

## HAVING LUNCH

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### OVERVIEW

Students will construct a mining town lunch menu based on an historical photograph and compare it to a present-day lunch menu. They then write a "restaurant review" based on each menu.

### STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry
- History Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.

### OBJECTIVES

After completing this activity, students will be able to:

- Analyze an historical photograph.
- Draw conclusions based on historical evidence.
- Make comparisons between past and present.

### INQUIRY QUESTIONS

- What food did the lunchroom advertise?
- How much did lunch items cost then?

- How much would that be in present-day prices?
- How much do comparable items cost today?

## PROCEDURE

1. Doing History/Keeping the Past CD-ROM disc or website--Mining topic; Mining Towns theme; store fronts sequence.
2. This activity will require the use of the following historical photograph:
  - MINING TOWNS THEME
  - Store Fronts Sequence:
  - Photo 5 (A Lunch Room)
3. Students can access this photograph in one of the following ways:
  - Send students individually or in small groups to the computer station to examine the photo on a CD-ROM or Internet site while other students are working on other assignments.
  - Print out and copy the photograph, giving copies to each group of students.
  - Send the class to a computer lab where all the students can examine the photograph on the Internet site at the same time.
  - Project the CD-ROM or Internet-site screen with this photograph for the entire class by using a multi-media or LCD projector.
4. Ask students to examine the photograph and to list the food items advertised there along with the cost of these items.
5. Bring to class a menu from a fast-food restaurant in your community for price comparisons.
6. Have the students use the photograph and the present-day menu to answer the inquiry questions. Be sure to tell them that the purchasing power of a present-day restaurant customer is at least 20 times greater than that of their mining-camp counterparts. That is, the comparable price of those items today would be at least 20 times higher than the posted prices.
7. Ask the students to write a review of the two restaurants. It should include their opinions about the variety of food choices available, prices, quality, and restaurant atmosphere.
8. Have students share their reviews. Use this sharing session as a springboard to discuss the economics of supply and demand, with emphasis on the relation between scarcity of food and food prices.