

Life in a New Nation Unit (Cooking)  
Lesson Plan by Abby White

**Lesson:** Making Homemade Cornbread **Length:** 45 minutes

**Age or Grade Intended:** 5<sup>th</sup> Grade

**Academic Standard(s):**

**Science:** 5.2.7 Read and follow step-by-step instructions when learning new procedures.

**Performance Objective:** Students will make cornbread by following the recipe given to them and the proper materials need to make cornbread with an 8/12 on the rubric below.

**Assessment:** Students will be graded on the rubric provided below.

**Advanced Preparation by Teacher:**

**Materials:** 1/2 c. sifted enriched flour

1/2 c. sugar

3/4 tsp. salt

4 tsp. baking powder

1 1/2 c. corn meal

2 eggs

1 c. milk

1/2 stick of melted butter

Muffin pan for each group with muffin cups.

Measuring cups and spoons

~The materials above you need for each group of children that are making this.

~Copy of recipe printed off for each group to read while they each make the cornbread.

~Do not measure out each of the ingredients. The students should do this. You may separate each ingredient into bowls for the students to then take them and measure them out.

**Procedure:**

**Introduction/ Motivation:** If you lived in the late 1700 what type of foods do you think you would eat? (Bloom's Knowledge) Well one of those foods was cornbread. How many of you have eaten cornbread before? (Bloom's Knowledge) Today we are going to make cornbread in our class.

**Step-by-Step Plan:**

1. First assign groups. Groups of four would probably work best. If you do not have the right amount of students for groups of four do no more than groups of five and no less than groups of three.
2. Have students wash hands one group at a time.
3. While students are washing their hands, pass out the printed off copy of the recipe.
4. Instruct students on what they are going to do next: "I will now be passing out the ingredients that you need to make your cornbread. When the ingredients get to your table you should not touch them until you are instructed to."
5. Pass out ingredients.
6. "You now need to get jobs with the baking process. You need a person to measure, a person to pour the measured ingredients into the bowl, a person to stir up the ingredients, and a person to pour the mixture into the pan to cook. Talk with your group members and decide who is doing what. When your group has this figured out raise your hands." Allow time for them to figure this out.
7. "Ok, now that you all have jobs you may get to work. Make sure that you each work together in your groups so that you have good cornbread so that you can eat it when you are done. If you have any questions raise your hand and I will be around to help."
8. Allow students time to complete their cornbread. Then take cornbread to oven to bake. Make sure whatever lesson you are doing next can be interrupted with you going to get the cornbread for the students. Might want to do this lesson before special so that you can cook the cornbread and get it without leaving them alone in the room.

**Closer:** Did you guys think that the cornbread was hard to make? (Bloom's Analysis) Can you imagine how hard it would be to make this cornbread if you would have had to make the flour and corn meal before you baked the cornbread? (Bloom's Analysis)

**Adaptations/ Enrichment:** For adaptations and enrichments you need to make the groups so that you have the enriched student and the adaptations student in the same group. The enriched student should be directed to help the adaptations students. This will provide a challenge for the enriched student and provide the help for the other student. For adaptation the teacher will already have everything perfectly measured out for the student and have it all there so they only have to mix everything together.

**Self-Reflection:** Were my students able to make the cornbread? Were my students able to measure out each part of the cornbread mix and put it together? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

This is where Gardner's Multiple Intelligence fits into my lesson.

- The students will be using Logical-Mathematics while they are measuring out the ingredients.
- The students will be using Interpersonal Intelligence while working with their groups.
- The students will be using Linguistic Intelligence while they read the recipe and use it.
- The students will be using Intrapersonal Intelligence while they are working on their own jobs in the baking process.