

COOKING TO THE CORE

Grade Level: First Grade

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Length of Unit: 10 Lessons; Culminating Activity (Optional)

I. ABSTRACT

This unit will demonstrate how to enrich the learning of Core Knowledge concepts through exposure, exploration, and hands-on preparation of foods used in cooking. It uses a thematic approach to the *Core Knowledge Sequence* guidelines, encompassing ten lessons applicable to First Grade. Its design allows for the flexibility of implementing it either as a condensed unit or as individual lessons pertaining to specific content being taught throughout the year. Additional connections are made using the fine arts when applicable.

By exposing students to new and diverse culinary experiences, multi-disciplinary skills are taught and strengthened. Cooking in the classroom promotes cooperation, risk-taking, active and engaged learning, piques interest and curiosity, and makes learning more meaningful and memorable.

II. OVERVIEW

A. Concept Objectives:

1. Experience cooking as a way of learning about cultures around the world in relation to specific Core Knowledge content.
2. Understand the importance of effective communication when preparing food through the appropriate use of language.
3. Learn about the interrelationship of math and science principles that are used in the preparation of food.

B. Content from the *Core Knowledge Sequence*:

1. Language: Reading and Writing, Poetry, Fiction, Sayings and Phrases (pp.23-26).
2. History and Geography: Geography, Early Civilizations, History of World Religions, Modern Civilization and Culture, From Colonies to Independence (pp.27-30).
3. Math and Science: Patterns and Classification, Numbers and Number Sense, Computation, Measurement, Geometry, Living Things and Their Environments, The Human Body, Matter, Properties of Matter, Introduction to Electricity, Astronomy, The Earth, Science Biographies (pp.35-36 and 37-39).

B. Skill Objectives:

1. The student will demonstrate understanding of language arts skills and concepts through the ability to listen, summarize, identify, relate to personal experience, apply word usage and abbreviations, retell, write, react and form an opinion.
2. The student will demonstrate understanding of relevant and applicable geography and history skills and concepts through the ability to compare and contrast, link prior knowledge to new knowledge, locate and identify factual information or points of interest, and correlate concepts.
3. The student will demonstrate understanding of math and science skills and concepts through the ability to count, sequence, classify, organize, measure, and identify cause and effect.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hirsch, Jr., E.D. *What Your First Grader Needs to Know: Fundamentals of a Good First Grade Education (Revised Edition)*. New York, New York: Doubleday, 1997, ISBN 0-385-48119-5
2. Being completely prepared ahead of time with all materials and supplies necessary for the cooking activity will be to your advantage when cooking with students.

B. For Students:

1. Each of the lessons in this unit is meant to be taught as culminating activities for the content identified. They are intended to be taught at the end of each main topic that is identified within the lessons, or as a separate unit at the end of the year. Therefore, background knowledge should be assumed as per the concept and skill objectives for each lesson. New content may be taught through the use of this unit, but the unit was not written with the intention to teach all that the students will need to know about the corresponding topics.
2. Students should be made aware that through cooking we provide necessary nourishment for our body. Different foods are used and eaten for various reasons. Cooking also provides a connection to people and their culture. We can learn a lot about ourselves, our daily lives and the world around us when we cook together.
3. Students should be expected to follow these basic cooking rules: Wash hands before cooking or handling food. Do your best to keep the work area clean, and to clean up spills when finished. Cover your mouth or nose if you cough, or sneeze, then wash your hands again. Cooking materials and tools are meant to be used only for their specific purpose. We all eat together. We use good manners. We each clean up after ourselves. (You may wish to add a few of your own rules.) Read the poem *Table Manners* by Gelette Burgess, 27.

IV. RESOURCES

- A. Appendix A: Recipes
- B. Berger, Melvin. *Switch On, Switch Off*.
- C. Dooley, Norah. *Everybody Cooks Rice*.
- D. Falwell, Cathryn. *Feast for 10*.
- E. Florian, Douglas. *A Chef*
- F. Hirsch, E.D. *What Your First Grader Needs to Know*.
- G. Illsley, Linda. *A Taste of Mexico*.
- H. Kalman, Bobbie. *The Kitchen*
- I. Kleven, Elisa. *Hooray, A Pinata!*
- J. Paulsen, Gary. *The Tortilla Factory*.
- K. Tames, Richard. *Food: Feasts, Cooks & Kitchens*

V. LESSONS

Lesson One: A Multi-Cultural Sampling

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the diversity of foods around the world.
 - b. Students will understand what impacts the foods people eat.
 - c. Students will develop an awareness of cultural similarities and differences under the context of foods used daily or for celebration.

2. Lesson Content
 - a. World Geography-Review, identify and locate the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - b. World History and Religions- link prior knowledge of farming, agriculture, seasons and weather to new knowledge of the role of culture, agriculture and religion for people around the world.
 3. Skill Objectives
 - a. The student will identify and locate on a world map each of the seven continents.
 - b. The student will compare through observation, discussion and first-hand experience the diversity of foods across cultures and continents.
 - c. The student will compare and contrast past and present foods used by various cultures around the world.
 - d. The student will describe and illustrate that culture, agriculture and religion impact the foods people eat.
- B. *Materials*
1. Letter to parents requesting: donation of prepared culinary dishes representing family heritage and/or any of the seven continents, and a copy of the recipe prior to the day of the feast; serving dishes and utensils; artifacts and paper goods for table decorations; optional costumes and music. Request parent notification of any food allergies.
 2. World map and globe
 3. Student world maps with unlabeled continents
 4. Student journals, or paper for writing and illustrating
 5. Student pencils and crayons
 6. Large chart paper
 7. Table signs, one for each continent
 8. Place cards noting the names of the dishes to be sampled
 9. Copies of the menu, one per student
 10. Copies of the recipes, one per student
 11. Multicultural music
 12. Table space for dishes from all seven continents
 13. *Everybody Cooks Rice* by Norah Dooley
 14. *Feast for 10* by Cathryn Falwell
- C. *Key Vocabulary*
1. Continents- Asia, Europe, Africa, North America, South America, Antarctica and Australia
 2. Culture-as it relates to the customs (habits or practices), religion (system of beliefs for worship) and habits of a society (community of people)
 3. Agriculture-as it relates to the connection between the cultivation of various land types, weather and food products; review farming and crops
 4. Food Product-a specific food that has been prepared to be eaten
 5. Recipe-precise directions for preparing a food product
 6. Ingredient-a particular food product necessary for a recipe
 7. Menu-a list of food products to be served, or to choose from
 8. Sample-to taste; a small portion of food
 9. Five senses-review sight, smell, touch, hear, taste
- D. *Procedures/Activities*
- Day 1
1. Prior to beginning this unit, review the seven continents.

2. Tell the children they will be cooking together as a class at various times throughout the school year as they learn about people, places and things. They will begin with a feast to taste foods representing each of the seven continents. Explain that their parents will be doing the cooking this time and they will “sample”, or taste, a little of each dish that is prepared. Explain the definitions for the words “menu”, “recipe,” and “ingredient”. Tell students they will share and discuss the menu, recipes and ingredients for the foods they will be tasting, before the actual day of the sampling feast. Read aloud to the students the letter to their parents requesting prepared food donations and notice of food allergies. Send the letter home with students. If necessary, notify the school cafeteria of the date of the feast and that your students will not be eating lunch in the cafeteria that day.
3. Read *Everybody Eats Rice* by Norah Dooley to introduce the idea that some distinct foods are eaten by people all over the world. Access prior knowledge of farming, crops and food products. Follow with a vocabulary lesson for the words “culture” and “agriculture”. Introduce the concept that some crops need certain kinds of weather and can only grow on certain types of land. Connect this concept with the practice of some cultures eating only certain foods for religious and/or celebratory reasons.
4. Brainstorm with students, and list by continent, prior knowledge of foods from around the world.
5. Optional Activity: Have students draw a picture of a family preparing food or eating. Ask them to illustrate, and copy from the list the name of, at least one of the foods discussed. The student or teacher could label each drawing with one or more continents identified for that particular food. Assemble drawings to make a class book of foods from around the world.

Day 2 (approx. 1 week later)

6. Prior to Day 2: Collect all recipes from parents to be prepared for the sampling feast. Using large chart paper, list the name of the dish, the ingredients and simplified directions for each recipe. Write the menu list of dishes on chart paper.
7. Read *Feast for 10* by Cathryn Falwell. Discuss the idea of working together to gather ingredients and to prepare a meal. Read and briefly discuss the menu, recipes and ingredients for the sampling feast. Identify and list common ingredients found between the recipes. Identify ingredients from plants, animals or minerals. Identify places from where some or all of the ingredients may have come from and connect this information with the students prior knowledge of weather requirements and land types for plant growth.
8. Discuss the schedule for the day of the feast.

Day 3- Feast Day

9. Teacher and parent volunteers should have the room set up beforehand. Tables should be set up and decorated so that each continent is represented and identified with signs. Labels identifying each dish to be served should be placed on the tables. Food will be delivered by the parents the day of the feast and prepared for serving by parent volunteers. A buffet line will be used for serving. Individual copies of the menu should be provided for each child to refer to during the feast.
10. Suggest that the children take a sample of each food offered, with exception to any food allergies of individual children. Encourage the children to talk about the foods as they eat. The teacher may wish to survey the children aloud as a group, and as they eat, as to the names of the dishes, continent of origin or

custom, common ingredients, past and present uses of specific foods, diversity of foods around the world impacted by culture, agriculture and religion, etc. Multicultural music may be played during the feast and connected with dishes being sampled. Allow about an hour for the feast. (This may be in lieu of lunch.)

E. *Assessment/Evaluation*

1. Provide for students individual copies of world maps outlining the seven continents. Students will need a pencil and crayons. The teacher will read aloud the names of the continents and instruct the children to locate, label by name and shade, in a given color, the continent named. A list of the names of the continents may be provided for spelling reference.
2. The teacher will make note of student responses when questioned during the feast in regards to diversity of foods, foods found in common and in the past and present, culture, agriculture and religion.
3. Using a journal or paper, students will be asked to create, draw and label a picture illustrating their understanding of how at least one of the dishes they sampled recognizes one or more cultures, agriculture specific to that region of the world, and any religious beliefs that impacts the use of that food.

Lesson Two: The Rainforest- Not So Plain Plantains

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will learn about the importance of the rainforest to the preservation of the earth.
 - b. The student will understand how certain foods are indigenous to certain areas of the world and how, through exportation, we are able to have them available today.
 - c. The student will be able to list the layers of the rainforest and give examples of plants and animals that live in each layer.
2. Lesson Content
 - a. Importance of the rainforest and of trees in general to the benefit of our planet.
 - b. Location of the rainforest as a specific habitat.
 - c. Reasons that cause habitats to change; how dangers are posed to specific habitats: effect of population and development.
 - d. Rainforest clearing; pollution; litter.
 - e. The vast diversity that is found within the rainforest.
3. Skill Objectives
 - a. The student will be able to brainstorm their prior knowledge of the rainforest.
 - b. The student will discuss why trees are important to human life.
 - c. The student will locate the rainforest on a map.
 - d. The student will demonstrate their understanding of the diversity found in the rainforest.
 - e. The student will identify present day elements that pose a danger to the rainforest and explain how it affects us even if we are hundreds of miles away.

B. *Materials*

1. Plantains-available in the ethnic section of your grocer's market.
2. Oil for frying
3. Salt

4. Skillet and Spatula
5. Paper towels for blotting
6. Colander bowl and serving platter
7. Paper plates and spoon
8. One copy of typed recipe per student

C. *Key Vocabulary*

1. Rainforest- an ecosystem or habitat which supplies the earth with immense resource of plant and animal species.
2. Layer- a section of the rainforest. The rainforest consists of four layers the forest floor, understory, canopy and emergent layer.
3. Indigenous- native to a particular place, culture or region.
4. Deforestation- cutting down trees extensively therefore drastically eliminating the benefits that trees brings to the land.
5. Habitat- an ecosystem in which plants and animals live and sustain each other. Each habitat is affected by its geographical location, which in turn determines its climate and the type of life it can sustain.
6. Diversity- a variety or wide range.
7. Overpopulation- when too many people live in an area an exhaust the natural available resources.
8. Poaching- illegal hunting of animals for profit.
9. South America- the continent located south of North America- It contains the largest rainforest in the world, the Amazon Rainforest, in the country of Brazil, which is thought to contain over half of the plant and animals species of the earth.
10. Plantain- a tropical fruit, resembling a very large banana. It is prepared in many ways throughout Central and South America.

D. *Procedures/Activities*

1. Brainstorm on students' prior knowledge of habitats, and the rainforest.
2. List the reasons for which the rainforest is important t our planet.
3. Explain why the rainforest is in danger. Discuss the effects of overpopulation, pollution, deforestation, and poaching.
4. Discuss what resources come to us originally from the rainforest. Emphasize why we should be concerned with what happens to the rainforest. Establish the connection between foreign countries and the rainforest (e.g- how many plants are used to make important medicines come from the rainforest.
5. Talk about plantains. Compare and contrast them to bananas in their appearance, texture, smell, purpose, and as a source of nutrition.
6. Introduce the concept of climatic conditions and how they affect the flora which is able to grow. Discuss how this vegetation is different from that of the place where we live.
7. Pass around a plantain. Using a multi-sensory approach- have the students taste, smell, touch, see, etc. Have students describe it.
8. Discuss exportation and how it allows us to enjoy foreign produce.
9. List the ingredients needed to make fried plantains. Discuss how these are eaten like potato chips in other countries. Talk about how plantains can be prepared and about how they change color when they are fried.
10. Have students slice plantains, flatten them with a blunt object for more efficient frying, and blot and salt when fried. See Appendix A for a detailed recipe.

E. *Assessment/Evaluation*

1. Graph the students' likes and dislikes of fried plantains. Have students write in their journals and explain where plantains come from and how they are prepared. Teacher will evaluate for comprehension of both the background information and of the procedure itself.

Lesson Three: Modern Civilization and Culture: Mexico – Que pasa? Quesadillas!

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the correlation of farming on a lake with crops and products of the region.
 - b. Understand that cultural foods are often developed because of staple foods or spices found, or brought into, the region of origin.
 - c. Understand the connection between the past and present mix of Spanish and Mexican culture in the Mexican region.
 - d. Understand the link between the location of Tenochtitlan to present day Mexico City.
2. Lesson Content:
 - a. American and World History and Geography- Aztecs in Mexico at Tenochtitlan and Mexico City today.
 - b. American History- From hunting to farming; gradual development of early towns and cities
 - c. American History- the Conquistadors
3. Skill Objectives:
 - a. The student will illustrate the correlation of farming and the effect of living near a lake with crops that can be grown with access to a regular supply of water.
 - b. The student will demonstrate understanding of the connection between past and present Mexican culture by explaining the use of staples such as corn and chiles in food products, use of the Spanish language (not “Mexican” language), and knowledge that Cortes came to the new world in search of spices.
 - c. The student will identify on a map Tenochtitlan as the present day location of Mexico City.
 - d. The student will learn to make the traditional foods, quesadillas and salsa.

B. *Materials*

1. Stove or burner, and an oven
2. Large skillet, spatula, mixing spoon, cutting board, grater or shredder, warming tray, serving tray, plastic knives, paper plates and napkins
3. Olive oil, butter, corn tortillas, Asado cheese, tomatoes, dried Mexican oregano, onion, cilantro, green peppers, red chiles (optional)
4. “Medio Pollito”, *What Your First Grader Needs to Know*, 74-76
5. *Hooray, a Pinata!* by Elisa Kleven
6. 1 copy per student of the recipe (See Appendix A)

C. *Key Vocabulary*

1. Spice- part of a vegetable that is used to enhance the flavor of a dish
2. Spicy- when spice has been added to a food
3. Chile- a hot spice made from dried red peppers
4. Dice- to chop a food into small pieces
5. Mince- to chop a food into vary small pieces

6. Tradition- customs or activities passed on through generations; days that have special meaning for people
7. Heritage- the culture from which a person is born
8. Fiesta- a Spanish holiday or celebration
9. Pinata- originally made of clay, now of paper, a game piece brought from Italy to Spain, and brought to America by explorers; from the Italian word “pignate” meaning the clay pot used in the original container
10. Conquistadors- Spanish conquerors of the New World
11. Tenochtitlan- an Aztec city built on a lake, now the site of Mexico City
12. Mexico- the country south of the United States
13. Mexico City- the capital, and largest city in population, in Mexico
14. (See Appendix A for the recipe and additional vocabulary that may be unfamiliar to students)

D. *Procedures/Activities*

1. Discuss background knowledge of what the students have learned about the Aztecs, Tenochtitlan, the conquistadors, Mexico and the geographical features of the region.
2. Read *Hooray a Pinata!* by Elisa Kleven. Discuss traditions mentioned in the story and brainstorm traditions the students share with their families.
3. Review with students traditions associated with September 16th, Mexico’s Independence Day, signifying their freedom from the Spanish conquistadors. Introduce the tradition of celebrating Dia de los Muertos (Day of the Dead) on November 2nd.
4. Discuss how certain foods are traditionally served on special occasions such as the holidays mentioned. Tell students that they will be making and eating two such foods, quesadillas (sometimes referred to as cheese crisps) and salsa, which are two of many different foods served on special occasions in Mexico. One of the reasons that these two dishes are considered traditional is because of the corn and chiles used in the making of these foods, beginning with the use of corn and chiles grown in the region since long ago.
5. Divide the students into three groups for rotational cooking centers. Each center activity will involve one part of the process of making quesadillas and salsa. Center 1: Students grate or shred cheese. Center 2: With the teacher, students put the corn tortilla in the skillet, sprinkle on cheese, fold tortilla in half, press down, turn tortilla over once cooking until lightly browned on both sides, put tortilla on a warming tray in the oven. Center 3: Given pre-sliced tomato, onion, and green pepper the students will use plastic knives to dice or mince one slice of each food. Have whole and cut samples of each of the ingredients for the salsa available for the students to see and smell. (Note: You may wish to have theme-related seatwork available for the students to work on if they finish a center before it’s time to rotate.)
6. With the quesadillas on the warming tray, make the salsa together as a group. (See Appendix A for ingredients and prior preparation.) Encourage student participation by involving as many students as possible when adding and mixing the ingredients together. Mix together the tomatoes, cilantro, onion, green chilies (optional), green pepper, and dried Mexican oregano. Refrigerate or serve immediately with warm quesadillas. Play Mexican music while eating. Follow with the Hispanic folktale, *Medio Pollito*, p. 74-76.
7. Optional: Sing the song “La Cucaracha” (The Cockroach), *What Your First Grader Needs to Know*, p. 220.

8. Optional: Tie in the painting called *Pinata*, by Diego Rivera, *What Your First Grader Needs to Know*, p. 189.
 9. Optional: See Bibliography for additional literature selections.
- E. *Assessment/Evaluation*
1. Recall as a group, while eating the foods prepared, the ingredients used to make the quesadillas and salsa. Recall the sequence, or steps, involved to make each of the foods. Using plain paper, folded in half like a book, have the students write the words “quesadilla” and “salsa” at the top of each page inside. The students will use crayons to illustrate each of the foods made.

Lesson Four: The Human Body – Building One Nutritious Skeleton!

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand that the skeleton is a support system for the human body.
 - b. Understand the role of good nutrition in the development of a healthy and strong body and bones.
2. Lesson Content:
 - a. Skeletal system: skeleton, bones, skull.
 - b. Taking care of your body: healthy foods
3. Skill Objectives:
 - a. The student will build a simple model of the skeletal system to demonstrate understanding that the skeleton is a support system for the human body.
 - b. The student will illustrate understanding of the importance of good nutrition for a healthy body and bones.

B. *Materials*

1. Large platter
2. Powdered Ranch Style dip
3. Sour cream or yogurt
4. Mixing bowl and spoon
5. Celery, cucumber, soybeans or snap peas, yellow apple, baby carrots, yellow squash, zucchini, jicama or turnip, pear or large soft pretzel, bread sticks, string cheese, mushroom caps. Optional: raisins, red pepper, cherry tomato (See Appendix A for recipe)
6. Cotton swabs (Q-Tips)
7. 1 black and 1 red 11”X 18” construction paper per student
8. 1 white 8” x 11” construction paper per student
9. Copies of skull and pelvis bone stencil shapes to trace around, 4” width
10. 2 Paper plates per student
11. 1 copy per student of the food pyramid (optional)
12. 1 copy per student of pictures of at least one food from each food group, to color, cut and glue
13. 1 paper cup per student
14. Napkins

C. *Key Vocabulary*

1. Skeleton- the system of bones that hold the body together and support it
2. Bones- the hard part of the body that support it
3. Joint- the place in the body where two bones meet; joints allow us to move.
4. Body system- body parts working together
5. Healthy foods- foods that help the body work best
6. Nutrition- to feed the body healthy foods which help it grow
7. Mix- to put two or more foods together, to stir together into one mixture

8. Saying: *An apple a day keeps the doctor away.*

D. *Procedures/Activities*

Day One

1. Prior knowledge of body systems, taking care of the body and healthy foods is assumed before beginning this lesson. (However, this lesson could be used to teach the skeletal system.)
2. Review with students the body systems, especially the skeletal system, and what is necessary to take care of the body, including healthy foods. Discuss why the body needs a support system (like a hanger for clothes versus a rag doll). Discuss two functions: to hold shape and to protect organs. Introduce main skeletal parts. Use a flashlight(s) to hold under the palm to see bones in the hand. Discuss the connection between bones and joints and how they help us move (the ball and socket joints between the fist and palm are like a hinge on a door). Teach or review the saying: *An apple a day keeps the doctor away.*
3. Tell students the class will be build together a model of the human skeleton using healthy foods to represent the bones and joints. Using whole samples for demonstration, ask the students to help identify the names of the foods to be used. See *Materials*. (Note: Identifying the foods with their food group is optional. The food pyramid will be taught in Third Grade.) Explain to students that each of these foods will be prepared, or cut-up into smaller pieces, before for the lesson tomorrow.

Day2

4. Prepare the foods before the lesson by cutting them into smaller pieces as per the recipe in Appendix A.
5. With the students, identify the foods in their prepared (cut-up) form. Engage the students by asking them to identify the skull, and to name in their own words other bones in the body, as you build a model of the skeleton together. Example: Skull- yellow apple. Spine (vertebrae)- yellow squash. Shoulders (collar bone)- jicama or turnip. Ribs- celery. Arms- soy beans or snap peas. Hands, fingers, feet and toes- cucumber and baby carrots. Pelvis- pear or large soft pretzel. Legs- bread sticks and string cheese sticks. Ankles- zucchini. Joints- mushroom caps. Optional: Eyes and nose- raisins. Mouth- red pepper. Heart: cherry tomato.
6. When finished building the edible skeleton review once again the bones represented. Each child may choose two pieces of food (bones or joints) from the skeleton to eat. Make the ranch style dip to serve with the food. Explain the term “mix” as you are making the dip.
7. Optional: Review (or introduce) the song “Dry Bones”, *What Your First Grader Needs to Know*, p. 224. Compare and contrast the use of vocabulary terms used in the song with those used to build the skeleton.

E. *Assessment/Evaluation*

1. Using black and white construction paper, white cotton swabs (Q-tips) and skull and pelvis stencil shapes to trace on white paper, the students will build a flat model of the human skeleton as was done as a group for the edible skeleton in the activity above. Use the black paper for the background and canvas to hold the sculpture. The students will be able to correctly use the vocabulary terms “skeleton”, “skull” and “bones” to describe what they have built.

Lesson Five: Rocks and Minerals- It's an Element of Taste

A. Daily Objectives

1. Concept Objectives
 - a. The student will learn about how the earth is made up of three layers, which are in turn, made of specific minerals.
 - b. The student will understand the difference between a rock and a mineral. They will be able to explain that a rock is made of minerals, but a mineral is a single element.
 - c. The student will be able to list the three different types of rocks- igneous, sedimentary and metamorphic.
2. Lesson Content
 - a. Inside the earth: layers: crust, mantle, core
 - b. Rocks and minerals: formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary.
 - c. Important minerals in the earth (such as quartz, gold, sulfur, coal, diamonds)
3. Skill Objectives
 - a. The student will be able to list the three layers which make up our earth and show understanding that each layer is made up of different materials.
 - b. The student will discuss the purpose of each layer and how each contribute to life on our planet.
 - c. The student will locate each layer on a diagram.
 - d. The student will locate the difference between a rock and a mineral. The student will show her understanding of minerals as elements found as a resource on earth, and of rocks as a group of minerals solidified together over time.
 - e. The student will explain how sedimentary rocks are formed.

B. Materials

1. A pre-baked brownie recipe baked in a 9" X 13" glass pan. Store bought brownies or individual devil's food cakes can also be used.
2. Whipped cream or vanilla ice cream
3. Chocolate bars with nut to cover a single layer of the glass pan
4. Peanut butter
5. Hard chocolate for shaving and chocolate Graham crackers for crushing and sprinkling.
6. Milk and Butter
7. Colander bowl
8. Beater
9. Paper plates and forks
10. Powdered sugar
11. Spatula, or plastic knives per student, for spreading
12. One copy of typed recipe per student to share with parents at home

C. Key Vocabulary

1. Layer- a level made up of specific materials forming the earth. The earth has three layers: crust, mantle and core.
2. Mineral- an element, a resource found in the earth.
3. Rock- a group of minerals which has solidified together over time.
4. Fossils- remains of plants and animals that are embedded in rock and can be used as a way to understand life over different periods of time.
5. Sedimentary rock- rocks that have been formed over time y the layering of materials.

6. Igneous rocks- the first layer of a sedimentary rock. It is formed when rock becomes so hot that it melts and it is forced through cracks in the earth's crust. When cooled it turns to rock.
 7. Metamorphic rock- a rock that changes over time due to heat and pressure.
- D. *Procedures/Activities*
1. Brainstorm students' prior knowledge of the earth's geology.
 2. List the layers of the earth.
 3. Explain the difference between a rock and a mineral.
 4. Color and label a diagram of the earth and its layers.
 5. Concentrate the discussion on the earth's crust and how it supports life on our planet. Establish a link between the students' prior knowledge of land and water and explain that today the class will study what the continents are actually made of and how they have changed over time.
 6. Introduce the concept of each type of rock- igneous, sedimentary and metamorphic. Discuss that the class will be making a dessert that illustrates, and will help them remember, how sedimentary rocks are formed.
 7. Explain that the glass pan you have brought represents the earth's crust. You may need to make more than glass pan according to your class size. Explain that the brownie represent igneous rocks, laid down billions of years ago.
 8. Discuss that sometimes, shells of dead mollusks sink to the ocean floor. Spread the whipped cream or ice cream to represent limestone, which is made of crushed seashells that have been cemented together as they are mixed with sea water.
 9. Explain how, over millions of years, the ocean floor was raised and became dry land. When the limestone was flooded with water, mud washed into lakes that were formed in cavities in the land. Animals may have lived and died in these lakes. When they died they became hard and over time the mud became hard too. Place the chocolate bars with nuts to show this process.
 10. Help the students understand that, if leaves were washed into the lake, they sometimes get trapped between the shale (chocolate) and the limestone (whipped cream).
 11. In a separate bowl, mix the peanut butter with powdered sugar, some butter and milk until it is very smooth and easy to spread.
 12. Shave the chocolate over the bars with one of the plastic knives (you may need to freeze the chocolate ahead of time to make this easier. Spread the peanut butter mixture over them to show how these "leaves" get trapped.
 13. Finally, sprinkle crushed chocolate graham crackers over everything to represent the top soil, which we see. Chill and cut into individual squares.
- E. *Assessment/Evaluation*
1. Students will make a poster showing the layers of the Sedimentary Dessert made in class. They should use appropriate colors depicting the materials used and label both the ingredients and what they represented in each layer. At the bottom, they will write the entry: Today I learned that sedimentary rocks..."

Lesson Six: World Religions – A Sampling of Traditional Foods

A. Daily Objectives

1. Concept Objectives
 - a. The student will be able to define the term religion, and explain how a person's religious beliefs affect the traditions and values that are important to each individual.

- b. The student will understand that people belong to different religious groups according to their beliefs, either by choice, family tradition or cultural connection.
 - c. The student will be able to explain freedom of religion.
 - d. The student will be able to identify specific symbols and traditions that are associated with three major world religions.
2. Lesson Content
- a. Religion as a shaping force of civilization
 - b. Judaism: Israel, Chanukah; Star of David; Torah; synagogue
 - c. Christianity: its origins in Judaism, Christmas and Easter; symbol of the cross
 - d. Islam: Its origin in Arabia and consequent spread worldwide; Muslim Faith; symbol of the crescent and star; Qur'an; mosque; the festivity of Eid ul-Fitr at the end of the month of Ramadan.
3. Skill Objectives
- a. The student will be able to list reasons why religion has been a shaping force for civilization throughout history.
 - b. The student will define the term religious as a set of beliefs and a cultural set of moral guidelines and rules.
 - c. The student will explain the main beliefs of Jewish, Christian and Muslim faith.
 - d. The student will identify and compare how each of these faiths celebrates important events.
 - e. The student will identify and correctly associate the symbols that are respected and followed by each religious group.

Materials

- 1. Store bought sugar cookie dough
- 2. Powdered sugar
- 3. Milk
- 4. Butter
- 5. Flour
- 6. Salt
- 7. Sesame seeds
- 8. Potatoes
- 9. Oil for frying
- 10. Baking Powder
- 11. Skillet, grater, spatula
- 12. Paper plates, napkins, utensils, one per student.

B. Key Vocabulary

- 1. Religion: A set of beliefs, moral guidelines and standards which follows a specific higher power or authority and dictates traditions and customs.
- 2. Judaism: A religion which believes in one God. The Jewish believe that Moses led the Hebrews out of Egypt and that the descendants of the Israelites have been chosen as the people of God.
- 3. Chanukah: A Jewish celebration of victory over the Syrians and the rededication of the Temple of Jerusalem. (Also spelled Hanukkah.)
- 4. Christianity: A religion that grew out of Judaism. They believe that God sent his son, Jesus as a "messiah" or prophet, and that he will return again.
- 5. Christmas: A Christian celebration of the birth of Jesus Christ.

6. Islam: A religion originated in Arabia, which then spread worldwide. Followers are called Muslims. They believe in Allah and follow a prophet called Muhammad.
7. Eid ul-Fitr: An Islamic celebration at the end of the month of Ramadan, to recognize their success at fasting.

C. *Procedures/Activities*

Day 1

1. Discuss the concept of religion, which would have been previously introduced prior to this lesson.
2. Explain the class will be learning about three of the most important religions in the world, what they believe and how they celebrate historically significant events. Today's lesson will cover a very old religion known as Judaism.
3. Brainstorm students prior knowledge of Judaism.
4. Read the section on Judaism from *What Your First Grader Needs to Know* by E.D. Hirsch. Discuss the stories in the excerpt. Display the symbols which are associated with Judaism.
5. Talk about Hanukkah. Discuss how Jewish families around the world celebrate this special day. Encourage students to talk about traditions they may observe with their families. Explain that the class will be making potato latkes, a Jewish traditional food.
6. Have students assist in grating, cutting and blotting their latkes. This may be done as a center.

Day 2

7. Discuss prior day's lesson on Judaism.
8. Explain the class will be learning about a religion which started with Judaism, called Christianity.
9. Brainstorm students prior knowledge of Christianity.
10. Read the section on Christianity from *What Your First Grader Needs to Know* by E.D. Hirsch. Discuss the stories in the excerpt.
11. Talk about Christmas. Discuss how Christians around the world celebrate this special day. Encourage students to talk about traditions they may observe with their families. Explain that the class will be making and decorating sugar cookies. Traditionally, children decorate and exchange sugar cookies during Christmas.
12. Have students assist in rolling, cutting and decorating the sugar cookies. This may be done as a center.

Day 3

13. Discuss the last two days' lessons on Christianity and Judaism.
14. Explain the class will be learning about another very important religion called Islam.
15. Brainstorm students prior knowledge of Islam.
16. Read the section on Islam from *What Your First Grader Needs to Know* by E.D. Hirsch. Discuss the stories in the excerpt. Explain that followers of Islam are called Muslims.
17. Talk about Eid ul-Fitr. Discuss how Muslims around the world celebrate this special day at the end of the month of Ramadan. Encourage students to talk about traditions they may observe with their families. Explain that the class will be making and decorating Eid cookies. Eid cookies are not sweet. Instead, they use sesame seeds which is a spice widely used in Middle eastern countries, where Islam is prevalent.

18. Have students assist in rolling, cutting and decorating the Eid cookies. This may be done as a center.
19. Have students compare and contrast what they have learned about each religion. Encourage them to discuss the differences in symbols, deities worshipped and important events.

D. Assessment/Evaluation

1. Students will be given an 11" x 18" piece of construction paper folded in half lengthwise. They will divide one half of the paper into thirds and cut slits at these points, creating three flaps. On the underside of each of the flaps they will write about each of the three religions studied in class. They can decorate the front of the flaps with the symbols associated with each religion.

Lesson Seven: Colonial America- Johnnycakes for Your Journey

A. Daily Objectives

1. Concept Objectives
 - a. The student will understand how, during colonial times, the colonists utilized available resources to prepare foods that met their dietary need as well as how foods fit into their religious traditions.
 - b. The student will demonstrate their understanding of the differences between the tools used in colonial times and those available today.
 - c. The student will be able to compare traditional dishes such as Johnnycakes to contemporary recipes used in our culture today.
2. Lesson Content
 - a. The establishment of colonies in Massachusetts Bay Colony and its importance to the subsequent establishment of the thirteen colonies.
 - b. The Pilgrims and the reasons for which they came to the New World.
 - c. The Mayflower, Thanksgiving Day.
 - d. Why traditions are important to cultural identity.
3. Skill Objectives
 - a. The student will be able to list the reasons why the Pilgrims left England.
 - b. The student will discuss the implications of making such a journey.
 - c. The student will be able to explain the origin of the name Johnnycake.
 - d. The students will demonstrate their understanding of the differences between families now and then.
 - e. The students will discuss how the colonies obtained the materials they used in cooking.

B. Materials

1. White cornmeal
2. Milk
3. Butter
4. Preserves
5. Mixer
6. Spatula
7. Salt and Sugar
8. Measuring cups and spoons
9. Colander /Bowl
10. Serving platter
11. Paper plates and spoons
12. One copy of typed recipe per student to share with parents

C. *Key Vocabulary*

1. Pilgrims- a group of people who came from England to America in 1620, seeking a new life and religious freedom. They endured many hardships on their journey and in the process of establishing themselves in their new life.
2. Colonies- A community which is established by a group of people in a new place but is still ruled by the government of their place of origin. Colonies were established in America after the Europeans discovered and conquered the Mesoamerican tribes and told of the available resources in the New World.
3. Journey- A long trip, by various means of transportation, with a specific purpose.
4. Freedom of religion- The ability to choose how to worship. Those who came from England during early settlements were seeking a new life and the ability to choose how to worship.
5. Kingdom- A government ruled by a king or queen. In colonial times, King George ruled American colonies from England.
6. Independence- Freedom from the sovereignty of the king. In colonial times, those who came over from England remained loyal to the King but eventually gained independence as a nation and were able to make their own decisions.

D. *Procedures/Activities*

1. Brainstorm prior knowledge of the colonies
2. Discuss the reasons that might have brought the pilgrims to seek a new life.
3. Discuss staples and typical foods of that period and compare them to today's.
4. Reinforce the concept of traditions.
5. Compare and contrast family life during that period. Discuss how boys and girls were typically raised in comparison to the present.
6. Brainstorm possible reasons for the name "Johnnycakes". Explain that these were originally named "journey cakes" as they were prepared for the men as they went on their journeys. Eventually the name evolved into Johnnycakes when along the way it was assumed that it was named after someone named John.
7. List ingredients needed to make Johnnycakes.
8. Demonstrate how Johnnycakes are made and engage students by having them participate in the preparation. Recipe is detailed in Appendix A.

E. *Assessment/Evaluation*

1. Students will make a poster about Colonial life as they perceive it in class. On one side they will make a scene titled "Colonial Times" and on the other they will make another one titled "Today". They will attach the recipe for Johnnycakes on the corresponding side. As a class, come up with a recipe or food idea that represents something present day children like to eat. (e.g. Macaroni and Cheese).
Teacher will evaluate for comprehension of both the background information and the procedure itself.

Lesson Eight: Astronomy – Eating Jupiter, Pizza!

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand that there are nine planets in our solar system.
 - b. Students will understand that Jupiter is the largest planet in our solar system, and the fifth planet from the sun.
 - c. Students will understand that red and yellow bands of gases surround Jupiter.

- d. Students will understand that a red spot seen on Jupiter is believed to be a continuing storm on the planet.
2. Lesson Content:
 - a. Astronomy: The nine planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)
3. Skill Objectives:
 - a. The student will name, and identify one characteristic for, each of the nine planets in our solar system.
 - b. The student will locate and identify Jupiter as the largest planet in our solar system, and as the fifth planet from the sun.
 - c. The student will assemble and explain a model of Jupiter, with the surrounding bands of matter and the red spot seen on the planet, in the form of a pizza.

B. Materials

1. Half English Muffin per student
2. One slice pepperoni per student
3. One jar tomato-base pasta sauce
4. Mozzarella cheese, shredded
5. Baking Sheet
6. Spoons to spread sauce
7. Bowl for shredded cheese
8. Bowl for pepperoni slices
9. Tray for muffins
10. Paper plates and napkins
11. Toaster oven, or oven
12. Map or model of the solar system
13. Large paper for a group list

C. Key Vocabulary

1. Astronomy-science of such things as the planets, stars, sun and moon.
2. Solar system-the sun and the nine planets that orbit around it.
3. Planet-a body of matter that doesn't give off light like a star; planets revolve around a star, like our sun; earth and eight other planets orbit our sun.
4. Jupiter-largest planet in solar system; fifth planet from sun.
5. Matter-everything is made of matter, made up of parts too small to see; states of matter include solid, liquid and gas.
6. Jupiter's Bands- gases form the bands around Jupiter.
7. Storm- weather that may include wind, rain or snow.
8. (Optional-see *Materials* list.)

D. Procedures/Activities

1. Review with students that which they have learned about the planets and matter.
2. Using a map or model of the solar system, ask students to identify the nine planets, and the sun, by name and to retell one fact or characteristic about each. Optional: Sing a song about the planets.
3. Tell the students that they will each be eating a planet that day! They will make an edible model of one of the planets, using foods they may or may not be familiar with. Tell the students you will ask them to guess which planet they will be building by listening to and thinking about the ingredients they will be using. Each ingredient has a purpose, or a part to play in the making of the planet. Each ingredient will represent a specific state of matter or characteristic of the planet.

4. Read the list of ingredients aloud. As the children guess correctly the name of the planet and how the ingredients will be used to build the model, write their answers on large paper to display in the cooking area. Tell them they will be making and eating a Jupiter Pizza today.
 5. Tell students they will need to watch the demonstration on how to build the pizza, and remember the quantity they will use of each ingredient, and the process from beginning to end. This cooking activity may be done in a Center or students called up several at a time to cook with the teacher while others work quietly.
 6. Demonstrate the making of the Jupiter Pizza model. Using a spoon, spread approx. 2 teaspoons of pasta sauce (red bands) on half of an English Muffin (Jupiter). Sprinkle cheese onto the muffin to make several lines from side to side (yellow bands). Add one slice of pepperoni (red spot) just off center on the muffin. Place the muffin on a small square of aluminum foil with the child's name written in permanent marker (or agree that everyone will get a muffin though perhaps not their own). Place the muffin and foil on a baking sheet, leaving space between others. Bake at 350 degrees for approx. 5 minutes, or until the cheese melts.
 7. Cool briefly. Remove the foil from under the muffin and serve on paper plates with napkins. As they eat, talk with the children about which part of Jupiter they are eating. Or, suggest that they take one bite at a time out of certain parts of the planet (for example, the bands or the red spot).
 8. Optional Activity: Make round grilled cheese sandwiches. Invite the students to bite the sandwich one bite at a time to represent the phases of the moon.
- E. Assessment/Evaluation*
1. Journal Entry: Provide the students with the sentence, "We ate Jupiter today!" Ask them to copy the sentence into their journal then draw a picture of what the pizza looked like. Provide words for them to use to label the parts represented. Have them draw a happy, straight or sad face noting whether they liked eating Jupiter today. Assess understanding through their journal entry. (An extension for this assessment could be to have the students then draw the other planets and the sun relative to the location of Jupiter on the journal page.)

Lesson Nine: Cooking with Electricity – Tools, Machines and Safety Things!

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand simple differences between tools and machines used for cooking long ago and those used to prepare foods today.
 - b. Students will understand that certain measures for safety should be followed when cooking.
 - c. Students will recognize the effect electricity and electrical inventions have had on the process of storing and preparing foods for cooking.
2. Lesson Content:
 - a. Taking care of your body: cleanliness
 - b. Three states of matter: solid, liquid, gas
 - c. Temperature: degrees Fahrenheit
 - d. Safety rules for electricity
 - e. Science Biographies: Thomas Edison

3. Skill Objectives:
 - a. The student will illustrate understanding of the simple differences between tools and machines used for cooking long ago and those used to prepare foods today.
 - b. The student will identify safety rules for cooking.
 - c. The student will name and illustrate electrical tools and machines that are used for storing or preparing foods today.

B. *Materials*

1. Magna Doodle sketch boards
2. Assortment of cooking utensels, electric and manual, to compare and contrast
3. *The Kitchen* by Bobbie Kalman
4. *Food: Feasts, Cooks & Kitchens* by Richard Tames.
5. *A Chef* by Douglas Florian
6. *Switch On, Switch Off* by Melvin Berger
7. Various books on electricity, electrical inventions and cooking utensils, Thomas Edison

C. *Key Vocabulary*

1. Cleanliness- clean of dirt or germs
2. Utensil- tools, equipment, appliances used for storing or preparing food
3. Matter- solid, liquid, gas
4. Temperature- hotness or coldness
5. Fahrenheit- a scale to measure temperature; ex. 32 degrees for freezing and 212 degrees for boiling
6. Safety- to protect, or keep, from being hurt
7. *If at first you don't succeed, try, try again.*
8. *Practice makes perfect.*
9. Thomas Edison- scientist and inventor; electrical inventions such as the phonograph, the light bulb and the motion picture

D. *Procedures/Activities*

Day One

1. Prior knowledge of the lesson content noted above under *Daily Objectives* should be assumed before beginning this lesson.
2. Define the word "utensil" for the students. Brainstorm and list student knowledge of cooking utensils they have seen or use today. Teacher should give clues for identifying different kinds of utensils for different kinds of jobs (eg. Stirring, mixing, mashing, mincing, chopping, squeezing, storing, cooking, baking, holding, washing, etc). Be sure to also identify large appliances such as the refrigerator and freezer, oven, stove, and dishwasher. Identify which of the utensils listed are made to move or work by hand and those that use electricity.
3. Scan, point out and discuss with students utensils of long ago as found in such books as *The Kitchen* by Bobbie Kalman and *Food: Feasts, Cooks and Kitchens* by Richard Tames. Read the book *The Chef* by Douglas Florian and note with students utensils used today. Make a list together of utensils used long ago compared with utensils used today for the same job (eg. Wood fireplace versus a stove or oven).
4. Give each student a Magna Doodle sketch board (or a dry erase board would also work). Review what has been discussed by asking students questions about the content covered. The students will answer the questions by drawing simple pictures of the utensils, then hold up their boards for the teacher to see (like in a game show). For example, draw a picture of a utensil that was used

long ago for mixing sugar and butter together (a spoon or fork). Could that utensil also be used today? Write “yes” or “no” (yes). Now draw a different utensil that could be used today that would make the job easier (electric mixer).

Day 2

5. Review the inventions of Thomas Edison and ask students to share what they have learned about electricity. Teach or review the sayings *Practice makes perfect* and *If at first you don't succeed, try, try again* as they relate to Thomas Edison. Read *Switch On, Switch Off* by Melvin Berger.
6. Recall with students the list of utensils from *Day One* that use electricity. Discuss how electricity has made storing and preparing food easier than long ago before electricity was used. Discuss the idea that electricity can be used to make food cold or hot, and that the temperature can be changed by the amount of electricity used. An example would be a stove or oven. Review the use of the Fahrenheit scale. Review the properties of matter (solid, liquid, gas) and the role played by temperature for changing matter from one state to another. Connect the idea that electricity helps change the state of matter in cooking (eg. Melting, cooling, freezing, boiling, steaming, etc.).
7. Discuss how electricity can also be used to increase the speed of moving utensils, such as on an electric blender or can opener. Compare and contrast different utensils of long ago and today as to how electricity has made the job easier.
8. Using the Magna Doodle sketch boards, repeat the same question and answer procedure as used on *Day One* with content related to the use of electricity in cooking.

Day Three

9. Review with students the rules they have followed when cooking in the classroom. (See Background Knowledge for Students), including any rules regarding utensils and cleanliness.
10. Review with students rules they have learned about using or being near electricity. (See the *Sequence* p. 38)
11. Discuss safety rules associated with using electrical cooking utensils, such as:
 - a. Never touch a stove, oven or cooking pot unless it is certain that it is not hot, and only then with adult supervision.
 - b. Feel for warmth on a stove or oven at least a hand-length away.
 - c. Cooking pot handles should always be turned away from the edge of the stove.
 - d. Always stand back from foods cooking on a stove or burner. Never lean over a stove or burner while cooking.
 - e. An adult should always supervise use of electrical utensils by children.
 - f. Never put your finger, or anything but an electrical plug, into an electrical outlet.
 - g. Never touch or use an electric utensil when your hands are wet.
 - h. Never unplug an electric utensil by pulling on the cord.
 - i. Never stick a utensil or fingers into moveable blades, such as on a mixer, unless the utensil has been switched off and unplugged from the electrical outlet.
 - j. Always switch off an electric utensil before unplugging the cord from the outlet.
 - k. Always unplug an electric utensil before removing parts, or for washing.
12. Recall the saying, *Better safe than sorry* from the *Sequence* for Kindergarten.

E. *Assessment/Evaluation*

1. The teacher may wish to use the Magna Doodle sketch board activities mentioned above as tools for assessment on *Day One* and *Day Two*; or Use the Magna Doodle sketch boards to assess understanding of skills and concepts for the entire lesson through questions requiring yes/no, true (T) or false (F), or simple drawings for answers. This activity could also be done in a game show format with individual players or teams.

Lesson Ten: Mesopotamia- Do you hum when you make Hummus?

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will learn how, throughout time, cultures have utilized their available resources to prepare foods that meet their dietary needs as well as how foods fit into their religious traditions..
 - d. The student will understand how certain foods are constant to specific cultures and help to maintain traditions, both in the past and present.
 - e. The student will demonstrate their understanding of the differences between the tools used for cooking long ago and those used to prepare food today.
2. Lesson Content
 - a. Location and importance of Mesopotamia - “the cradle of civilization”
 - b. Why rules and traditions are important to the development of civilization.
 - c. Importance of the Tigris and Euphrates Rivers to the agriculture of the region.
3. Skill Objectives
 - a. The student will be able to explain the reasons why the region of Mesopotamia was known as the “Fertile Crescent”.
 - b. The student will demonstrate their understanding of the fact that religious reasons have forced observers of the Muslim faith to seek foods that are nutritious substitutes of meat.
 - c. The student will be able to locate Mesopotamia on a map, label the neighboring countries, and bodies of water and explain its historical relevance.

B. *Materials*

1. Chickpeas (garbanzo beans)
2. Clove garlic
3. Tahina (Tahini) Sauce – A sesame seed based paste
4. Lemons
5. Olive oil
6. Milk
7. Salt
8. Sesame seeds
9. Pita bread
10. Food processor
11. Spatula
12. Measuring cups and spoons
13. Colander/Bowl
14. Serving platter
15. Paper plates and spoons
16. One copy of typed recipe per student to share with parents

- C. *Key Vocabulary*
 - 1. Mesopotamia- One of the earliest civilizations known to man. Developed the first form of communicating in writing.
 - 2. Fertile Crescent- name given to the region where Mesopotamia was once built because of its crescent shape and its rich soil due to the Tigris and Euphrates Rivers.
 - 3. Saudi Arabia- Middle Eastern region where Mesopotamia was once located.
 - 4. Hummus- a chickpea based food that is a staple of many Muslim countries. It is an excellent source of protein.
- D. *Procedures/Activities*
 - 1. Brainstorm prior knowledge of Mesopotamia.
 - 2. Reinforce the tradition of Muslim faith in many Middle Eastern countries. Explain that in the absence of meat, tradition has shaped their diets with alternative sources of protein.
 - 3. Introduce traditions that are prevalent amongst Muslim families and compare them to other lifestyles. Explain that many families in the Middle East have as a custom of not speaking at all during meals.
 - 4. Pass around chickpeas. Use a multi-sensory approach- have students taste, smell, touch, see, etc.
 - 5. List ingredients needed to make Hummus and discuss their origin (plant or animal).
 - 6. Demonstrate how Hummus is made and engage students by having them participate in the preparation.
- E. *Assessment/Evaluation*
 - 1. Students will write in their journals about making Hummus in class. Teacher will evaluate for comprehension of both comprehension of the background information taught and an understanding of the steps followed to make the recipe.

VI. CULMINATING ACTIVITY (Optional)

- A. Provide for students a general overview of each of the cooking lessons taught in the unit. Choose two or three of their favorite dishes. Prepare the dishes again, over a two or three day period, or in one day in centers with parent volunteers. Invite parents to join in on a fiesta to celebrate what the students have learned about food preparation and cooking, or simply enjoy a day of celebration as a class. The students could take turns giving brief statements telling of their favorite cooking activity or something they learned about cooking through this unit. Play multicultural music while eating, and encourage the students and parents to talk about what they are eating and how the foods were prepared.
- B. Decorate a canvas apron with fabric sponge paint or stencils for each student to keep.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. Appendix A

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APPENDIX A

Lesson 1: A Multicultural Feast – Recipes will vary according to what is contributed to the class.

Lesson 2: Not so Plain Plantains

You will need:

3 Large Plantains (in the ethnic section of your grocer's produce)
Oil for Frying (about 1 cup)
Salt

1. Slice plantains in ¼ inch wide circles
2. Use a blunt object (like the bottom of a jar) to flatten them, so they'll fry crisper.
3. Heat up oil, then drop plantain slices carefully in.
4. Fry until golden. Blot with paper towels and add salt to taste.

Lesson Three: Mexico- Que Pasa? Quesadillas!

You will need:

1 small corn Tortilla per student
1 slice of Asado Cheese
(a white, mild , soft cheese)
1 cup shredded Monterrey Jack cheese
Butter

1. In skillet, melt butter
2. Sprinkle cheese on tortilla
3. Fold in half
4. Brown on both sides until cheese is melted.

Lesson Four: The Human Body- Building One Nutritious Skeleton!

You will need:

Assorted Vegetables and fruits
String cheese
Ranch dressing for dipping
A large Pretzel

See Lesson Procedures

Lesson Five: Rocks and Minerals- An Element of Taste!

You Will Need:

Brownie Mix
Whipped cream or ice cream
6 Chocolate bars with nuts
1 square of chocolate for shaving
Chocolate Graham crackers for crushing
Peanut Butter
Milk
Powdered Sugar
Butter

See Lesson for details on how to assemble this dessert.

Lesson Six: World Religions - A Sampling of Traditional Foods

POTATO LATKES

You will need:

4 medium-sized potatoes
1 small onion
1 egg
Pinch of salt and pepper
3 tbsp. Vegetable oil

1. Peel and then grate the potatoes. Put the grated potato into a bowl of cold water right away. (The water keeps it from turning brown.)
2. Peel and grate the onion. In a bowl, beat the egg with a fork. Add the onion, salt and pepper and beat again.
3. Pour the grated potato into a sieve and shake off any water. Add it to the egg mixture and stir well.
4. Heat the oil in a frying pan. Put tablespoonfuls of mixture into the pan and press them flat.
5. Fry each latke for about five minutes on each side. Lift them onto paper towels and serve right away.

...

Appendix A, cont.

Eid Cookies

3 cups melted butter
3 cups flour
1 cup milk
Pinch of salt
1 tsp. Baking powder
½ cup sesame seeds

1. Mix melted butter and milk together with salt. Add the dry ingredients (flour, sesame seeds and baking powder).
2. Mix very well and then spread the dough flat with a rolling pin.
3. Cut the dough into little circles using a cookie cutter.
4. Bake in the oven at 350 degrees until they are pale brown.
5. When completely cool, dust them with powdered sugar.

(*) To Make Sugar cookies, use store bought, refrigerated dough. Follow directions and decorate using holiday cutters.

**Lesson Seven : Colonial America-
Johnnycakes for your Journey**

You will need:

1cup yellow or white cornmeal
¾ tsp. Salt
2 tsp. Sugar
1 cup water
2 tbsp. Butter
¼ cup milk
Butter for topping and frying
Maple syrup or preserves

1. Bring water and 2 tbsp. Water to a rolling boil.
2. Mix cornmeal, salt and sugar into a medium sized mixing bowl.

3. Pour water mixture over cornmeal mixture in a slow trickle, stirring constantly.
4. Add milk when all liquid has been absorbed. Mixture will be thick.
5. Drop by large tablespoons onto sizzling butter on a skillet. Cook until golden brown and turn. Turn and brown other side.
6. Serve with butter, maple syrup or preserves.

**Lesson Eight: Astronomy- eating Jupiter
Pizza**

You will need:

1 half English Muffin per student
1 jar Pizza or spaghetti sauce
2 cups shredded Mozzarella cheese
1 slice of pepperoni per student

See lesson for details on how to assemble your pizza.

Lesson Nine does not require ingredients.

**Lesson Ten: Mesopotamia- Do you hum when
you make Hummus?**

You will need:

1 can of chickpeas (garbanzo beans)
1 clove of garlic, peeled and crushed
1 tbsp. Light Tahini sauce (sesame seed paste)
6 tbsp. lemon juice
2tbsp. olive oil
3 tbsp. Milk
Pinch of salt and pepper

1. Drain canned chickpeas
2. Using a blender or food processor, make a paste with the chickpeas.
3. Mix in the rest of the ingredients.
4. Serve with warmed pita bread.