



School Year: 2011-2012

Theme: Life on the Arabian Peninsula, Birth of Islam

Grade Level: Seventh

Time Required: 1 hour

of Students: whole class, 35 students

Modified/ Adapted From: Harvest of the Month, CDE Fruit and Vegetable Cards,
www.fruitandveggiesmatter.gov

Middle East in the Kitchen

Goal:

In this lesson, students have an opportunity to prepare and taste a traditional Middle Eastern dish. During the class period, the students work in collaborative groups to prepare vegetables and herbs from the Middle East, as well as reflect on how food choices and customs were informed by climate and topography.

Objectives:

- 1- Students will learn to prepare a healthy recipe using traditional foods of the Arabian Peninsula.
- 2- Students will be able to follow step by step instructions and safely prep ingredients for the class recipe.
- 3- Students will be able to measure ingredients in accurate amounts.
- 4- Students will be able to explain the connection between the chosen recipe and the nomadic herding lifestyle of the Arabian Peninsula.

Materials: Station instructions
Graphic organizers
Cucumber CDE card or Harvest of the Month information
Hand Sanitizer
Compost Bucket
32 recipe handouts

Recipe Ingredients:

2 tubs Greek yogurt
2 large cucumbers
8 small cloves garlic
8 sprigs dill
1 lemon
10 pita bread rounds
Salt

Cooking Equipment:

Big spoon
2 big bowls
2 small bowls
4 damp cloths or sponges
16 cutting mats or heavy duty paper plates
16 knives
2 vegetable peelers

Background:

This lesson can be taught at the middle or end of a unit on the Middle East/Muslim culture. This lesson is designed as a follow up lesson to Islam in the Garden; students are now familiar with food traditions and food access at the time of Muhammad.

Procedure:

1. Preparation

- Wash vegetables.
- Set up stations with station instructions posted and materials laid out.
- If you are teaching this lesson by yourself, write out student instructions for the independent activity on a white board.

2. Introduction

Activating Prior Knowledge:

- In the classroom, ask students to share with a partner answers to the following questions: *What do you know about food in the Middle East? What kind of fruits and vegetables were common? How did these fruits and vegetables benefit people's health?* Share out.
- Review expectations for student behavior when cooking:
 1. Be in control of your body
 2. Practice knife safety
 3. Read all directions, then double check them
 4. Low voices
 5. Stay at your station
 6. Clean up after yourself

Divide students into appropriate groups and have them go to their stations.

3. Cooking Stations

1. Split the students in half, and get the first half started on the silent independent activity (this will minimize noise and energy, as well as allow the instructor to focus on a smaller group of students).
2. Once the first group is started, divide the second group among four stations.
3. Depending on the classroom set up, you may want to have the students wash/sanitize their hands before or after they are in groups at their stations.
4. Once this group of students has finished their cooking tasks, switch activities.
5. Replenish stations for the second group.

Station 1: Cucumber

Materials: 1 large cucumber, cut in fourths, or two medium sized cucumbers cut in half
4 cutting mats
4 knives
2 vegetable peelers
Large Bowl
Damp cloth or sponge
Instructions

Station 2: Garlic

Materials: 4 tiny cloves of garlic (larger and you may have odor issues later in the day)
4 cutting mats
4 knives
Small bowl
Damp cloth or sponge
Instructions

Station 3: Dill

Materials: 4 Sprigs Dill
4 Cutting Mats
4 Knives (optional, you can also just have students pull fronds apart with their fingers)
Small bowl
Damp cloth or sponge

Instructions

Station #4: Pita

Materials: 4 pieces of pita bread
4 cutting mats
4 knives
Large bowl
Damp cloth or sponge
Instructions

- Once students have finished prepping the materials, have them all come together around a central location with the teacher materials.
- Ask students why this yogurt dip would be an easy, nourishing choice for people in the Middle East to serve with many meals.
- Have a student from the pita group open the yogurt, dump them into the big bowl and stir until smooth.
- Have a student each from the cucumber, garlic, and dill groups add their ingredient to the big bowl yogurt mixture.
- Squeeze half a lemon into the bowl. Have a new student stir until mixed.
- Have another student sprinkle the mixture liberally with salt. Stir again.
- Pass around the pita bowl, and instruct each student to take a piece of pita bread.
- Remind the students that when we are trying new things, we should always try to be positive. If the student loves the food, they should make sure to let everyone know. If the student does not like the food, they should say nothing. (Otherwise they will not be invited back).
- Have the students hold out their piece of pita over the big bowl, and walk around the circle, giving each student a tablespoon of dip onto their pita. (I have found that this minimizes spills and goes fairly quickly).

4. Independent Activity

- Make individual copies of the graphic organizer, or project on the board using an Elmo or Overhead Projector.
- If there is time, have students share out their answers with a partner or with the whole group.

5. Closing Discussion/Assessment:

- Ask students to recount what were the ingredients and steps for preparing the ingredients.
- Remind students that they can make this easily at home, and that the recipe is really only five ingredients!
- Thank the students for cleaning up.

Extensions/Modifications:

Other ways to organize this lesson include:

- Have all students initially do the cooking activity (with larger groups) and then do the independent activity.
- Combine stations if the class size is smaller.
- Have the students come up and do the recipe "cooking show" style in front of the class.

References:

Holt World History Text, Medieval to Early Modern Times
CDE Fruit and Vegetable Cards
Harvest of the Month

Core Curriculum and Health Standards:

Grade Level: Seventh

Common Core, Listening and Speaking

SL 7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

California Social Studies

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

(1) Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

(5) Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

California Health

7/8.1.N.2 Identify nutrients and their relationship to health

7/8 1.N.6 Analyze the caloric and nutritional value of foods and beverages

Originally Submitted by: Catherine Pearce

Reviewed by Registered Dietitian:

Reviewed by Certified Teacher:

Funded by the US Department of Agriculture Food Stamp Program, an equal opportunity provider and employer, through the California Nutrition Network. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious food for a better diet. To find out more, contact 1-800-870-3633.

©ACOE-NLCC

Middle East Cucumber Dip

Group #1, Cucumber

Steps:

1. Wash your hands.
2. Peel the cucumber.
3. Cut into thick chunks.
4. Put cucumbers in the bowl.
5. Wash your mats and knives carefully.
6. Put your station back the way it was when you came in.

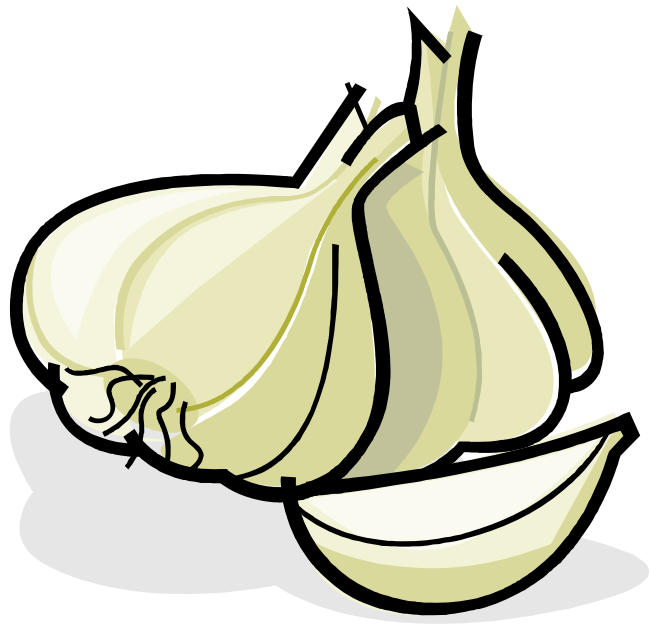


Middle East Cucumber Dip

Group #2, Garlic

Steps:

1. Wash your hands.
2. Peel the garlic.
3. Cut into tiny pieces.
4. Put garlic in the small bowl.
5. Wash your mats and knives carefully.
6. Put your station back the way it was when you came in.



Middle East Cucumber Dip

Group #3, Dill

Steps:

1. Wash your hands.
2. Pull dill fronds off thick stem.
3. Cut into tiny pieces.
4. Put dill in the tiny bowl.
5. Wash your mats and knives carefully.
6. Put your station back the way it was when you came in.



Middle East Cucumber Dip

Group #4, Pita

Steps:

1. Wash your hands.
2. Take pita out of package.
3. Cut each round into four pieces.
4. Put pita into the large bowl.
5. Wash your mats and knives carefully.
6. Put your station back the way it was when you came in.





Islam in the Kitchen Independent Activity

Use your book and Middle East in the Garden notes to complete the list of foods in the box below.

Common Foods in the Middle East:

Garbanzo Beans
Bulgur Wheat
Sesame Seeds
Lamb
Flat bread (pita)

You are about to leave with a caravan for two weeks of travel. Look at the possible foods you could bring with you, and write a detailed list below of how much food you will need to bring:

Islam in the Kitchen Independent Activity

Use your book and Middle East in the Garden notes to complete the list of foods in the box below.

Common Foods in the Middle East:

Garbanzo Beans	yogurt	cheese	pomegranate
Bulgur Wheat	date	eggplant	chicken
Sesame Seeds	milk	spinach	carrots
Lamb	mint	parsley	olives
Flat bread (pita)	olive oil	honey	figs
Cucumber	garlic	onions	pistachios
Dill	lentils	fava beans	zucchini

You are about to leave with a caravan for two weeks of travel. Look at the possible foods you could bring with you, and write a detailed list below of how much food you will need to bring:

Breakfast

2 cartons yogurt
1 jar honey
4 cups pistachios
2 cups dates

Lunch

2 cucumbers
10 flat breads
2 blocks cheese
2 cups olives
5 figs

Dinner

2 chickens
4 cups chickpeas
2 eggplants
2 zucchinis
3 heads garlic
2 cups fava beans
2 onions
1 cup olive oil