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| **Health food trends . . . are they good for you?** | | | |
| **Cynthia W. Resor –** [**teachingwiththemes.com**](https://teachingwiththemes.com/index.php/book-2-info/) | | | |
| **Essential/Compelling Question** | **Health food trends . . . are they good for you?** | | |
| **Standards and Practices** | *vary by state standards, grade level, and class curriculum* | | |
| **Staging the Question** | Choose a popular “health food” or diet craze and feature one or more of the following related to the fad.   * Read print advertisements or blog posts * View videos of “health food” commercials   OR ask students to search for lists of current food fads and choose the one that interests them the most | | |
| **Supporting Question 1** | | **Supporting Question 2** | **Supporting Question 3** |
| **How are perceptions of food impacted by the media and advertising?** | | **How does the government regulate “health” food?** | **How are clean food, healthful/healthy food, and pure food defined?** |
| **Formative Performance Task** | | **Formative Performance Task** | **Formative Performance Task** |
| Compare/Contrast conclusions of modern and historical primary sources  **In the present?**  Analyze print or video advertising of modern health food craze/product.  **In the past?**  Analyze print advertising of historical health food craze/product.  **Strategy:** Question Formulation Technique (QFT) - <https://rightquestion.org/what-is-the-qft/> | | Compare/Contrast conclusions of modern sources and historical primary sources  **In the present?**  Analyze political cartoon or video clip or article about government regulation of food craze/product.  **In the past?**  Analyze image (political cartoon) of historical health food craze/product.  **Strategy:** *Bring Learning Alive* – Visual Discovery featured in BRING LEARNING ALIVE! Methods to Transform Middle and High School Social Studies Instruction (free PDF available of this book with a [30-day free trial](https://www.teachtci.com/)) or purchase book online | Compare/Contrast conclusions of modern sources and historical primary sources  **Strategy:** Construct a definition of a “slippery” concept related to popular fad chosen using the [Concept Development Model](https://teachingwiththemes.com/index.php/projects/concept-development-slippery-concepts/). For example, “clean eating”  **In the present?**  Analyze advertising using the chosen “slippery” concept to construct a definition  **In the past?**  Analyze historic newspaper articles for the same or similar “slippery” concept |
| **Featured Historical Sources** | | **Featured Historical Sources** | **Featured Historical Sources** |
| Trade Card advertisement: Ham’s Oil of Gladness, late 19th century - <https://wp.me/a88jnX-sg>  More information about trade cards: <https://teachingwiththemes.com/index.php/trade-cards/> | | Political Cartoon - “Fake” food and government regulation, 1887 - <https://wp.me/a88jnX-ej> | Primary Source Image: Advertisement for lard, a “pure” food, 1891  <https://wp.me/a88jnX-ei>  Historical newspapers: [Chronicling America](https://chroniclingamerica.loc.gov/) |
| **Content teacher should know** | | **Content teacher should know** | **Content teacher should know** |
| Basic advertising/marketing strategies:   * <https://www.managementstudyguide.com/advertising-techniques.htm>   Strategies used to sell questionable health foods and cures see:   * [*Discovering Quacks, Utopias, and Cemeteries: Modern Lessons from Historical Themes*](https://teachingwiththemes.com/index.php/quacks-utopias-and-cemeteries/)*​* | | Information about the Pure Food and Drug Act 1906 and subsequent legislation   * [*Investigating Family, Food, and Housing Themes in Social Studies*](https://teachingwiththemes.com/index.php/book-2-info/) | Information about historical fads and trends:   * [*Investigating Family, Food, and Housing Themes in Social Studies*](https://teachingwiththemes.com/index.php/book-2-info/) * [*Discovering Quacks, Utopias, and Cemeteries: Modern Lessons from Historical Themes*](https://teachingwiththemes.com/index.php/quacks-utopias-and-cemeteries/)*​* |
| Summative  Performance Task | **Health food trends . . . are they good for you?**  Differentiated Final Project:  Students choose between 3 – 4 options provided by teacher answer the essential/compelling question. | | |
| **Format adapted from** [Inquiry Design Model (IDM)](http://www.c3teachers.org/inquiry-design-model/) | | | |