



when there was no refrigerators, microwaves, freezers, gas stoves, grocery stores, or fast food restaurants who prepared the food for us. Food was grown on farms, preserved for as long as possible, prepared in the kitchen over strenuous amounts of time, and presented on tables with intricate detail.

In the late 1800's and early 1900's, the people of Nodaway Missouri found pride in their efforts to produce and preserve their foods. The first home refrigerator was not invented until 1913, so before that, people had to find other ways to preserve their food. Those tactics include canning, curing, pickling, fermenting, and drying. If the weather permitted it, some foods could be frozen outside for part of the year. But without technology, cooking food in the early 1900's became a chore that lasted hours. Stoves were still run by firewood, and could be unpredictable. Ingredients had to be collected by hand or traded, and all recipes had to be memorized or written down. You could not use the internet to ask questions and at most, rich people had only maids to do the cooking and cleaning for them. Either way, cooking a meal that was that extensive, deserved to be enjoyed by all. Once the meal was prepared, table settings were very important. Each utensil was used for a specific food and people were taught how to correctly make their place setting, use their utensils, and show overall proper "meal manners" when sitting down at a table. Meals were a time to enjoy each others company and unwind after a stressful day. Though the upper class had more extensive table etiquette, even the lowest of classes found value in setting the table and eating together. This trunk will transport you back to a simpler and more classic time period: Nodaway Missouri in the early 1900's.

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Five History Lessons

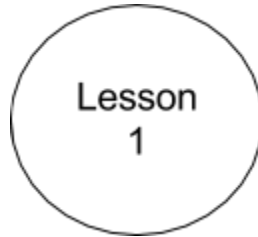
Treasure Trunk Inventory

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Page 4

Title: Preserving History

Description: In this lesson, students will learn about the three different food preservation techniques commonly used in Nodaway Missouri in the 1900's and use one of them to make orange juice.

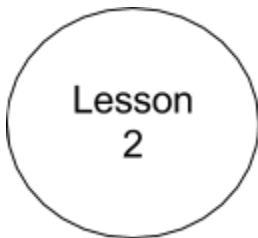


1. Mason Jars
2. Paraffin Wax
3. Photos

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Title: Shaking Up Butter From the Past

Description: In this lesson, students will make their own butter and will get to see a butter churner from Nodaway County in the early 1900s.



1. Butter Churner
2. Butter Spatula
3. Apron
4. Egg Beater
5. Photos

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Title: Setting Silverware With Care

Description: In this lesson, students will compare place settings from the early 1900s. They will interact with dishes, silverware, and tablecloths from early Missourians.



1. Tablecloth
2. Set of Dishes for 1
3. Photos

# Lesson 1 - Preserving History

## Introduction

In 1900, the citizens of Nodaway Missouri worked very hard to produce their own food. The land was rich with agriculture and the people were careful with their resources. Food was not as accessible as it is now and the people did not like to have their food spoil and go to waste. People in the 1900's did not have the technology we do, so they had to be inventive in preserving their food so none would spoil before they got the chance to eat it. Because the people of Nodaway County learned preservation techniques, they were able to produce and consume more food. It will be the tasks of the student in this lesson to learn about the preservation techniques used in 1900 by Nodaway County Missourians and preserve a food using one of those techniques.



## Goal

1. Explain how people have common physical, social, and emotional needs by comparing and contrasting the student's current physical needs (food) to those of the past and how they were satisfied.
2. Identify artifacts (Mason Jars and Paraffin Wax from the late 1800's) from the Nodaway County Historical Museum.

## Objectives

"I can describe how early 1900 Nodaway Missourians preserved their food and why it is important to preserve food."

"I can preserve a food by using a preservation technique that Missourians from Nodaway in 1900 used."

## Getting Ready to Learn

Think about all of your favorite foods. Where do they come from? How are they cooked? How do you save your food if you want to eat it again later? Maybe place it in a ziplock bag and store it in the refrigerator till you want to eat it again? Most foods will spoil after a couple of hours if not stored properly. In a refrigerator, food can be stored for a couple days, maybe even a couple of months. But how did people keep their food from spoiling before a refrigerator? The first refrigerator/freezer was not introduced into homes until 1913, and not everyone could afford to have one. Before plastic baggies, freezers, and refrigerators, there were three common techniques that the people of Nodaway County Missouri used to preserve their food in the early 1900s. These techniques include canning/mason jars, curing meat, and pressing fruit.

Canning was a way to store fruits and vegetables longer by cooking them and sealing them in a Mason Jar. Mason Jars were invented in 1858 by a man named John Landis Mason and were found to keep out bacteria that caused food to go bad if sealed correctly. One way to seal a mason jar was by pressuring cooking it, but the most

common way to seal jars in Nodaway Missouri in the 1900's was paraffin wax. They heated up the wax and used it like glue to seal the lid of the mason jar down. Pontius pure sealing wax was a common brand in Nodaway and costed \$1.80 in 1905.

Curing meat is a technique that has been used long before the 1900s. It is a remotely simple process. Without being attended to, meat would spoil in a matter of hours. Some homes use to store all of their food in a cold dark place and hoped it would keep longer. By "curing" the meat, it could be eaten longer because it did not spoil as fast. You cure meat by covered it in salts and hanging it up to dry out. the salt keeps the meat from developing bacteria and spoiling before people have a chance to eat it.

One of the most popular ways to preserve fruit that was harvested in the early 1900s was by making the fruit into jams and juices. The fruit press was invented in 1916 by Madeline Turner as an easy way to smash fruits into a liquid form. before that, people had to use a mallet and smash the fruit themselves. Jams and juices lasted much longer than the fruits themselves, and became a way to enhance a meal's flavor.

**For this lesson, the students will need oranges and plastic cups to simulate a fruit press, these two items are not included in the trunks.**

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## LESSON 1 TRUNK MATERIALS

- Mason Jars
- Pontius Pure Sealing Wax
- Food Cards
- Nodaway Museum Photos

### Procedures

1. Begin by having the students make a list of their favorite foods. Then have them cross out the foods that come from, or have ingredients (like milk) that have to be kept in a refrigerator. Then have them cross out the foods that have to be kept in the refrigerator after you cook them, if you want to eat them again. Then ask them if any of their foods remain. (They might say something like a cheeseburger, but you'll have to point out that things like the meat and cheese both have to be kept cool before cooking them. and even so, a cheeseburger will go bad if you don't eat it after cooking.) The only foods that should remain are canned/preserved items (like peanut butter or jam), and then ask them why they think those things do not go bad. Make a list of their reasons as a preassessment.
2. Then tell the students that today we will be learning about a time in history when people did not have refrigerators or freezers and had to figure out different ways to keep their food preserved so that they could eat it for a long time. We are going to learn about how the people of Nodaway County Missouri preserved their food in the early 1900s. that is over 100 years ago!
3. Ask the question, "How do you think the people of Nodaway kept this food preserved?" Then show the students each food card.
4. After each card, talk about the history behind how they would have preserved it. Green beans- Mason jars and canning, and show them the mason jar and paraffin wax artifacts from the Nodaway Museum. Piece of meat- Meat Curing, show the picture. apple- fruit press, show the picture.
5. (Do the fruit press last because it's a good transition into the activity). Say that we are going to do one of the food preservation techniques today and show an apple.

Ask them which of the three preservation techniques that we have learned about today would they use to preserve this orange. the correct answer is fruit pressing.

6. Tell the students that today we are going to take the place of a fruit presser in making homemade orange juice. give each of the students a cup and two oranges. have the students peel the oranges and squeeze it into their cup. have the students discuss with their peers how much easier this would be if we had a blender. But, the people of Nodaway in 1900 didn't have a blender, and now we know how that feels.

### **Conclusion**

Summarize about how today they have learned about the people of Nodaway County, Missouri preserved their food in the 1900s. Have the students "remind you" of what the three techniques they learned were. Have someone give you an example of their favorite food that they listed earlier in the lesson and which techniques they could use if our refrigerators ever stopped working. As homework have the students go back to their food list and describe what preservation technique they could use on all of their favorite foods. Then as a class go back to the list you came up with earlier of preserved items and ask the students what type of preservation technique was used on those foods that make it so they do not have to be refrigerated.

### **Assessment**

The students will be assessed on their ability to list examples of preservation for different food types. They will also be assessed on their completion of orange juice and the connection to a fruit press and how our needs are more easily met than those of the past.

### **Extensions**

Provide more food examples and have them sort them into different preservation technique types.

### **References**

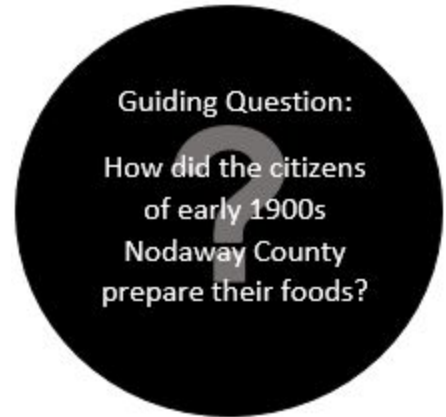
Nodaway Historical Museum

<http://nodawaycountymus.wix.com/folklife-food#!clients/ctzx>

# Lesson 2 - Shaking Up Butter From the Past

## Introduction

When people run out of groceries today, they just go out and buy some more. Well in the early 1900s, buying everything from the store was not always an option. Many had to make their own food, like fruits, vegetables, butter, and sometimes bread. The household was self-sustaining, and produced or bought only what was needed. The preparation of a meal was time consuming and sometimes would take all day for certain meals. All of the preparations were manual work like rolling dough out with a rolling pin, mixing ingredients up with a spoon, churning butter, etc. Although cooking in the 1900s may seem like a hefty chore, the people in the past thought of it more of a social activity to bring the family together. In this lesson, students will make their own butter and will get to see a butter churner from Nodaway County in the early 1900s.



## Goal

Explain how people have common physical, social, and emotional needs.  
Identify artifacts from the Nodaway County Historical Museum.

## Objectives

1. I can describe the process of how early 1900 Nodaway Missourians cooked their food and how it is different than today's process of cooking.
2. I can make my own butter out of whipping cream by shaking jars to have the effect of a butter churn like the people of 1900s Nodaway County did.

## Getting Ready to Learn

Where do you get your food? What do you typically see in a kitchen? How much preparation goes into a meal at your house? Does just one person cook in your family or does everyone pitch in to make the meals? How long does it take to make a meal? Could you imagine working all day to make one meal, and then do it again tomorrow?

The butter churn was universally used over 1400 years ago. The butter churn was used to produce butter by constantly moving the buttermilk with the churn dasher (the pole in the butter churn). This process creates butter by separating out the yellow fat from the buttermilk. Some people would sing a song while

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## LESSON 1 TRUNK MATERIALS

- **Butter Churn**
- **Butter Spatula**
- **Apron**
- **Egg Beater**
- **Nodaway County Historical Museum Photos**

churning the butter because it was believed that it was a charm to make the cream turn into butter.

As an activity, the students could sing one of the songs: *“Come butter come, Come butter come, Peter stands at the gate, Waiting for a buttered cake, Come butter come.”*

**For this lesson, little jars with lids like gerber baby food jars, whipping cream, and crackers is not included in the trunk and will be needed to complete this lesson!!**

## Procedures

1. Present the kitchen equipment in front of the students to give them a chance to observe the artifacts. Let them share a couple of their guesses of what each artifact and then explain the use of each artifact. Put emphasis on the butter churn and the butter spatula since those are the artifacts that this lesson focuses on. Explain to the students the process of using a butter churn and how it worked.
2. Tell the students that today they will be making their own butter out of buttermilk, similar to how it was done with the butter churn.
3. Pass out the little jars to each of the students. Pour  $\frac{1}{4}$  cup of buttermilk into the jar, and a dash of salt if desired. Make sure that the lids are firmly on so there is no spills.
4. Turn on some dancing music and have the students dance and jump around the room with their jar for about fifteen to twenty minutes. This performs the same task that a butter churn does by constantly moving the buttermilk in order to separate the butter and the buttermilk.
5. Once the time is up, have the students open up their jars and give them some crackers. They will use the crackers to scrap some butter out of the jar and then eat it.
6. After they have eaten their butter with the crackers, ask them how the butter they just made differs from the butter that they buy from the store. Ask them which way is easier and takes less energy to get butter, going to the store or “churning” butter?

## Conclusion

Summarize what was discussed in class today. Ask questions like, “Who can tell me what the butter churner does to make butter? Who can demonstrate how to use it? How is that similar or different to what we did to make our butter? Would you ever want to make butter with a butter churner, why or why not? How is preparing food today different than it was in the 1900s? Do you think that you could learn how to cook like they did in the past?” A great assignment for this lesson is a journal/diary entry from 1900s Nodaway County about making a meal with their family, and their job is churning butter. Have them give great details about what they are doing, what they put in the butter churner, and what they are thinking as you churn butter. It does not have to be a long diary entry, just enough to ensure that they know how to churn butter in order to prepare food.



## **Assessment**

The students make their own butter and get to taste their results. The students will complete a journal/diary entry posed as a 1900s Nodaway County citizen churning butter for a family dinner.

## **Extensions**

Have the students compare the different butters based on the amount of salt that was put in the buttermilk in the beginning.

## **References**

Nodaway County Historical Museum

[http://nodawaycountymus.wix.com/folklife-food#!what\\_we\\_do/cihc](http://nodawaycountymus.wix.com/folklife-food#!what_we_do/cihc)

Butter churn information: <http://www.oldandinteresting.com/history-butter-churns.aspx>

## Lesson 3 – Setting Silverware with Care

### Introduction

In the late 1800s and early 1900s, Missourians ate their meals as a family. They sat down together around the dinner table with a prepared meal. The table was set with silverware, napkins, plates, and cups. Families ate each meal together and cleaned dishes by hand. It will be the task of the students to compare different set tables from earlier times and how that compares to meals now.



### Goal

Name common physical, social, and emotional needs

Explain how people have common physical, social, and emotional needs

Describe how needs are met by families and friends

Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)

Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)

### Objectives

After studying and observing characteristics of formal and informal table arrangements, students will identify key similarities and differences between the two arrangements on a Venn Diagram.

### Student I Can Statements

I can identify similarities and differences between a formal place setting and an informal place setting.

I can explain how early Missourians ate their meals.

### Getting Ready to Learn

“Think about the dinner you ate last night. Who did you eat with? What did you eat for dinner? Where did you eat dinner?”

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### LESSON 3 TRUNK MATERIALS

- Tablecloth
- Dishes
- Silverware
- Laminated photos of settings
- Take Home place setting

On a piece of notebook paper, draw a picture of you eating dinner last night, include who you ate with, what you ate, and where you ate.” (Sketch to stretch)

Early Nodaway County Missourians and most Americans ate their meals at the dinner table. They had meals together and ate around a set table. They used silverware, metal and glass dishes, and cloth napkins. And the table setting was always on top of a tablecloth.

The teacher will remove the trunk materials for this lesson (not the laminated photos) and explain each item. Prompt students to identify if they use similar silverware or dishes.

### **Procedures**

1. Divide the class in half.
2. Give each half a picture of a place setting (formal or informal).
3. Have the two groups make a list of key features of that setting. These lists should include everything they see in their setting’s picture.
4. After completing their lists, come back together as a whole class. Create a Venn Diagram on the board (or poster paper).
5. Have students from both groups identify key characteristics of their table setting and compare characteristics in a Venn Diagram.
6. Prompt students to guess which place setting was more commonly used and explain their reasoning.
7. Divide the class into groups of four.
8. In small groups of four, students can create their own triple Venn Diagram to compare their earlier illustrations of their dinner from last night to the two place settings.

### **Conclusion**

Review what you did with the students. “Today we learned about how early Missourians ate their meals at the table. We discovered that not all meals required the same place setting. We discussed the similarities and differences between how we eat meals now and how early Missourians ate their meals.” Assign homework. “As an assignment at home, I want you to practice setting your tables like early Missourians. I will send home a place setting diagram for you to practice at home. You can help your family by setting the table for them.” (Attached after this lesson)

### **Assessment**

In groups of four, students will illustrate or write out a triple Venn Diagram comparing their drawings of last night dinners to the two place settings. They will be assessed on their ability to identify similarities and differences.

### **Extensions**

K/1<sup>st</sup> – Have the students set tables in groups of four. Use toy plates, silverware, cups, etc. (not provided in trunk) to set a table. Allow students to choose either formal or informal place setting.

2<sup>nd</sup> – Have the students write individual expository essays (3-5 paragraphs) comparing how they eat family meals to how early Missourians eat their meals.

\_\_\_\_\_ 's Place Mat

