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| **Instructional Model** | | | |
| **Compelling Question** | **Why was ice cream an exclusive treat at Mount Vernon long ago?** | | |
| **Engage Activity** | 1. Class discussion – What might you eat on a special occasion? 2. Class discussion – What do you think goes into making ice cream today? Long ago? 3. Read Aloud of Ice Cream Recipe 4. Circle, highlight, or list the four ingredients in the ice cream recipe.   (Sources: Ice Cream Recipe) | | |
| **Standards** | California Social Studies Standard   * 1. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.  1. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. | | |
| **Supporting**  **Question 1** | | **Supporting**  **Question 2** | **Supporting**  **Question 3** |
| Where and how were the four ingredients for ice cream cultivated? | | What were the conditions like for the enslaved people as they prepared the ice cream? | Who ate the ice cream and how was it served? |
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| **Analysis Task(s)** | | **Analysis Task(s)** | **Analysis Task(s)** |
| You now know that the ingredients for ice cream didn’t just come from one place. They came from all over the mansion farm and even overseas. To help you keep track of the ingredients and where they were cultivated, use a chart to categorize each ingredient from the ice cream recipe (use your recipe printout to help you). | | Write an informative paragraph describing the conditions Lucy faced throughout her day including when she was preparing the ice cream. The following questions can help guide your writing. Use an additional sheet of paper as necessary.   * Where was Lucy throughout her day? * What were her tasks? * When did she complete these tasks? * What tools did she use to complete her tasks? | List the steps that it took to get the ice cream from the Kitchen to people who were eating it in the Dining Room. Be careful to include all of the steps in between. Use an additional sheet of paper as necessary. Some options for displaying the steps include:   * Numbered list * Time line * Flow chart |
| **Resources:** | | **Resources:** | **Resources:** |
| Access sources via interactive map of Mount Vernon Estate:   1. Kitty ‘s Biography 2. Ledger Entry (salt purchase) 3. Farm report on Fruit Harvesting 4. Farm Report on Ice Harvesting 5. George Washington’s List of Enslaved People, 1799 | | Access sources via 360 of Kitchen:   1. Lucy’s Biography 2. Ice Cream Maker 3. Daily Kitchen Schedule 4. George Washington’s List of Enslaved People, 1799 | Access sources via 360 of Dining Room:   1. Frank’s Biography 2. Ice Pot 3. Washington Family Portrait 4. Dinner Menu |
| Summative Assessment Task | What evidence from the lesson supports the idea that ice cream was an exclusive treat long ago?Use evidence from multiple sources you have analyzed to support your answer. Your answer can be in the form of a detailed paragraph or drawing. Use an additional sheet of paper as necessary. | | |
| Take Action | How did Mount Vernon operate? Create a newscast to make people aware of how Mount Vernon operated in 1799. If possible, record your newscast for your classmates and teachers to view. | | |