



PASTY

Enduring Understanding

How do objects help us understand the story of Wisconsin?

Essential Questions

- Why do we save things?
- What makes the things we save important?
- What questions can objects help us answer?
- How do we unlock the meanings of an object?

Wisconsin Standards for Social Studies

Social Studies Inquiry Practices and Processes

- Communicate and critique conclusions. (**SS.Inq4**)

Behavioral Science

- Assess the role that human behavior and cultures play in the development of social endeavors - Anthropology. (**SS.BH3**)

Geography

- Examine the impacts of global interconnections and relationships. (**SS.Geog3**)
- Examine the relationship between identity and place. (**SS. Geog4**)



Fig. 1. Anastasia Liem, *Cornish Pasty*. Digital Image. Available from: Flickr, <https://www.flickr.com/photos/analiem/3979537443> (accessed October 5, 2018).

WISCONSIN 101: www.wi101.wisc.edu

Collecting, Preserving, and Sharing Stories since 1846
816 State Street Madison, Wisconsin 53706



Content Questions

- Why would pasties be a good food choice for Cornish miners? How did this object reflect their culture from England and mining?
- How did miners use food to support mining culture with superstition of the knockers?
- How does the food we eat reflect our cultures and communities?

Educational Goal Assessment

- Summarize how we use food to celebrate cultures.
- Explain how food represents culture.
- Construct a class world map.
- Tell a story about the past through an object and relate that story to today.

Suggested Performance Task

- Activity #1, Its's Time to Eat
 - To illustrate the benefits of eating pasties, have students decided if food listed on chart can be eaten with dirty hands. Then have them decide if they can share that food. Last, have the students decide if these foods can be eaten easily in a mine.
- Activity #2, Personal Food Culture
 - Have each student bring in a recipe that represents their community or culture. Have them present and tell the class why they chose it and how it represents them and where it comes from (geographically).
- Activity #3, The World of our Food
 - Have the students place their food and recipe on the world map based on its origin to illustrate the diversity in the class.

Additional Resources:

- Links to Wisconsin 101
<https://wi101.org/pasty/>
- Links to Wisconsin Historical Society Resources
 - Photographs
 - Robert Neal Serving Cornish Pasty, <https://www.wisconsinhistory.org/Records/Image/IM37871>
 - Robert Neal Serving Cornish Pasty, <https://www.wisconsinhistory.org/Records/Image/IM37869>
 - Woman Making Pasties, <https://www.wisconsinhistory.org/Records/Image/IM58386>



TIME TO EAT!

Directions: In this table list foods that you can eat with dirty hands and without forks, spoons, or knives. Answer if you think you can eat it in a mine. Answer why you can or cannot eat it in the mine. Out of the four foods, you listed pick the best food. Write why you picked that food item?

FOOD YOU CAN EAT WITH YOUR DIRTY HANDS	CAN YOU EAT IT IN THE MINE?	WHY?	THE BEST FOOD TO TAKE IN THE MINE? WHY?

Directions: In this table, list foods you can easily share with the Knockers. Answer if you think you can eat it in a mine. Answer why you can or cannot eat it in the mine. Out of the four foods you listed, pick the best food to take into a Cornish mine. Write why you picked that food item?

FOOD YOU CAN SHARE WITH KNOCKERS	CAN YOU EAT IT IN THE MINE?	WHY?	THE BEST FOOD TO TAKE IN THE MINE? WHY?

Which food do you think is the best food to take as a lunch in the mines? (Pick between the two foods in the last column) _____