

The First Thanksgiving: Instructor Guide

Title:

The First Thanksgiving

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Discipline:

Nutrition and Dietetics

Target Audience

Introductory, majors

Keywords

Poultry, preparation, purchasing, storage

Length of Time/Staging

Two 50-minute classes and half of two 50-minute classes.

Abstract

Using the traditional American Thanksgiving holiday, students explore food laws and standards relating to the purchase of high quality poultry, the storage of poultry to maintain quality, appropriate preparation techniques for poultry, and the effect of heat on poultry.



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Format of Delivery

Each student completes the Study Guide and submits it at class one. During the 25 minutes in class one, each PBL group of five students receives the problem and starts identifying learning issues to research. They finalize and prioritize their learning issues as time permits, usually continuing outside of class in their WebCT private Discussion Group. They also begin the research process.

In class two, they share research results (within each group) and begin to relate research results & the Study Guide information to the problem questions. Each group discusses additional learning issues to research.

Class three begins with each group sharing with the entire class their research on one learning issue, including the source(s). They begin to formulate their answers to the problem questions. Through file-sharing in their WebCT private Discussion Group, the problem write-up is completed outside of class.

In class four, the students take a quiz and submit the problem write-up. A short wrap-up lecture is provided, and then the students start the next problem.

This delivery works best with students who have prior experience with PBL. (See Teaching Notes.) A longer timeline would be needed with students who have little or no PBL experience.

Student Learning Objectives

By completing this problem, the student will be able to:

1. Relate food laws and standards to the purchase of high quality poultry.
2. Discuss appropriate food preparation techniques for poultry.
3. Describe the storage of poultry to maintain standards of quality.

Student Resources

1. Introductory food science textbook such as Brown, A. (2004). Understanding food, principles and preparation (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
2. Study Guide: Poultry (in the problem folder)
3. www.fsis.usda.gov (start with a Search: turkey or Browse by audience: Consumers and educators)





Image courtesy of epicurious.com

Instructor Resources

Introductory food science textbook, such as Chapters 2 and 15 in Brown, A. (2004). Understanding food, principles and preparation (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Food Safety of Turkey—from farm to table

http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/poultry-preparation/food-safety-of-turkeyfrom-farm-to-table/CT_Index

Countdown to the Holiday

http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/seasonal-food-safety/countdown-to-the-thanksgiving-holiday/CT_Index

Color of Poultry

http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/poultry-preparation/is-pink-turkey-meat-safe/_ct_index

Meat and Poultry Hotline

<http://www.fsis.usda.gov/wps/portal/fsis/programs-and-services/contact-centers/usda-meat-and-poultry-hotline>



Image courtesy of epicurious.com

Author's Teaching Notes

This relatively simple problem is scheduled prior to and after the Thanksgiving break. This timing allows students to find other sources of information away from campus and to relate their research to their own Thanksgiving dinner. It is the first of two problems on protein foods. Five problems of increasing complexity have preceded this problem so it enhances the students' feelings of mastery of the PBL process. In class three, a brief discussion of at least one learning issue, resource, and research finding by each group is valuable to both the instructor and the class. Outside of class, the students use their private WebCT Discussion group to facilitate group communication and the problem write-up process. (Although the group communication and



write-up processes are easily facilitated by WebCT, they can be carried out by other less technology-oriented methods that may require more time.)

Assessment Strategies

1. Study Guide: Poultry (individual) (in the problem folder)
2. Quiz (two parts— 75% individual and 25% group effort): Protein Foods (knowledge from this problem and from another problem on meat) (not included)
3. Problem Write-up (group presents a written document on their learning issues, research and answers to problem questions)

Solution Notes

Study Guide: Poultry (see answer key) (in problem folder)

2. Possible Learning issues:

- What is the difference between a fresh and frozen turkey?
- What size turkey should be bought?
- When should the turkey be purchased at the grocery store?
- How is turkey prepared for cooking?
- How is turkey cooked?
- How long is turkey cooked?
- What is turkey skin composed of?
- What reactions cause food to turn brown?

3. Key information for answers to problem:

Question #1

All of the following influence the time the turkey is put in the oven so that it is ready to served at 2:30 p.m.:

- Purchase a 16-18lb turkey (more meat to bone as bird size increases); if buying frozen turkey, need to allow thawing time in the refrigerator—24 hrs for every five pounds.
- Cook stuffing outside turkey—shorter cooking time; safer
- Use oven roasting—325 to 350 deg F for about 12-15 min per pound; type of pan, covering/no covering
- 20 min stand time prior to carving—sets the meat juices

Question #2

- Doneness determined by internal temperature, color changes, touch, time based on weight
- Use of thermometer—placements in turkey; accuracy
- 180-185 deg F—meat; 165 deg F—stuffing (if stuffed)
- Dangers of improperly cooked turkey

Question #3

- Effect of basting
- Role of Maillard reaction and caramelization