would have done when they came to school in the late 1800s or early 1900s?

Here are some things for you to consider before you begin this challenge. Complete the chart below:

	Today	1890 - 1910
What are my food choices?		
Where does my food come from?		
What container will I use for my food?		
What will I drink?		
How will I keep foods hot or cold?		
What waste will I have from this food?		

Before you start this chart, here are some suggestions:

1. You may want to collect food flyers from the local stores and bring them into your classroom. Then you could list the foods you eat and identify where each food came from.
2. Students, you could draw your lunch container in the box provided.
3. Children you could categorize the waste from your lunch as paper, plastic, cloth, metal, organics.
4. Consider all the ways your foods stay hot or cold.
5. Ask the older members of your community what they ate for lunch when they went to school.
6. Use the internet to find out what people used in times long ago. Here is a place to start but ask your librarian to help.

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=a1ARTA0000077>

Hints for teachers:

Farms in the late 1800s Nova Scotia were generally mixed farms and so families relied on their own produce to feed the family. This included dairy cattle (milk, butter and cheese), grain growing such as wheat and oats (flour for biscuits), vegetables such as corn, squash, beans, beets, turnip, potatoes, pumpkins and local fruits such as apples and berries. Eggs from their own hens, fish from local waters, and whatever could be hunted in the regions supplemented the farm diet. Children walked to school unless they were wealthy enough to have a horse or hitched a ride. They carried their lunch in a tin (syrup) with string tied to holes punched in the sides, a basket, or tied in cloth. They shared a pail of water and used the one drinking cup.

General Curriculum Outcomes Met :

Interdependence – understand interdependent relationships among individuals, society – locally, nationally, and globally – and the implications for sustainability

People, Place and Environment – understand the interactions among people, places and the environment

Time, Continuity, Change – understand the past and how it affects the present and future

Historical Thinking Concepts Used:

Perspective

Evidence

Continuity / change