

Chopped Cooking Challenge

Grade: 8th

Season: Fall/Winter

IGS Unit: Food Systems

Essential Question:

How does food inform identity?

Objective:

This lesson addresses MV Priority Standards in 8th grade English, and Social Studies, as well as encouraging team building, and creativity.

1. Actively participate in collaborative discussion by posing questions, justifying point of view, and evaluate reasoning
2. Present claims and findings in a coherent manner with well chosen details
3. Identify and explain significant factors that contributed to the American Revolution with an emphasis on Massachusetts (agricultural, historical context, and economic factors)
 1. How location leads to development of civilization (agriculture and food source)
 2. Understand appropriate materials, tools, and machines help us solve problems and invent (examination of colonial agriculture and cooking)

Materials:

Equipment

- one crockpot for each team - or burner on a stove and

- dutch oven for each team
- measuring cups and spoons for each team
- large stirring and serving spoon for each team
- enough bowls and spoons for each team member to taste

Food

- pre-cooked staple food (barley, rice, cornmeal)
- molasses and/or maple syrup
- cooking fat - rendered pork fat and/or butter
- milk and water
- spices - cinnamon sticks, cloves in a spice bundle, dried herbs in a spice bundle
- salt (limited quantities)
- precooked carrots, parsnips, onion
- currants

Activity 1:

Students are given parameters for project, and time for in-class research to create recipe based on their geographic location.

Activity 2:

Students prepare their dish in class and report on their findings. Judges choose a winner for best dish based on historical accuracy and taste.

Wrap Up/Assessment:

Students write reports, or persuasive essays on history of their colonial dish.

Extensions: