

## FOOD IN THE WEST: A TIMELINE, 1700–2001 INSTRUCTIONS PACKET

By examining what people ate at different points in time, we can know a lot about a particular era's economic conditions, social mores, political conflicts, religious issues, and nutrition. In lieu of writing a research paper, in small groups, students will create a digital and collaborative timeline of food throughout the Western world from roughly 1700 to 2001. Groups are responsible for **three (3) entries** to the digital assignment over the course of the semester. Due dates for these entries are provided below. Each entry must correspond to the time period we are studying in class. As the course progresses, we will examine the food timeline in class together to consider continuities in food as well as historical change, asking why certain foods stayed the same and why some changed. **For every entry that groups submit, the group must also submit a Source Evaluation Worksheet.** A sample worksheet is attached. The food timeline assignment constitutes the research component of this class and accounts for 15% of your final course grade.

To help you find sources, a Research Guide for “Food in the West” is available on Canvas.

### Important Dates:

- Library Instruction Day: *At least 1 person per group must attend:*
  - **DATE IN LIBRARY—ROOM TBA**
- First Entry (anything from the Enlightenment to Industrial Revolution)
  - **DUE DATE** by midnight via Canvas Assignments
    - **Stake your claim by: DUE DATE**
- Second Entry (anything between the Industrial Revolution and 1914/WWI)
  - **DUE DATE** by midnight via Canvas Assignments
    - **Stake your claim by: DUE DATE**
- Third Entry (anything between WWI and 2001)
  - **DUE DATE** by midnight via Canvas Assignments
    - **Stake your claim by: DUE DATE**
- Peer Evaluation Form
  - **DUE DATE** by midnight via Canvas Assignments

### What does an entry look like?

Entries will be two to three paragraphs in length (300–350 words). Entries must be written in complete sentences. Entries can be food items (turnips, steak, spam, etc.), recipes, utensils, rations, agricultural innovations, or products from Europe. Entries must be both **descriptive and analytical**. This means that in addition to describing who, what, when, and where, the entry should explain **historical significance**. In other words, **how does this entry represent the larger historical trends at the time either socially, economically, or politically?** It must also include a visual. Keep in mind that since the majority of our class examines Europe, you should favor European entries over American ones.

### Sample Entry:

**Entry Title: Steckrübeneintopf or Swedish turnip Soup**

**Group: Group #**

**Start Date: 1939**

**End Date: 1950**

**URL to an Image:** <http://fromfarmtotable.com/swedishturnipsoup>

**Text:** With food shortages during and immediately after World War II, people living on both sides of Germany had to come up with ways to supplement their often very small rations. Both West Germany and East Germany suffered from food shortages. In East Germany, food was scarce because of the Soviet's "scorched earth" policy. In West Germany, agricultural production was slightly better, but they still suffered from shortages, especially since they were controlled by British, French, and American forces that prioritized their own countries over Germany.

Viewed as a "last resort" food, the Swedish turnip was grown in people's gardens, especially in the countryside. Often, the Swedish turnip, water, and salt were the only ingredients in the soup unless people could also find a potato or a carrot. The bottom part of the turnip is very similar to a potato and the top has leafy greens—all of which went directly into the soup. People would stew this root vegetable for almost 12 hours to give the soup a thick consistency.

Low in calories, the Swedish turnip did not provide much protein to people but was often the only way people could have any sustenance. Swedish turnips are high in carbohydrates and therefore filling, giving those who eat them the sense of being full. But they are not very nutritious otherwise—during this time people were likely vitamin deficient.

The turnip is a good example of how people dealt with rations in the wake of World War II. Without other options to feed their families, people had to go back to growing and eating root vegetables. Nutrition during this time was obviously quite different and based upon what people could grow versus what was considered "healthy."

<b>Steps to Update and Submit Entry:</b>
--

We will be using Canvas and GoogleSheets for this assignment. One person in your group should have access to a Google account. Contact the professor for assistance in setting up a Google account.

- 1. Stake your group's claim IN ADVANCE by emailing NAME OF PERSON. They will keep a master list for everyone to see.**
  - No group can have the same entry, so this is on a first-come, first-serve basis. To reserve your entry, simply create the title of your entry and your group number. You do not need to fill the rest of the columns at this point.
- 2. Complete the Source Evaluation Worksheet.**
- 3. Submit Source Evaluation Worksheet and Entry Text to Canvas via the Assignments tab.**
- 4. Once your entry is GRADED, make the necessary revisions. Then, go the spreadsheet and enter the rest of the information:**
  - Each entry is its own row—do NOT touch information in any other row.
  - Start date(s) are in Red (Fill this out using **NUMBERS**; You can fill out only year; year and month; or year, month, day)
  - End date(s) are in Grey (Fill this out using **NUMBERS**; You can fill out only year; year and month; or year, month, day)
  - "Display Date"—Leave Blank.
  - "Headline"—Title of your Entry. Make it concise.

- f. “Text”—This column houses the text of your entry (250 words)
- g. “Media”—URL link to the visual you will use (cannot simply insert a picture, have to have a URL)
- h. “Media Credit”—Where did you find the visual? Give credit!
- i. “Medial Caption”—Come up with a short and simple caption for your media.
- j. “Media Thumbnail”—Leave Blank
- k. “Type”—Leave Blank
- l. “Group”—Fill in your Group Number (Example: Group 1)
- m. “Background”—Can be a URL to an image but this will show up as the background to the actual text of the entry. Test this to see if it looks good, if not, leave blank.

### Peer Evaluation

**Every member of the group MUST contribute to this project.** After completion, each group member will confidentially assign their fellow group members grades and provide a brief explanation of why. This means that not necessarily everyone in the group will receive the same grade. It also means that you should keep track and make decisions on the division of labor over the course of the semester. A peer-evaluation form will be available on Canvas and due on the last class day.

### ENTRY TEXT WORKSHEET

This worksheet is available to download on Canvas. It should help you in creating your entry’s text. You do not have to use this worksheet. Remember to write in complete sentences.

**Title/Headline:**

**Group #:**

**Start Date** (must be written in numbers, DD/MM/YY):

**End Date** (must be written in numbers, DD/MM/YY; if present write “YY”):

**Where:**

**Image URL:**

**Entry Text** (300–350 words):

### SOURCE EVALUATION WORKSHEET

For your food timeline entries, you should find at least two sources from which to draw information. As a group, you should use sources to help answer background information like: who, what, where, and how. Historical significance should be something that your group determines on your own, using your critical thinking skills, making connections to the larger course’s themes in politics, economics, society, and culture.

**At least ONE of your sources must be a book, a scholarly published article, or a printed encyclopedia.** Your other source may be a digital resource like a reputable website

(Smithsonian, Louvre, University websites, etc.—NEVER a random, fan-based website). See the research guide for idea for printed secondary sources such as books, articles, and journals.

There are four steps to source evaluation: 1. Find a source; 2. Evaluate the source; 3. Justify the source; 4. Use the source. This worksheet will help you with steps 2 and 3 (evaluate and justify). **Not all information that is accessed on the internet is reliable information. Before you use a source you find whether in the library or on the internet, you need to evaluate the source using FIVE CRITERIA.**

### Source One (Required):

#### 1. Authority:

- a. How did you find this source? What was your method to finding this? Was this the first source you found? Did you use the Research Guide to help you?
- b. Was that a good method? Why or why not?
- c. If it's an online source:
  - i. What is the name of the larger website your source is a part of? What *type* of a website is this? Is it an online encyclopedia? An e-book? A personal blog?
  - ii. Does the type of website the source is on affect your source's content?
- d. Who is the source's author?
- e. Is that author an expert on the subject? How do you know? If you're uncertain, does this make you question the validity of the information the article presents?

2. **Objectivity:** Is this fact or is it opinion? Is it biased? How did you determine this?

3. **Accuracy:** Where did the author seem to get the information? Does he/she cite to other reliable sources? Can you find this same information elsewhere?

4. **Currency:** When was the book/article published or when was the website last updated? Is it current enough?

5. **Having gone through the above criteria, is this a "good" source? Explain why in a few sentences.**

### Source Two (Required):

#### 1. Authority:

- a. How did you find this source? What was your method to finding this? Was this the first source you found? Did you use the Research Guide to help you?
- b. Was that a good method? Why or why not?

- c. If it's an online source:
    - i. What is the name of the larger website your source is a part of? What *type* of a website is this? Is it an online encyclopedia? An e-book? A personal blog?
    - ii. Does the type of website the source is on affect your source's content?
  - d. Who is the source's author?
  - e. Is that author an expert on the subject? How do you know? If you're uncertain, does this make you question the validity of the information the article presents?
2. **Objectivity:** Is this fact or is it opinion? Is it biased? How did you determine this?
3. **Accuracy:** Where did the author seem to get the information? Does he/she cite to other reliable sources? Can you find this same information elsewhere?
4. **Currency:** When was the book/article published or when was the website last updated? Is it current enough?
5. **Having gone through the above criteria, is this a "good" source? Explain why in a few sentences.**

## FOOD TIMELINE GRADING RUBRIC

### 100 Points Total per Entry

#### 70 Points - Entry Content

- **Who/What (10 points):** Entry identifies the food entry.
- **Where (10 points):** Entry indicates where the entry occurred.
- **When (10 points):** Entry provides both beginning and end dates.
- **Image (5 points):** Provides a good image of the food entry (this must be a URL)
- **Historical Significance (35 points):** Text clearly explains how the particular food entry reflects larger trends in the historical politics, society, economics, or culture of the period.
  - **30-35 Points**—Provides *excellent* explanation of how this food entry relates back to larger trends in the historical, politics, society, economics or culture.
  - **24-29 Points**—Provides a *good* but not full explanation of how this food entry reflects larger historical trends.
  - **19-24 Points**—Provides *some* reference to larger historical trends but does not make the connection between the food entry and the trend clear.
  - **18 & below**—Historical significance is either *absent* in its entirety or *too vague* to understand.

#### 30 Points - Source Selection Worksheet

- Each source is worth a total 15 points
- Must complete all questions to receive credit

#### (NEEDLESS) WAYS TO LOSE POINTS:

- 1) If your group does not have at least one person attend the library instruction day, your group will lose 5 points on your overall grade (average of 3 entries).
- 2) If your group does not reserve your entry in advance, you will automatically lose 10 points, per entry.
- 3) If you fail to make the necessary revisions after grading or your group fails to send your entry ONE WEEK after grading, you will lose 20 points on that entry.

## Group Work Suggestions

As part of this assignment, you will learn how to work collaboratively at the college level. This can often be tricky, especially in a writing assignment. Your group will determine the roles everyone plays. The following are suggestions to help you divvy up work.

Every group should agree to meet outside of class. This could be done virtually or in-person, but there will be times you need to communicate and collaborate as a group.

1. Determining a food product (EVERYONE)
  - a. You might wish to create an email thread, Facebook group, Google chat, or a group text to brainstorm ideas for your entries. Remember to come up with 2 possible entries for every due date.
2. Stake your group's entries (1 person)
  - a. One person should email your choices ASAP. All that is needed at this point is your food entry title and your group number.
3. Find sources (1-2 people)
  - a. 1-2 people may take on the responsibility of finding source material. See the Research Guide on Canvas for help. Remember, one of your sources must be a print resource!
  - b. These people should send the sources to the group.
4. Complete source evaluation worksheet (1-2 people)
  - a. 1-2 people (either the same or different from the above people) should complete the source evaluation worksheet. If the source is *not* a good source, then they should ask the people who did the research to find another source.
  - b. After completing the worksheet, **EVERYONE should look at it** to make sure they agree.
5. Discuss historical significance (**EVERYONE**)
  - a. Everyone should discuss how the entry reflects larger historical trends. This will be the basis of the historical significance section of the entry.
6. Write the entry (1 person)
  - a. Using the sources for background information, 1 person should write the entry. He/she should incorporate the historical significance the group discussed.
7. Proofread the entry (**EVERYONE**)
  - a. Once the person in charge of the entry has written it, everyone should proofread it to make sure it will earn full points according to the rubric.
8. Submit the entry to Canvas (1 person)
9. After receiving feedback and a grade, make the necessary revisions (1 person).
10. Submit the final, revised entry (1 person) (complete the entry you already started in step 2).

**You might wish to rotate this work throughout the semester.** Some people may take on multiple roles depending on your group's size. Keep track of what you are doing for the Peer Evaluation. **Be sure that EVERYONE approves of all points (sources, evals, text) of the project.**