

## Lesson Plan: Table Manners

### Objective:

By reading and acting out rules of etiquette from the 18<sup>th</sup> century, students will discover similarities and differences between correct behavior then and now.

### Outcomes: Students will...

- Use context & collaboration to figure out unfamiliar words
- Work together to creatively present & portray 18<sup>th</sup> century rules of behavior
- Interact with tableware from the 18<sup>th</sup> century, either reproductions or photographs

### Common Core Standards Addressed:

#### 4<sup>th</sup> Grade Standards:

##### English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.4.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.4.1.b  
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.4.1.d  
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### English Language Arts → Reading: Informational Text

- CCSS.ELA-Literacy.RI.4.3  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



- CCSS.ELA-Literacy.RI.4.4  
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

English Language Arts → Language

- CCSS.ELA-Literacy.L.4.4A  
Use context (e.g., definitions, examples, or restatements) as a clue to the meaning of a word or phrase

5<sup>th</sup> Grade Standards:

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.5.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.1.b  
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.5.1.d  
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-Literacy.SL.5.2  
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

English Language Arts → Reading: Informational Text

- CCSS.ELA-Literacy.RI.5.3  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-Literacy.RI.5.4  
Determine the meaning of general academic and domain specific words and phrases in a text relevant to a *grade 5 topic or subject area*.



## English Language Arts → Language

- CCSS.ELA-Literacy.L.5.4A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

### Items Used:

- Laminated images of dishes from the collection of the DAR Museum. Information about each piece is printed on the back. Objects are approximately life-sized.
- Cards with etiquette rules for meals from *The School of Good Manners*, published 1790. The entire book is included as a PDF.

### Lesson:

#### Part 1, Reading and Discussion of 18<sup>th</sup> Century Rules for Behavior

1. Introduce the concept of etiquette and correct behavior.
2. Have each student (or pair or group of students) draw a card with an etiquette rule. Explain that the rules come from a book printed in 1790, right after the American Revolution. If it helps, mention historical figures at the time that students would recognize and point out that they had to follow these rules when they were children. (Rule books like this one go back to the early 1700s and even earlier, and are often copied; the archaic language of this book indicates it is probably a copy of an earlier work.)
3. Have each student (or pair or group of students):
  - a. Read the rule aloud
  - b. Explain what it means in modern English
  - c. Decide if this rule is still used today, or if it is different from modern rules



## Part 2, Skits

Students, in groups of 2 or more (depending on the size of the class and teacher's discretion), write and perform a short skit involving at least 2 table manners from the 1790 book. This can be demonstrating what to do... or what not to do! They may use the dishes provided and the laminated pictures of dishes from the DAR Museum as props.



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*This program is made possible by the generous contributions of NSDAR donors.*