



Taj My Meal

Grade Levels 7-8

Unit Overview

Materials

- Computer
- Projector
- Food ingredients: See the lists with the lessons

Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none">• LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.• MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.	<p>External</p> <ul style="list-style-type: none">• other adult relationships <p>Internal</p> <ul style="list-style-type: none">• cultural competence

Pre/Post Assessment

See the assessments for each lesson.

Lesson Table of Contents

Lesson 1: School WOK.....	5
Lesson 2: Na Na Na NAAN.....	7
Lesson 3: Salad of the 'Gods'	9
Lesson 4: Vas is das strudel?	14
Lesson 5: Raw French Food	18
Lesson 6: Bada Bing Baked Eggplant.....	20
Lesson 7: Sea Vee CHA-HOORAY	22
Lesson 8: Vegetarian Sushi.....	24
Lesson 9: Little Havana, Little Lunch.....	26
Lesson 10: Going Gonzo with Garbanzo	28
Appendix	30

Lesson 1: School WOK

Making a Chinese Staple

Essential Question:

How can I learn about Chinese culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- Cultural Competence

Vocabulary

- Froth
- Traditional
- Alternative

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

http://chinesefood.about.com/od/ricefried/ss/fried_rice.htm

Materials:

- Computer
- Projector
- Food ingredients: 2 green onions—finely chopped, 2 large eggs, 1 teaspoon salt, pepper to taste, 3 tablespoons oil for stir-frying, or as needed, 4 cups previously cooked rice at least 1 day old, 1-2 tablespoons light soy sauce or oyster sauce as desired (see Add the Seasonings for more suggestions)

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Chinese culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 2: Na Na Na NAAN

Essential Question:

How can I learn about Indian culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Teacher Background Knowledge:

<http://video.about.com/indianfood/Naan-Recipe.htm>

Vocabulary

- Leaven
- Ghee

Materials:

- Computer
- Projector
- Food ingredients: 4 cups white or all-purpose flour, 1 teaspoon baking powder, 1/2 teaspoon salt, 4 tablespoons warm milk, 2/3 cups plain yogurt, 2/3 cups milk, 1 beaten egg, 2 tablespoons ghee, 1/2 cup chopped coriander

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Indian culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 3: Salad of the 'Gods'

Zeus' Fuel

Essential Question:

How can I learn about Greek culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Adapt
- Sprinkle

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/greekfood/Greek-Salad.htm>

Materials:

- Computer
- Projector
- Food ingredients: 4-5 large ripe tomatoes, 1 large red onion, 1 green bell pepper, 1 cucumber,
- 1/4 pound of feta cheese—sliced or crumbled, 1 1/4 teaspoons dried oregano, 1/2 teaspoon salt, 3 tablespoons olive oil, a dozen or so kalamata olives, 1 tablespoon water

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Greek culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

GREEK MYTHS RETOLD FOR CHILDREN



www.ActivityVillage.co.uk

The End Of The Golden Age

Zeus and his mighty company had not always lived amongst the clouds on the mountain top. A very long time ago, a family called Titans had lived there and had ruled over all the world. There were twelve Titans - six brothers and six sisters - and they said that their father was the Sky and their mother the Earth. They had the form and looks of men and women, but they were much larger and far more beautiful.

The name of the youngest of these Titans was Cronus, and yet he was so very old that men often called him Father Time. He was the king of the Titans, and so, of course, was the king of all the earth besides.



People were never as happy as they were during Cronus's reign. It was the true Golden Age then. Spring lasted all year. The woods and meadows were always full of blossoms, and the music of singing birds was heard every day and every hour. It was summer and autumn, too, at the same time. Apples and figs and oranges always hung ripe from the trees, and there were purple grapes on the vines, and melons and berries of every kind, which everybody could pick and eat.

Of course nobody had to do any kind of work in that happy time! There was no such thing as sickness or sorrow or old age. Men and women lived for hundreds and hundreds of years and never became gray or wrinkled or ill, but were always handsome and young. They had no need of houses, for there were no cold days or storms, or indeed anything to make them afraid.

Nobody was poor, for everybody had the same precious things - the sunlight, the pure air, the good water from the springs, the grass for a carpet, the blue sky for a roof and the fruits and flowers of the woods and meadows. No one was richer than anyone else, and there was no money. There was no need for locks or bolts, because everybody was everybody's friend, and everybody was content.

When these happy people had lived long enough they fell asleep, and their bodies were seen no more. They flitted away through the air, and over the mountains, and across the sea, to a flowery land in the distant west. And some men say that, even to this day, they are wandering happily here and there about the earth, causing babies to smile in their cradles, easing the pain of the sad and the sick, and blessing mankind everywhere.

Stories for Kids from www.ActivityVillage.co.uk

What a pity it is that this Golden Age should have come to an end! But it was Zeus and his brothers who brought about the change.

The stories tell that Zeus was the son of the old Titan king, Cronus. Did I warn you that these stories are wonderful and terrible? I think I did. Well, here is the first of the terrible things that we will read about. Cronus was told that his own child would one day kill him, and he did not want this to happen. So, as his children were born, he swallowed them up! But when his youngest child, Zeus, was born, he was tricked into swallowing a rock instead, and Zeus was saved to grow up elsewhere, plotting his revenge against his father. As soon as he was a man, he made his father vomit up his brothers, Poseidon and Hades, and his sisters, Hestia, Demeter and Hera. Then he persuaded his brothers and sisters to join him, and together they vowed that they would drive the Titans from the earth.

There followed a long and terrible war. But Zeus had many mighty helpers. A company of one-eyed monsters called Cyclopes were kept busy all the time, forging thunderbolts in the fire of burning mountains. Three other monsters, each with a hundred hands, were called in to throw rocks and trees against the castle of the Titans, and Zeus himself hurled his sharp lightning bolts so thick and fast that the woods were set on fire and the water in the rivers boiled with the heat.

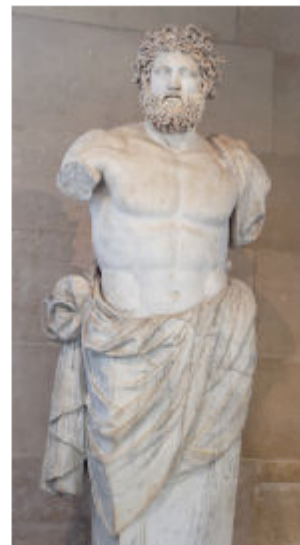
Of course the Titans could not hold out against such terrible enemies as these. At the end of ten years they had to give up and beg for mercy. They were bound in chains of the hardest rock and thrown into a prison in the Lower Worlds, and the Cyclopes and the hundred-handed monsters were sent there to be their jailers and to keep guard over them forever.

But then the people began to grow unhappy with their lives. Some wanted to be rich and own all the good things in the world. Some wanted to be kings and rule over the others. Some who were strong wanted to make slaves of those who were weak. Some broke down the fruit trees in the woods, to stop others eating of the fruit. Some, just for fun, hunted the timid animals which had always been their friends.

Eventually, instead of everybody being everybody's friend, everybody was everybody's enemy.

So, in all the world, instead of peace, there was war; instead of plenty, there was hunger; instead of innocence, there was crime; and instead of happiness, there was misery.

So the Golden Age had come to an end, and that was the way in which Zeus made himself so mighty.



Stories for Kids from www.ActivityVillage.co.uk

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

Copyright © Houghton Mifflin Company. All Rights Reserved.

Lesson 4: Was is das strudel?

Deutschland Dessert

Essential Question:

How can I learn about German culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Minimal
- Translate

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/germanfood/Quick-and-Easy-Strudel.htm>

Materials:

- Computer
- Projector
- Food ingredients: 1 1/2 cup sliced fresh peaches, 1/2 tsp cinnamon, 1 tbsp sugar, 1 tbsp flour, 1/4 chopped walnuts, 2 tbsp brown sugar, 1 tbsp bread crumbs, 1 tbsp white sugar

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about German culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Hansel and Gretel

Once upon a time a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often ill-treated the children and was forever nagging the woodcutter.

"There is not enough food in the house for us all. There are too many mouths to feed! We must get rid of the two brats," she declared. And she kept on trying to persuade her husband to abandon his children in the forest.

"Take them miles from home, so far that they can never find their way back! Maybe someone will find them and give them a home." The downcast woodcutter didn't know what to do. Hansel who, one evening, had overheard his parents' conversation, comforted Gretel.

"Don't worry! If they do leave us in the forest, we'll find the way home," he said. And slipping out of the house he filled his pockets with little white pebbles, then went back to bed.

All night long, the woodcutter's wife harped on and on at her husband till, at dawn, he led Hansel and Gretel away into the forest. But as they went into the depths of the trees, Hansel dropped a little white pebble here and there on the mossy green ground. At a certain point, the two children found they really were alone: the woodcutter had plucked up enough courage to desert them, had mumbled an excuse and was gone.

Night fell but the woodcutter did not return. Gretel began to sob bitterly. Hansel too felt scared but he tried to hide his feelings and comfort his sister.

"Don't cry, trust me! I swear I'll take you home even if Father doesn't come back for us!" Luckily the moon was full that night and Hansel waited till its cold light filtered through the trees.

"Now give me your hand!" he said. "We'll get home safely, you'll see!" The tiny white pebbles gleamed in the moonlight, and the children found their way home. They crept through a half open window, without waking their parents. Cold, tired

but thankful to be home again, they slipped into bed.

Next day, when their stepmother discovered that Hansel and Gretel had returned, she went into a rage. Stifling her anger in front of the children, she locked her bedroom door, reproaching her husband for failing to carry out her orders. The weak woodcutter protested, torn as he was between shame and fear of disobeying his cruel wife. The wicked stepmother kept Hansel and Gretel under lock and key all day with nothing for supper but a sip of water and some hard bread. All night, husband and wife quarreled, and when dawn came, the woodcutter led the children out into the forest.

Hansel, however, had not eaten his bread, and as he walked through the trees, he left a trail of crumbs behind him to mark the way. But the little boy had forgotten about the hungry birds that lived in the forest. When they saw him, they flew along behind and in no time at all, had eaten all the crumbs. Again, with a lame excuse, the woodcutter left his two children by themselves.

"I've left a trail, like last time!" Hansel whispered to Gretel, consolingly. But when night fell, they saw to their horror, that all the crumbs had gone.

"I'm frightened!" wept Gretel bitterly. "I'm cold and hungry and I want to go home!"

"Don't be afraid. I'm here to look after you!" Hansel tried to encourage his sister, but he too shivered when he glimpsed frightening shadows and evil eyes around them in the darkness. All night the two children huddled together for warmth at the foot of a large tree.

When dawn broke, they started to wander about the forest, seeking a path, but all hope soon faded. They were well and truly lost. On they walked and walked, till suddenly they came upon a strange cottage in the middle of a glade.

"This is chocolate!" gasped Hansel as he broke a lump of plaster from the wall.

"And this is icing!" exclaimed Gretel, putting another piece of wall in her mouth. Starving but delighted, the children began to eat pieces of candy broken off the cottage.

"Isn't this delicious?" said Gretel, with her mouth full. She had never tasted anything so nice.

"We'll stay here," Hansel declared, munching a bit of nougat. They were just about to try a piece of the biscuit door when it quietly swung open.

"Well, well!" said an old woman, peering out with a crafty look. "And haven't you children a sweet tooth?"

"Come in! Come in, you've nothing to fear!" went on the old woman. Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch, her trap for catching unwary victims. The two children had come to a really nasty place.

"You're nothing but skin and bones!" said the witch, locking Hansel into a cage. I shall fatten you up and eat you!"

"You can do the housework," she told Gretel grimly, "then I'll make a meal of you too!" As luck would have it, the witch had very bad eyesight, and when Gretel smeared butter on her glasses, she could see even less.

"Let me feel your finger!" said the witch to Hansel every day to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

"You're still much too thin!" she complained. When will you become plump?" One day the witch grew tired of waiting.

"Light the oven," she told Gretel. "We're going to have a tasty roasted boy today!" A little later, hungry and impatient, she went on: "Run and see if the oven is hot enough." Gretel returned, whimpering: "I can't tell if it is hot enough or not." Angrily, the witch screamed at the little girl: "Useless child! All right, I'll see for myself." But when the witch bent down to peer inside the oven and check the heat, Gretel gave her a tremendous push and slammed the oven door shut. The witch had come to a fit and proper end. Gretel ran to set her brother free and they made quite sure that the oven door was tightly shut behind the witch. Indeed, just to be on the safe side, they fastened it firmly with a large padlock. Then they stayed for several days to eat some more of the house, till they discovered amongst the witch's belongings, a huge chocolate egg. Inside lay a casket of gold coins.

"The witch is now burnt to a cinder," said Hansel, "so we'll take this treasure with us." They filled a large basket with food and set off into the forest to search for the way home. This time, luck was with them, and on the second day, they saw their father come out of the house towards them, weeping.

"Your stepmother is dead. Come home with me now, my dear children!" The two children hugged the woodcutter.

"Promise you'll never ever desert us again," said Gretel, throwing her arms round her father's neck. Hansel opened the casket.

"Look, Father! We're rich now . . . You'll never have to chop wood again."

And they all lived happily together ever after.

Lesson 5: Raw French Food

Parisian Brain Food

Essential Question:

How can I learn about French culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Chic
- Zippy

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://frenchfood.about.com/od/salads/r/carrot.htm>

Materials:

- Computer
- Projector
- Food ingredients: 1 tablespoon lemon juice, 1/2 teaspoon Dijon mustard, 3 tablespoons olive oil, 1/2 pound carrots—peeled and shredded, 1/4 teaspoon salt, 1/8 teaspoon (pinch) ground black pepper, 1 tablespoon chopped fresh parsley (optional)

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about French culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 6: Bada Bing Baked Eggplant

Making baked eggplant

Essential Question:

How can I learn about Italian culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/vegetarian/Eggplant-Parmesan.htm>

Materials:

- Medium sized eggplant
- Cornflake crumbs
- Eggs
- Garlic
- Tomato sauce
- Parmesan cheese
- Mozzarella cheese
- Salt

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.

Vocabulary

- Pressure
- Layering

5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Italian culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 7: Sea Vee CHA-HOORAY

Making Ceviche

Essential Question:

How can I learn about South American culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Marinade
- Citrus

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/southamericanfood/How-to-Make-Ceviche.htm>

Materials:

- Computer
- Projector
- Food ingredients: 1 cup sliced cherry tomatoes, 1 diced jalapeno, 2 tbsp orange juice, 1/2 tsp salt, 2 tbsp olive oil, 1/4 cup chopped cilantro, assorted seafood, suggestions- shrimp, scallops, white fish

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about South American culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 8: Vegetarian Sushi

Making California Rolls

Essential Question:

How can I learn about Japanese culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Wasabi
- Bamboo

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/japanesefood/Sushi-Video.htm>

Materials:

- Computer
- Projector
- Food ingredients: Nori (seaweed sheets), rice, assorted vegetables—suggestions: carrots, avocados, cucumber

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Japanese culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 9: Little Havana, Little Lunch

The Classic Cuban Sandwich

Essential Question:

How can I learn about Cuban culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly;
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

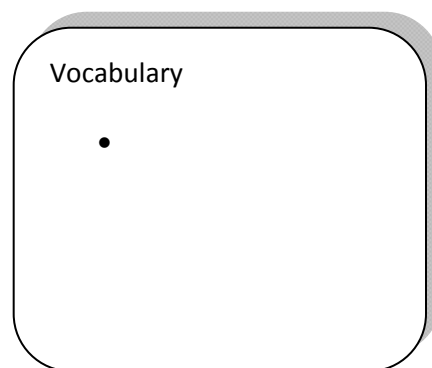
Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence



Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/latinfood/Cuban-Sandwich.htm>

Materials:

- Computer
- Projector
- Food ingredients: dill pickles, roast pork, smoked ham, Swiss cheese, yellow mustard, Cuban bread

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Cuban culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Lesson 10: Going Gonzo with Garbanzo

Hummus

Essential Question:

How can I learn about Middle Eastern culture through cooking?

Content Standards:

- LA.7.1.6.1: Use new vocabulary that is introduced and taught directly.
- MA.8.G.5.1: Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Youth Development Standards:

External

- other adult relationships

Internal

- cultural competence

Vocabulary

- Consistency
- Mediterranean

Teacher Background Knowledge:

Make sure you are familiar with the recipe that goes with this lesson.

<http://video.about.com/mideastfood/Hummus.htm>

Materials:

- Computer
- Projector
- Food ingredients: garbanzo beans, lemon juice, salt, pepper, olive oil

Procedure:

1. Introduce recipe using a projector and website supplied.
2. Review Step by Step pictures to lesson and print pictures and steps.
3. Conduct a demonstration of the recipe so students can activate their own prior knowledge.
4. Arrange ingredients at stations for students and instruct them step by step for preparation.
5. Monitor students as they begin to cook and follow recipe as demonstrated previously.

Formative Assessment:

- Pre/Post
- Have students reflect on the following 3 questions before and after the activity.
 1. Was I successful in creating the food described in the recipe?
 2. What did I learn about Middle Eastern culture through preparation of 'their' food?
 3. What creative spin could I put on this recipe to make it my better?

Appendix

- Froth(y) – bubbles formed in or on a liquid
- Traditional – relating to or based on tradition
- Alternative – something different from, and able to serve as a substitute for, something else
- Leaven – a bacteria used in cooking to give rise to bread
- Ghee – clarified butter used frequently in Indian cuisine
- Adapt – To alter or change
- Sprinkle – A light drizzle
- Minimal – smallest possible
- Translate – say something in understandable terms
- Chic – fashionable/modern
- Zippy – energetic/bold
- Wasabi – Green bitter horseradish ingredient
- Bamboo – stiff-stemmed plant
- Pressure – A force acting on another force
- Layering – cooking term meaning to methodically assemble ingredients in certain order
- Marinade – flavorings for food before cooking
- Citrus – related fruit collectively that contains acidic juice
- Process – Set order for instructions
- Griddle – Cooking surface that is large and flat optimal for flipping
- Consistency – degree of thickness or smoothness
- Mediterranean – relating to or associated with the people living in a region that borders the Mediterranean Sea