



## Baking Buttermilk Biscuits in Bump Tavern

<p><b>Lesson</b></p>	<p><b>Subject:</b> Baking a Historical Recipe</p> <p><b>Grade Level:</b> Grades 4-12, Consumer Science, Home and Careers, Career Pathways, Math Measurements, Historical Baking Methods</p> <p><b>Scope of Lesson:</b> 40 minutes</p>
<p><b>Overview/Rational:</b>  <b>Central Focus and Purpose for Lesson/Content</b>  <i>What is the central focus for the content in the learning segment or unit?</i></p> <p><i>Why is this skill or topic important for the students to learn?</i></p>	<p>The smell of fresh baked biscuits fresh out of the oven covered with butter, honey, or jam is sure to create happy memories. At The Farmers' Museum, baking is a regular chore performed using traditional methods and recipes. Learning how to read a recipe, follow instructions, measure ingredients, use an oven, and bake a tasty treat is the goal of this lesson. Students will learn how to gather tools and utensils, to read a recipe, assemble and measure ingredients, make substitutes, and bake Rolled Buttermilk Biscuits. T</p> <p>At The Farmers' Museum, baking is done in a brick bake oven, in a bake kettle on the hearth, or in an 1870's wood cook stove. The demonstration video that accompanies the lesson was filmed in Bump Tavern where a museum interpreter demonstrates how to bake in the tavern's wood cook stove. The PowerPoint presentation provides the information needed for students to learn how to make their own delicious buttermilk in a modern oven at home.</p>
<p><b>Standards:</b>          New York State New Generation Learning Standards          (Specific skills/information that will be learned)</p>	<p><b>NYS Learning Standards for Family and Consumer Sciences Intermediate Level</b>          Standard 2: Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>National Family and Consumer Sciences Standards</b>  <a href="http://www.nasafacs.org/">http://www.nasafacs.org/</a>          14.0 Nutrition and Wellness. Demonstrate nutrition and wellness practices that enhance individual and family well-being.          14.1.5 Analyze legislation and regulations related to nutrition and wellness.          14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness.          14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.</p> <p><b>New York State Next Generation Mathematics Learning Standards</b>          NY-4.MD - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>

<p><b>Objective(s):</b></p> <p><i>Overall goal of the unit. To be written in the context of broader NYS Standards.</i></p>	<p><b>Performance Objectives:</b></p> <p><b>History of Food Preparation</b></p> <p>H.1 Investigate the origin of food preparation methods</p> <p>H.1.1. Trace the origin of common food preparation methods</p> <p>H.1.2. Compare and contrast past and current methods of food preparation and the changes that have resulted due to improved technology</p> <p><b>Skills and Techniques of Food Preparation Performance Objective 3</b></p> <p>ST.3.1. Identify, select, and demonstrate use of the appropriate tool for a specific food preparation technique</p> <p>ST.3.2. Demonstrate appropriate methods for measuring different types of food</p> <p>ST.3.5 Investigate alternative and substitute uses for food preparation utensils and ingredients</p>
<p><b>Learning Targets:</b></p> <p><b>Skills/Procedures</b></p> <p><i>What do you want the students to be able to understand or do by the end of the lesson?</i></p> <p><i>(List in bullet form key concepts and information to be learned)</i></p>	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply basic culinary and management skills to the preparation of a baked good</li> <li>• Identify common kitchen tools, equipment, and the uses for each</li> <li>• Compare cooking methods of the 1800s to current methods.</li> <li>• Demonstrate safety procedures when handling food and tools</li> <li>• Demonstrate accurate measuring of dry/solid, liquid, and small quantity ingredients</li> <li>• Practice baking techniques – mixing, rolling, cutting, measuring, preheating.</li> <li>• Read a recipe, follow directions, gather ingredients, and make a substitution</li> <li>• Prepare a simple recipe</li> </ul>
<p><b>Content Vocabulary:</b></p> <p><i>What specific words in the subject do students need to understand?</i></p>	<p>Baking</p> <p>Measure</p> <p>Preheat</p> <p>Recipe</p> <p>Teaspoon</p> <p>Tablespoon</p> <p>Liquid measure</p> <p>Dry measure</p>
<p><b>Materials Needed:</b></p> <p>Teacher:</p> <p><i>What materials does the teacher need for this lesson?</i></p> <p>Student:</p> <p><i>What materials does the student need for this lesson?</i></p>	<p><u>Teacher:</u></p> <p>Make copies of the recipe</p> <p>Video</p> <p></p> <p>Buttermilk Biscuit Video.mp4</p> <p>PowerPoint Presentation</p> <p></p> <p>Buttermilk Biscuit Powerpoint.pptx</p> <p>Copies of activity sheets and worksheets</p> <p>Measuring items: clear measuring cup, dry measuring cups, measuring spoons</p> <p>Ingredients and baking equipment listed in recipe</p>

	<p><u>Parents:</u> Recipe, ingredients, baking implements, and oven. Computer and internet/jump drive to show video. Copies of worksheets and activities. PowerPoint available either online or a printed copy.</p>		
<p><b>Procedure:</b> The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access</p> <p><b>Introduction:</b> Opening Activity 10 Minutes <i>How will you start the lesson to engage and motivate students?</i></p> <p><b>Instruction:</b> 30 Minutes <i>What will you do to engage students?</i> -to develop an understanding of the objective(s) -to engage to understand the concepts</p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the students are meeting the targets?</i></p> <p><i>What opportunities for practice are given to students?</i></p> <p><b>Closure:</b> 5 Minutes <i>How will you end the lesson?</i></p> <p><b>Assessment:</b> <i>How will you determine if the students met the lesson targets? (How well did they</i></p>	<p><b>In Person Instruction</b></p> <p><b>Opening Activity: Start by assessing what students already know:</b> Ask students to define baking. (Baking, process of cooking by dry heat, especially in an oven. It is probably the oldest cooking method.) Then, allow them to brainstorm some of their favorite baked goods. (Cake, pie, bread, cookies, etc.)</p> <p><b>*Tell students what they will learn in this lesson.</b> Students will learn what baking is and how it was done on an 1870 wood cook stove. They will learn how to read a recipe, gather ingredients and tools needed, how to measure and mix ingredients, roll out and cut dough, preheat an oven, safely bake in an oven, and present their baked biscuits.</p> <p><b>Instruction:</b> *Hand out the recipe for Rolled Buttermilk Biscuits. Have students in pairs or individually highlight the ingredients listed in the recipe. Have them circle the measurements for each ingredient. Once they have completed the task, ask</p>	<p><b>In Person Instruction</b></p> <p><b>Opening Activity: Start by assessing what students already know:</b> Ask students to define baking. (Baking, process of cooking by dry heat, especially in an oven. It is probably the oldest cooking method.) Then, allow them to brainstorm some of their favorite baked goods. (Cake, pie, bread, cookies, etc.)</p> <p><b>*Tell students what they will learn in this lesson.</b> Students will learn what baking is and how it was done on an 1870 wood cook stove. They will learn how to read a recipe, gather ingredients and tools needed, how to measure and mix ingredients, roll out and cut dough, preheat an oven, safely bake in an oven, and present their baked biscuits.</p> <p><b>Instructions:</b> <b>NOTE: Determine what part of the lesson will be done in class and what part will be done remotely before beginning.</b></p> <p>*Hand out the recipe for Rolled Buttermilk Biscuits. Have students in pairs or individually highlight the ingredients listed in the</p>	<p><b>Paper/Pencil Instruction/Assignment (Hard copy worksheets, documents etc. for students without internet access)</b> Ask students to define baking. (Baking, process of cooking by dry heat, especially in an oven. It is probably the oldest cooking method.) Then, allow them to brainstorm some of their favorite baked goods. (Cake, pie, bread, cookies, etc.)</p> <p><b>*Tell students what they will learn in this lesson.</b> Students will learn what baking is and how it was done on an 1870 wood cook stove. They will learn how to read a recipe, gather ingredients and tools needed, how to measure and mix ingredients, roll out and cut dough, preheat an oven, safely bake in an oven, and present their baked biscuits.</p> <p>Provide students with a packet of copies of the recipe and all worksheets, assessment, and a printed copy of the PowerPoint presentation.</p> <p><b>Instruction:</b> With adult support at home, or on their own, students are to complete the activities as directed in the PowerPoint presentation.</p> <p><b>Assessment:</b> Students are to submit their work and images of their</p>

<p><i>learn what you wanted them to?)</i></p> <p><b>Parent Connection:</b> <i>What instructions, background information, and answers will parents need to assist their student in completing the lesson?</i></p> <p><i>(Additional Readings, instructions, answer keys)</i></p>	<p>if there are any questions. Respond to any questions or have students wait until after viewing the video.</p> <p>Show the video for the lesson.</p> <p>After the video, use the PowerPoint presentation to teach the lesson.</p> <p><b>Complete activities and worksheets as directed in the PowerPoint.</b></p> <p><b>Activities:</b> <b>Reading a Recipe Worksheet</b> *Working in pairs or individually, have students complete the worksheet.</p> <p><b>Measuring Ingredients</b> *This activity can be completed in class or for homework.</p> <p><b>Baking:</b> *If access to a kitchen at school is available, baking can be done there. If not, it can be done for homework.</p> <p><b>Conclusion:</b> *End the lesson with a question-and-answer session to determine if the students met the lesson objectives. Or Prepare a ticket out to assess if students met the lesson objectives.</p>	<p>recipe. Have them circle the measurements for each ingredient. Once they have completed the task, ask if there are any questions. Respond to any questions or have students wait until after viewing the video.</p> <p>Show the video for the lesson.</p> <p>After the video, use the PowerPoint presentation to teach the lesson.</p> <p><b>Complete activities and worksheets as directed in the PowerPoint.</b></p> <p><b>Activities:</b> <b>Reading a Recipe Worksheet</b> *Working in pairs or individually, have students complete the worksheet.</p> <p><b>Measuring Ingredients</b> *This activity can be completed in class or for homework.</p> <p><b>Baking:</b> *If access to a kitchen at school is available, baking can be done there. If not, it can be done for homework.</p> <p><b>Conclusion:</b> *End the lesson with a question-and-answer session to determine if the students met the lesson objectives. Or</p>	<p>finished biscuits as predetermined by the teacher.</p> <p>Students may also obtain critiques from family members or others in their households on their biscuits for taste and appearance. Those critiques are to be recorded and turned in with other materials as directed.</p>
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<p><b>Differentiation</b> <i>How will you provide for students with varying abilities?</i></p> <p><i>Students who will finish the activity quickly or need to be challenged more:</i></p> <p><i>Students with IEP's or 504 Plans:</i></p>	<ul style="list-style-type: none"> <li>• Task sheet will be provided</li> <li>• Visual aids and organizers will be provided</li> <li>• Extra time will be allotted</li> <li>• Images will be provided for the vocabulary terms to help explain the meaning of the words</li> <li>• Students can be allowed to work in pairs or with an adult prior to the assignment to discuss the information presented and organize their thoughts</li> <li>• Students who finish quickly will research the nutritional value of the ingredients used in the buttermilk biscuit recipe.</li> </ul> <p>*Students will explain to the class how to measure liquid and dry ingredients, the techniques they learned to gather ingredients and equipment, the methods they used to mix, roll, and bake their biscuits. Students may also obtain comments from family or others on the success of their biscuit presentation.</p> <p>* <b>Supplemental Resources</b> – A great workbook for practicing everyday math skills is provided online and free of charge at <a href="https://angirami.com/wp-content/uploads/2020/04/Grade-9-11-Kitchen-Math.pdf">https://angirami.com/wp-content/uploads/2020/04/Grade-9-11-Kitchen-Math.pdf</a> Students can practice budgeting, buying basic goods, converting measurements, and other everyday math skills.</p>		
<p><b>Resources</b> References for Resources Used:</p>	<p><a href="https://www.nysed.gov/food-systems-and-production">Food Systems and Production (nysed.gov)</a> <a href="#">Course Offerings: FACS: CTE: NYSED</a></p>		

