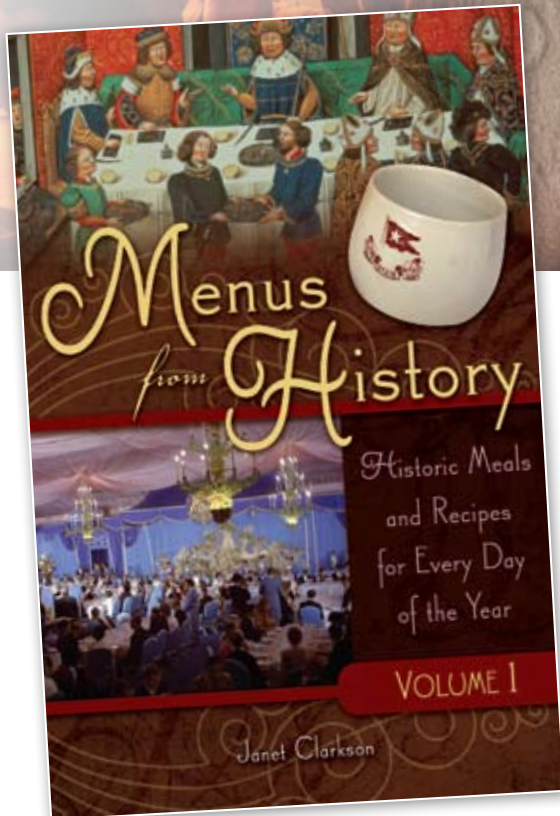


# Take a Bite Out of *Menus from History*

Two Delicious Volumes from ABC-CLIO



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New

## **Menus from History** Historic Meals and Recipes for Every Day of the Year

2 Volumes

**Janet Clarkson**

If we are what we eat, what was Jane Austen or Abraham Lincoln? What was it like to dine aboard the *Titanic*, to feast with a tsar, to be a guest at the wedding of Charles and Diana? More important, what do menus teach us about people and the societies in which they lived?

*Menus from History: Historic Meals and Recipes for Every Day of the Year* offers a fascinating exploration of dining history through historic menus from more than 35 countries. Ranging from discussion of a Roman banquet in A.D. 70 to a meal for former South African President Nelson Mandela in the 1990s, the menus offer students and general readers a thoroughly delightful way to learn more about events and the cultures in which they occurred. Royal feasts, soldier grub, shipboard and spaceship meals, and state dinners are just some of the occasions discussed.

Arranged chronologically, each entry covers a day of the year and provides a menu from a significant meal that took place. An entry begins with the name, location, and date of the event, plus a brief explanation of its significance. Next comes the menu, followed by an analysis and, where possible, several recipes from the menu.

## Editor's Notebook

Providing a high quality social studies education requires lessons that engage and interest students as they improve their understanding of the past and present, and also requires us, as educators, to reflect continually on our own pedagogical methods. The diverse articles in this issue of *Social Education* present lesson plans and discuss teaching challenges in ways that readers can put to immediate use.

The financial meltdown of 2008 has led to calls for increased regulation of the financial markets. This also happened at an earlier period in U.S. history, and in our Teaching with Documents column, Christine Blackerby looks back at the public displeasure with financial leaders and institutions that resulted in legislation regulating the banking industry during the Great Depression. The featured documents are two letters to senators expressing opposing positions on the Securities Exchange Bill in 1934. Blackerby and Lee Ann Potter offer teaching suggestions for bringing the controversies of that period into the classroom.

In its annual Supreme Court review, our Looking at the Law column examines key decisions of the 2008-2009 term, and previews important upcoming cases. Charles F. Williams notes that the right and left wings on the Court formed some unusual alignments in defense of criminal defendants' rights in the past 12 months, and anticipates some crucial First Amendment decisions in the coming term. Catherine Hawke offers teaching suggestions for classes dealing with search and seizure issues.

Increasing numbers of students whose native language is not English are attending our schools. Bárbara C. Cruz and Stephen J. Thornton identify the needs of ELL students, warning that teachers can inadvertently create impediments to both language development and the acquisition of content knowledge if they try to shield these students from situations in which they need to display a knowledge of English. (271) Cruz and Thornton suggest teaching activities that are sensitive to the language needs of ELL students and can improve their social studies skills.

Lecturing in the classroom, Jason Stacy maintains, is a teaching technique that has not attracted the respect it deserves from the educational profession. Like most techniques, it "can be done well and can be done badly." (275) He recommends a form of interactive lecturing that reflects student-centered pedagogy, engages students' interest and develops their knowledge and thinking skills. Stacy's article presents models for preparing, presenting and evaluating interactive lectures of this kind.

In his Internet column, C. Frederick Risinger addresses climate policy, warning that "global climate change could alter the course of human history." (279) He recommends useful websites for teachers interested in planning lessons

on climate change at the time of the Copenhagen Conference, which will take place between December 7 and December 18 later this year, and urges collaboration between social studies and science teachers to deal with this critical environmental topic.

The impact of genocide does not end when the killing stops. Samuel Totten, who has written extensively for our readers about genocides in different parts of the world, describes the aftermath of the systematic massacres of 1994 that devastated Rwanda, which he recently visited as a Fulbright Scholar. His article offers moving insights into the pain of the survivors, the shortcomings of the attempt to rebuild Rwanda, and signs that the ethnic intolerance that led to the genocide continues to be a factor in Rwandan life.

The military coup that overthrew elected President Salvador Allende in 1973 changed the course of Chilean history. The coup occurred on September 11 of that year, and has led the well-known Chilean writer, Ariel Dorfman, to draw parallels between that day in Chilean history and the September 11 attacks on the World Trade Center and the Pentagon 28 years later. Official U.S. documents released over the years have provided evidence that the Nixon administration fostered the coup. Katy Benedetto, Alexandra Lamb and Robert Cohen present a document-based lesson plan focusing on Allende's overthrow, and describe the discussions that resulted when they taught this topic in a New York City high school.

Paul Nagel laments the widespread ignorance about the Creole culture and heritage, which he points out is "alive and well" and "continues to bridge a racial divide to include people of varying ethnic ancestry." (294) Nagel provides essential background information on the Creoles and presents key characteristics of their culture, including food and music, as well as important instances of Creole history. Nagel suggests lesson plans and resources that will help students become familiar with the diversity of Creole culture.

The Holocaust has become part of the curriculum of many states. David Lindquist has taken on the task of examining how it is presented in textbooks, and presents his conclusions in the final article of this issue. Although all the history textbooks he reviews deal with the Holocaust, he finds that their treatment of that genocidal event is superficial. He recommends greater precision in narratives of the Holocaust, and suggests that textbook coverage should offer more material to enable students to inquire into the complex causes of the Holocaust, and distinguish the roles played by different groups in perpetrating or facilitating it.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at [socialed@ncss.org](mailto:socialed@ncss.org). 