



International Foods

A Global Taste of the World's Food



LESSON PLANS

Jane Norman, FACS Teacher





Lesson Plans



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Table of Contents

I. The Global Picture - Foods of the World

The Global Picture

The Global Picture – Where do We (The United States) Fit In?	1
Preparing for Your Global Simulation of the World's Food	2
Food for Life - The Global Picture Simulation Review	3
World Hunger Worksheet & Answer Key	4-6
The Descent into Hunger - Putting Yourself in Others' Shoes	7-8

Foods of the World

Foods of the World Worksheet & Answer Key	9-10
A Smorgasbord Buffet	11
Our Global Supermarket	12
Our Global Supermarket Worksheet	13
Foods of the World - Where Did It All Begin? Worksheet	14
Food Geography Worksheet & Answer Key	15-16

Religions and Holidays

How Major Religions Celebrate Holidays	17
Judaism, Islam, and Christianity.....	18-21
How Major Religions Celebrate Holidays Worksheet & Answer Key	24-26

Appetizers & Pancakes Around the World

Appetizers Around the World	27-28
Appetizers Around the World Worksheet & Answer Key	29-30
Pancakes Around the World Worksheet & Answer Key.....	31-33

Cultural Diversity

Cultural Diversity Project – Ethnic Influences and Foods	34
Cultural Diversity Project Outline	35-36
Cultural Diversity Project Evaluation	37
Food & Culture Worksheet.....	38

II. International Cuisine

African Cuisine

African Cuisine.....	39
African Recipes	40
African Cuisine Worksheet & Answer Key.....	41-42

Asian Indian Cuisine

Asian Indian Cuisine.....	43-44
Indian Recipes	45
Indian Cuisine Worksheet & Answer Key	46-47

Chinese Cuisine

Chinese Cooking Methods.....	48-50
Making Chinese Egg Rolls/Wontons.....	51-52
Mix 'n Match Chinese Stir-Fry Lab	53
Chinese Cooking Methods Worksheet & Answer Key.....	54-56

Greek Cuisine

The Greek Way of Cooking	57-58
Greek Recipes.....	59-61
The Greek Way of Cooking Worksheet & Answer Key	62-63

Italian Cuisine

Italian Cooking at its Best!.....	64-65
Pasta Presto	66
It's in the Sauce.....	67
Basic Italian Sauce Recipes.....	68
Italian Cooking at its Best! Worksheet & Answer Key.....	69-70

Mexican Cuisine

The Cuisine of Mexico	71-72
Tortillas - The Most Versatile Bread of All! Worksheet & Answer Key	73-75
Know Your Peppers - Hot, Hotter, Hottest! Worksheet & Answer Key	76-78

Russian Cuisine

Russian Cuisine.....	79-80
Russian Recipes	81-83
Russian Cuisine Worksheet & Answer Key.....	84-85

Thai Cuisine

The Flavor of Thai Foods.....	86-87
Experiencing the Flavor of Thailand – Practical Lab	88
Experiencing the Tastes of Thailand Worksheet	89
Thai Recipes.....	90-92

Note to Teachers:

I have had the good fortune to travel many countries of the world and to experience their culture and cuisine. This opportunity has given me a greater appreciation of the foods of the world and the rich heritage that has contributed to them. I believe that as educators we can help students gain a better understanding of our world by experiencing its food and culture.

These lesson plans and resources have been divided into two parts:

The first part is **The Global Picture - Foods of the World**. My intent with this is to get students to make connections, as to how we all are together in this world and how we share more than one realizes. Hopefully, these worksheets and resources will bring your students to a higher level of global understanding and appreciation.

The second part relates to **International Cuisine**. In this area I have included both student resources and worksheets. My intent was to have material readily available for your students and to engage them in an understanding of the food and cultural characteristics of the country, before preparing the foods. How you use these resources is up to you. They are written to save you time and help you engage your students in a variety of related experiences. Included in each section are also recipes of common dishes for that country/area.

Jane Norman
Family and Consumer Science Teacher

The Global Picture

Where Do We (the United States) Fit In?

Our world is shrinking, due to modern technology, and as a result, we are all becoming more inter-related and dependent upon one another. That calls for an understanding of other countries and how they fit in to our diverse world. The reality is that as Americans, we are in the minority when it comes to wealth and our consumption of the world's resources.

The simulation you will be doing in a few minutes will help you become better aware of how the wealth and resources of the world are currently distributed. Study the chart below for a few minutes, so you will be better able to follow the upcoming activity. *Note: Due to a changing demographic world, these numbers are approximately based upon the latest research for Fall 2002.*

	Area	People	Protein	Energy	GNP*	Population Year 2002	Predicted Population 2025
Europe	9% of land	8% of people	Consumes 22% of protein	18% of energy	30% of wealth	72 million people	714 million people
Latin America	17%	10%	10%	10%	6%	840 million people	900 million people
North America	17%	5%	25%	37%	40%	490 million people	611 million people
Russia	18 %	4%	19%	20%	10%	325 million people	330 million people
Asia	19%	63%	15%	10%	11%	3 billion 785 million people	4 billion 765 million people
Africa	20%	10%	10%	5%	3%	850 million people	1 billion 270 million people

World population for 2002 = Approximately 6,234,250,000

Estimated population of the world by 2025 = Approximately 7,840,650,000

* **GNP** is the Gross National Product and includes the percentage of overall wealth for each country.

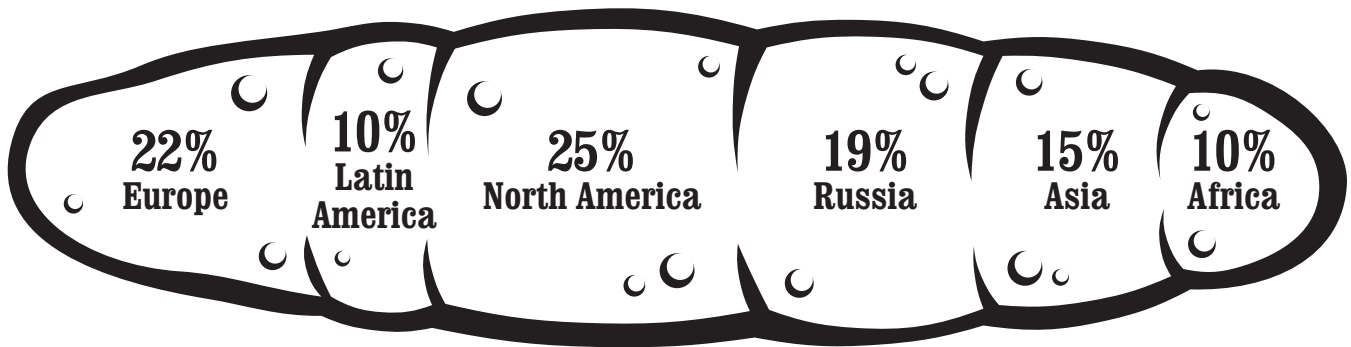
Preparing for Your Global Simulation of the World's Food

Objective:

To help students gain a better perspective of how the world's food is unevenly distributed.

Simulation Using a Loaf of French Bread

Assume that a loaf of French bread represents all of the protein food in the world. If that were the case, this is how much each country would receive.



Simulation Using Candy or Peanuts

If using peanuts or candy to represent the food in the world, place one peanut or piece of candy in a baggie and label for each percent of the world's protein food. **Example:** Europe 22, Latin America 10, North America 25, Russia 19, Asia 15, and Africa 10.

1. When the class comes into the room, have them choose a folded piece of paper from a basket. On the paper will be the country they are from. Note: to do this you need to consider the number of students in your class and multiply by the percent of people living in that country. Example: Europe: 32 students \times 8% = 32 \times .08 = about 3. Therefore, 3 students will be Europeans. For Asia: 32 student \times 63% = 32 \times .63 = about 20 students would be Asians, and so on. After you have determined the number of class members that should represent the total, make sure you make enough folded pieces of paper for each country.
2. Have the student sit in their representative countries or geographical regions. You may want to include maps so they can become more familiar with this region of the world. At this time, review the worksheet: [Food for Life, The Global Picture Simulation Review](#).
3. After going over the resource sheet, have the bread or candy/peanuts ready and explain that if this is the total amount of protein (high-energy) food in the entire world, this is how much each country would receive.
4. Have each country choose a leader or ambassador and hand out the food to them. Tell them that it is their responsibility to divide up the food. The students can eat the food or decide what they would do with any extras.
5. If time presents itself, ask students how they felt about how much food they received. You may want to go around and ask each group to explain how easy it was to distribute the food, what their reactions were, etc.
6. Either in class or as homework, have students complete the worksheet: [Food for Life, The Global Picture Simulation Review](#).

Food for Life

The Global Picture Simulation Review

This activity was designed as a **“simulation”** of how the human global community actually is. Please answer the following questions individually and then discuss them in your group with your ambassador coordinating the discussion and recording your geographic area’s discussion. Be prepared to share your observations with the rest of the class!

1. This was a simulation experience for you. How did you feel about being part of **your** country? Explain why you felt this way:
2. Do you feel people who actually live in this country have similar feelings? Explain your answer:
3. What was your overall reaction to this activity? Explain your response:
4. Do we live in a “perfect” world, or are there changes to be made? If changes are needed, identify at least five suggestions.

World Hunger

Objective:

To help students better understand the effects of hunger and how it affects people everywhere.

Hunger is a global problem-affecting people in every part of the world, including people in your own community.

Under-nutrition prevents people from realizing full human capacity - physically, intellectually, and emotionally.

Nearly 15-20 million people die each year of hunger or hunger related causes.

Grain is the primary source of protein for most of the world and enough of them are grown to provide every man, woman, and child on earth with a healthy diet.

Everyone has the right to a standard of living adequate for the health and well being of themselves and of their family, according to the Universal Declaration of Human Rights.

Read on to learn why hunger persists and what we can do to help.

Read the article [The Descent into Hunger](#) and answer the following questions:

1. What are the major reasons that people go hungry?

2. What would life be like in a poor, developing country? Give some examples below from reading the article.

3. Many times teens don't go to school; instead, they work low-paying jobs to help support their families. What is the disadvantage of this and what probably results?
4. How can we, in wealthier nations, help those who are less fortunate than ourselves? Give as many examples as possible.
5. We live in one of the most prosperous nations in the world, yet hunger is also a problem in our country. Can you explain why this is true?
6. What can we, as individuals, do to prevent hunger?

In our communities:

In our country:

In our world:

World Hunger Answer Key

Read the article The Descent into Hunger and answer the following questions:

1. What are the major reasons that people go hungry?

Poverty and Inequality.

2. What would life be like in a poor, developing country? Give some examples below from reading the article.

There is hardly any furniture. Each member of the family only owns one set of clothing, and only the head of the family has shoes to wear. There is no food except for a few dried up vegetables, which have to make a meal for the entire family. There is no bathroom, running water or electricity. People live in a space the size of a small tool shed. There is no media and no one can read or write. There aren't any policemen or firemen and no clinic nearby. The nearest school is three miles away and only contains two classrooms.

3. Many times teens don't go to school; instead, they work low-paying jobs to help support their families. What is the disadvantage of this and what probably results?

The disadvantage of this is that the teens do not get the education they need to improve their standard of living. This means that the cycle continues as they have children and the children will grow up in poverty just like their parents grew up.

4. How can we, in wealthier nations, help those who are less fortunate than ourselves? Give as many examples as possible.

We can help those less fortunate than us by donating money to charities that assist those in poverty. We can also volunteer our time for a charity that uses the money raised to provide food, shelter, medical services, and education to those living in poverty. We can also help by encouraging others to help.

5. We live in one of the most prosperous nations in the world, yet hunger is also a problem in our country. Can you explain why this is true?

The U.S. is one of the most prosperous nations in the world; however, there is a large gap between the wealthy and the poor. This means that the rich are getting richer and the poor are getting poorer. So when looking at the country as a whole, it seems as if we are all prosperous. But as the poor people in our country get poorer, they have less money to spend on the food that they need to feed their families. That is how we have the problem of hunger in our prosperous nation.

6. What can **we**, as individuals, do to prevent hunger?

In our communities:

We can donate money, food, and time to the local food shelf.

In our country:

We can donate money, food, and time to programs and charities that assist people in getting jobs so they can earn money to feed themselves and their families.

In our world:

We can seek out organizations that help the hungry people in our world and give what we can to them.

The Descent Into Hunger

Putting Yourself in Others' Shoes

Most people assume that millions in the world go hungry because there is a shortage of food. The 1980 World Bank Report, however, states that the current world output of grain alone could assure every person of more than 3,000 calories and 65 grams of protein every day. Sometimes hunger, starvation, and famine are caused by natural disasters such as drought. But natural disaster as a cause is only a small part; **most hunger and starvation is due to poverty and inequality.**

Within all nations there are extremes of wealth and poverty. It is the poor in all nations who suffer daily from hunger or malnutrition. However, poverty is far more widespread in the developing countries than in the developed countries. It is also much worse.

Imagine a typical American family. They live in a small suburban house on a modest income. How can they be changed into an equally typical family in the developing part of the world?

The developing countries are sometimes defined by their per capita incomes, which tend to be very low. Most of these countries are concentrated in Asia, Africa, and Latin America. Three-fourths of the world's population lives in over 100 developing countries, more than 70 of which have received their independence since World War II.

Hundreds of millions of people in these developing countries live on pennies a day. They are hungry most of the time. Without proper nourishment they have little energy and are more susceptible to disease. Their water supply is often polluted. They live in crowded, poorly built houses and have few clothes. They cannot get jobs, and have little or no education.

The following reading will give you a better idea of what life of the poor is like in a developing country.

Begin by invading the house of our imaginary American family and strip it of its furniture. Everything will have to go. The beds must go. The chairs must go. The tables must go. The television must go. The lamps must go. We will leave the family with a few old blankets, a kitchen table, and maybe a wooden chair. Along with most of the furniture, the clothes must go. Each member of the family may keep his or her oldest suit or dress and a shirt or blouse. We will permit a pair of shoes for the head of the family, but none for the wife or children.

Next move into the kitchen. The appliances have already been taken out. So we turn to the cupboards. The box of matches may stay, as well as a small bag of flour and some sugar and salt. A few moldy potatoes, already in the garbage can, must be hastily retrieved. They will provide much of tomorrow night's meal. We will leave a handful of onions and a dish of dried beans. All the rest must be taken away. This includes the meat, the fresh vegetables, the canned goods, the crackers, and the candy.

By now, we have stripped the house. The bathroom has been taken away. The running water has been shut off. The electric wires have been taken out. Next, we take away the house. The family can move to the tool shed. It is crowded, but still much better than the shacks where people live in Hong Kong. According to the United Nations report about Hong Kong, "It is not uncommon for a family of four or more to live in a bed space. This means on a bunk bed and the space it occupies, sometimes in two or three tiers, with the only privacy provided by curtains."

But we have only begun. All the other houses in the neighborhood have been removed.

Our suburb has become a shantytown. Still, our family is fortunate to have a shelter. Over 250,000 people in Calcutta have none at all and simply live in the streets. Our family is now about on a par with the city of Cali in Columbia, South America. An official of the World Bank writes about the situation there: "On one hillside alone, the slum population is estimated at 40,000 - without water, sanitation, or electric light. And not all the poor of Cali are as fortunate as that. Others have built their shacks near the city on land, which lies beneath the flood mark. To these people, the immediate environment is the open sewer of the city. When the river rises, the sewage flows through their huts."

And still, we have not yet reduced our American family to the level at which life is lived in the greatest part of the globe.

Communications must go next. There can be no more newspapers, magazines, or books. These won't be missed anyhow. No one can read or write. Instead, one radio will be allowed in our shantytown. In India, the national average of radio ownership is one for every 250 people. But, since the majority of radios are owned by city dwellers, our allowance is fairly generous.

Now, government services must go. There can be no more postmen or firemen. There is a school, but it is three miles away. It consists of two classrooms. It's not crowded since only half the children in the neighborhood attend. There are, of course, no hospitals or doctors nearby. The nearest clinic is ten miles away and is tended by a midwife. It can be reached by bicycle, if the family has one, which is unlikely. Or, one can go by bus - not always inside, but there is usually room on top.

Now, what do we do about money? We will allow our family a cash sum of five dollars. This will prevent our breadwinner from experiencing the tragedy of an Iranian peasant. The peasant went blind because he could not raise the \$3.94, which he mistakenly thought he needed in order to be admitted to a hospital where he could be cured.

Meanwhile, the head of the family must earn his keep. As a farmer with 1.2 hectares (three acres) to tend, he may raise between one and three hundred dollars worth of crops a year. If he is a tenant farmer, which is more than likely, a third or so of his crop will go to his landlord. Another 10 percent will probably go to the local moneylender. Will there be enough left to eat? Well, almost enough. The human body requires an input of at least 2,000 calories to replace the energy consumed by it's living cells. An Indian peasant will average a replacement of no more than 1,700 to 1,900 calories. His or her body, like any machine that runs out of fuel, will run down. That is one reason why life expectancy at birth in India today averages less than forty years.

But the children may help. If they are lucky, they may find work and thus earn some cash to add to the family's income. For example, they may be employed, as are children in Hyderabad, Pakistan. They may seal the ends of bangles, or work in a factory - 10 to 12 hour days—sewing clothes or putting electronic equipment together.

This will give the family more money for food, but as a result, their children will not be able to go to school to get an education to improve their standard of living.



Foods of the World

The cultural influence in the United States is so varied that we are often referred to as a multi-cultural society. This has resulted in a rich and abundant supply of food and international dishes.

Match the name of the foreign dish on the right with its description on the left, by writing the correct letter of the dish in the blank.

- | | |
|---|----------------|
| _____ 1. French vegetable stew of eggplant, zucchini, and tomatoes flavored with garlic. | a. falafel |
| _____ 2. German dish of beef marinated in a sweet-sour mixture of vinegar and spices. | b. spumoni |
| _____ 3. Scandinavian buffet that might include cold herring, salmon, shrimp, pates, omelets, fruit, cheese, and pastries. | c. egg roll |
| _____ 4. The national dish of Spain, consisting of saffron rice with seafood and chicken. | d. enchilada |
| _____ 5. Greek dish that is grape leaves stuffed with rice and ground meat. | e. dolmades |
| _____ 6. Italian ice cream containing fruits, nuts, or candy. | f. sushi |
| _____ 7. Japanese dish that combines raw fish, vinegar-flavored rice, and a type of horseradish. | g. curry |
| _____ 8. Chinese food that consists of shrimp or meat and chopped vegetables rolled in a thin dough and then fried in deep fat. | h. sauerbraten |
| _____ 9. Indian dish made from eggs, fish, meat, or vegetables that are cooked in a sauce made from a combination of spices. | i. smorgasbord |
| _____ 10. A dish of the Near and Middle East, in which chickpeas are ground, spiced, shaped into balls, and deep-fried. | j. ratatouille |
| _____ 11. Mexican dish, which consists of a thin, flat corn flour pancake, rolled around a meat mixture and covered with hot sauce. | k. paella |
| _____ 12. A grain dish that is mixed with spices, nuts and/or vegetables. | l. couscous |

Foods of the World • Answer Key

- j** 1. French vegetable stew of eggplant, zucchini, and tomatoes flavored with garlic.
- h** 2. German dish of beef marinated in a sweet-sour mixture of vinegar and spices.
- i** 3. Scandinavian buffet that might include cold herring, salmon, shrimp, pates, omelets, fruit, cheese, and pastries.
- k** 4. The national dish of Spain, consisting of saffron rice with seafood and chicken.
- e** 5. Greek dish that is grape leaves stuffed with rice and ground meat.
- b** 6. Italian ice cream containing fruits, nuts, or candy.
- f** 7. Japanese dish that combines raw fish, vinegar-flavored rice, and a type of horseradish.
- c** 8. Chinese food that consists of shrimp or meat and chopped vegetables rolled in a thin dough and then fried in deep fat.
- g** 9. Indian dish made from eggs, fish, meat, or vegetables that are cooked in a sauce made from a combination of spices.
- a** 10. A dish of the Near and Middle East in which chickpeas are ground, spiced, shaped into balls, and deep-fried.
- d** 11. Mexican dish, which consists of a thin, flat corn flour pancake, rolled around a meat mixture and covered with hot sauce.
- l** 12. A grain dish that is mixed with spices, nuts and/or vegetables.

A Smorrebrod (Smorgasbord) Buffet

Here is a handsome and colorful meal, perfect for holiday parties or a summer buffet. You can make these sandwiches up to three hours before serving, arrange them on trays, cover with clear plastic wrap, and chill.

It may take one person as long as two hours to prepare the sandwiches after all the ingredients are assembled.

Shrimp & Asparagus

1. Cut thin slices of firm white bread into 2 by 4-inch rectangles, removing crusts.
2. Spread with butter or margarine. Top each with a lengthwise row of tiny, whole, cooked, shelled shrimp (about 2 ounces for 6 sandwiches) and a spear of cold, cooked (or canned) asparagus, cut to fit bread.
3. Spoon a dollop of curry-seasoned mayonnaise (1/4 teaspoon curry powder blended with each 1 tablespoon mayonnaise) on the edge of the sandwich

Ham & Cheese with Peaches or Pineapple

1. For each sandwich, butter a thin slice of rye bread.
2. Top each slice with a large leaf of butter lettuce and lay 2 or 3 thin slices of mild cheese on the lettuce.
3. Roll up 1 or 2 thin slices of cooked ham and set on the side of the sandwich.
4. Drain canned peaches or pineapple; put one beside the ham on each sandwich.
5. Garnish with a sprig of watercress or parsley.

Egg Salad on Tomato Slice

1. Arrange leaves of butter lettuce on each of 6 small round slices of buttered, buffet-style rye bread.
2. Top each with a thin tomato slice and equal portions of this mixture: mash 2 hard-cooked eggs and blend with 1/4 cup finely chopped celery, 4 teaspoons mayonnaise, 1/4 teaspoon dry mustard, and salt and pepper to taste.
3. Garnish with dill or parsley sprigs, or clusters of cress or alfalfa sprouts.

Our Global Supermarket

Teacher's Lesson Plan

Objective:

To introduce students to ingredients/foods of different ethnic groups and to help them become familiar with where they can be found in our local stores.

If available, view the video [A Tour of an Ethnic Food Store](#), from Learning ZoneXpress™.

After viewing, discuss the following questions:

- Are you familiar with the foods of the mentioned ethnic groups? If yes, which ones?
- Where would you purchase many of these ingredients/foods in your community?
- Does your community have ethnic food stores that you are familiar with?
- How does each culture's (ethnic groups) food contribute to well-balanced meals?
- How does their Food Guide Pyramid differ from ours?

Note: If you do not have the above mentioned video, you can introduce this lesson in the following way:

- Because of the cultural diversity of the United States, small run ethnic food stores have established businesses in many communities. Are you familiar with any food stores in your community? Have your or any family members done business with them? Examples may be Mexican or Asian Food stores or Co-op's, ethnic restaurants that also sell food and ingredients, or a local farmers market that has vendors selling ethnic foods.
- In many communities, larger supermarkets carry a variety of ethnic ingredients/foods. Many of these are found on the grocery shelves with similar foods and you may have to look for them. Other stores have individual ethnic food departments.
- Are you familiar with your local supermarkets? What appears to be true of them when it comes to carrying a variety of ethnic foods?
- Have your or any member of your family purchased ethnic foods unfamiliar to your from these stores? What was it and how did you use this food? Did you like it?
- Can you describe the appearance and taste of an ethnic food that you have recently tasted?
- If you are one of these ethnic groups, where does your family purchase most of their food? Share with your classmates.
- Using international and ethnic food cookbooks find a recipe that interests you. Make sure that it has at least two ingredients/foods that you are unfamiliar with. Make a list of these ingredients and indicate where you will be able to purchase these foods.

You may now choose to have your students do the [Our Global Supermarket Student Worksheet](#). If you require them to visit a local supermarket, ethnic food store or co-op, allow several days.

Our Global Supermarket

Objective:

To introduce students to ingredients/foods of different ethnic groups and to help them become familiar with where they can be found in our local or ethnic food stores.



1. As the United States becomes more diverse, we see an increasing number of ethnic foods becoming available to us. Below list some of the places where you can purchase ethnic ingredients or foods in your community:

2. You are to visit one of these places and become familiar with the ingredients/foods that are available to you. You can do this in a number of ways. Choose one:
 - Visit an ethnic food market and make a list of at least 10 ingredients that you are unfamiliar with. If possible, also indicate their use. Next, find five foods that you are unfamiliar with and indicate what they are and what they are used in or for. (*Note: Choose a time when the store employees are not busy, tell them what you are doing, and ask for help.*).
 - Visit your local supermarket and go through the ethnic foods department or find the aisles that have ethnic foods, or view the Learning ZoneXpress™ video: [A Tour of an Ethnic Food Store](#).
 - Visit the aisles that contain ethnic foods. Write on a sheet of paper as many different foods or ingredients as possible. Indicate what country they are from and if possible, what they are used for, or if viewing the video write down what you learned about the foods from the three ethnic food stores that you toured in the video.
3. Now take the recipe that you chose in class for unfamiliar ingredients and see if you can find those ingredients.

List Ingredients:

Where Found:

Name _____ Hour: _____

Foods of the World - Where did it all Begin?

Objective: To help students develop a better understanding of where many foods/international dishes originated.

Directions: Using the map below, write in as many foods/international dishes as possible for each geographic region of the world. The objective is to place them where they had their origin. For example: Corn = Mexico. Perogies = Russia





Food Geography

Objective:

To help students become familiar with the origin of foods that are common to the American diet.

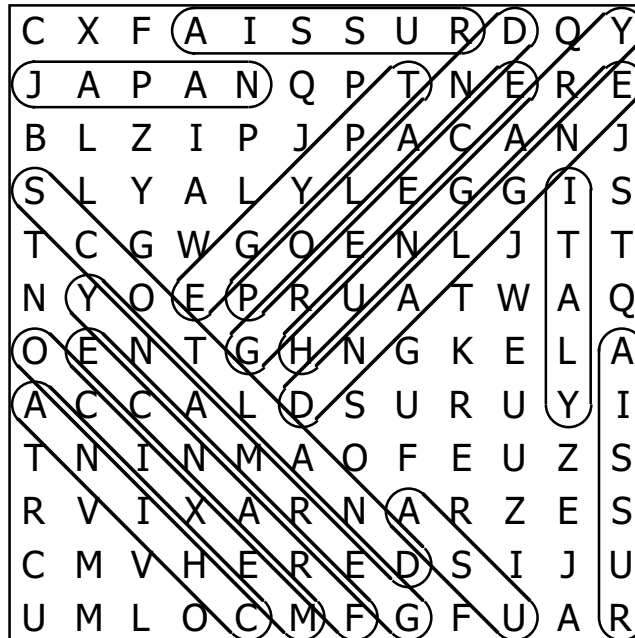
C	X	F	A	I	S	S	U	R	D	Q	Y
J	A	P	A	N	Q	P	T	N	E	R	E
B	L	Z	I	P	J	P	A	C	A	N	J
S	L	Y	A	L	Y	L	E	G	G	I	S
T	C	G	W	G	O	E	N	L	J	T	T
N	Y	O	E	P	R	U	A	T	W	A	Q
O	E	N	T	G	H	N	G	K	E	L	A
A	C	C	A	L	D	S	U	R	U	Y	I
T	N	I	N	M	A	O	F	E	U	Z	S
R	V	I	X	A	R	N	A	R	Z	E	S
C	M	V	H	E	R	E	D	S	I	J	U
U	M	L	O	C	M	F	G	F	U	A	R

Directions:

Write the name of the country where each of the following foods originated and find the country in the word search puzzle. The number of letters in the answer is given at the end of each clue.

- _____ 1. **Goulash** – a stew made with beef & vegetables, flavored with paprika & served on noodles (7)
- _____ 2. **Taco** – crispy corn tortilla sandwich filled with beef or chicken & topped with cheese, sauce and salad. (6)
- _____ 3. **Egg Roll** – a hollow, roll-shaped piece of dough filled with vegetables, fish or meat & fried. (5)
- _____ 4. **Lasagna** – broad, flat, cooked noodles layered in a baking dish & separated by cheese, sauce, and sometimes meat. (5)
- _____ 5. **Sushi** – various types of vinegary rice dishes, accompanied by pieces of raw fish. (5)
- _____ 6. **Matzo** – a large, flat piece of unleavened bread made from flour and water. (6)
- _____ 7. **Moussaka** – baked mixture of ground lamb used as a filling between layers of eggplant. (6)
- _____ 8. **Quiche** – pastry shell filled with egg & cream custard to which various ingredients are added. (6)
- _____ 9. **Crumpets** – thin, raised, unsweetened batter cakes that are baked on a griddle. (7)
- _____ 10. **Kielbasa** – garlic-flavored smoked sausage made from ground pork and beef. (6)
- _____ 11. **Sauerbraten** – beef roast which is marinated for several days before cooking. (7)
- _____ 12. **Fondue** – dish of melted cheese and seasonings, used as a dip for bread, cake, and fruit. (11)
- _____ 13. **Borscht** – a beet soup served hot or cold, usually with sour cream and boiled potatoes. (6)
- _____ 14. **Apple Pie** – pastry shell filled with sliced apples, seasoned with sugar and cinnamon, and then baked. (6,6)
- _____ 15. **Shortbread** – rich, crumbly cookie made with sugar, flour, and shortening. (8)
- _____ 16. **Shish Kabob** – small pieces of meat, usually lamb, broiled on skewers with onions and tomatoes. (6)

Food Geography • Answer Key

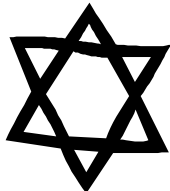


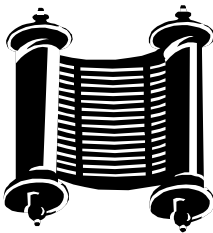
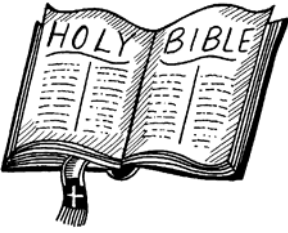





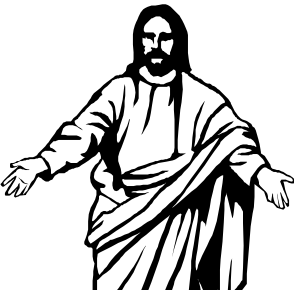


- | | |
|------------------------|--|
| <u>Hungary</u> | 1. Goulash – a stew made with beef & vegetables, flavored with paprika & served on noodles (7) |
| <u>Mexico</u> | 2. Taco – crispy corn tortilla sandwich filled with beef or chicken & topped with cheese, sauce and salad. (6) |
| <u>China</u> | 3. Egg Roll – a hollow, roll-shaped piece of dough filled with vegetables, fish or meat & fried. (5) |
| <u>Italy</u> | 4. Lasagna – broad, flat, cooked noodles layered in a baking dish & separated by cheese, sauce, and sometimes meat. (5) |
| <u>Japan</u> | 5. Sushi – various types of vinegary rice dishes, accompanied by pieces of raw fish. (5) |
| <u>Egypt</u> | 6. Matzo – a large, flat piece of unleavened bread made from flour and water. (6) |
| <u>Greece</u> | 7. Moussaka – baked mixture of ground lamb used as a filling between layers of eggplant. (6) |
| <u>France</u> | 8. Quiche – pastry shell filled with egg & cream custard to which various ingredients are added. (6) |
| <u>England</u> | 9. Crumpets – thin, raised, unsweetened batter cakes that are baked on a griddle. (7) |
| <u>Poland</u> | 10. Kielbasa – garlic-flavored smoked sausage made from ground pork and beef. (6) |
| <u>Germany</u> | 11. Sauerbraten – beef roast which is marinated for several days before cooking. (7) |
| <u>France</u> | 12. Fondue – dish of melted cheese and seasonings, used as a dip for bread, cake, and fruit. (11) |
| <u>Russia</u> | 13. Borscht – a beet soup served hot or cold, usually with sour cream and boiled potatoes. (6) |
| <u>USA</u> | 14. Apple Pie – pastry shell filled with sliced apples, seasoned with sugar and cinnamon, and then baked. (6,6) |
| <u>Scotland</u> | 15. Shortbread – rich, crumbly cookie made with sugar, flour, and shortening. (8) |
| <u>Russia</u> | 16. Shish Kabob – small pieces of meat, usually lamb, broiled on skewers with onions and tomatoes. (6) |

How the Major Religions of the World Celebrate Their Most Important Holidays

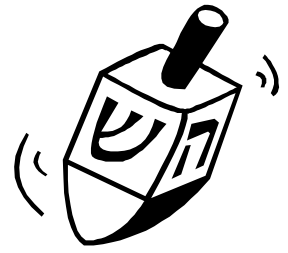
Objective:

To help students become familiar with the three major religions of the world and to develop a basic understanding of how they celebrate their most important religious holidays.

	Judaism	Christianity	Islam
Symbols	 Star of David	 Cross	 Crescent
Books	 Torah	 Bible	 Koran
Places of Worship	 Synagogue	 Church	 Mosque
Important People	 Abraham & Moses	 Jesus	 Mohammed
Important Holidays	Hanukkah and Passover	Christmas and Easter	Eid-ul-fitr and Eid-al-udr

Judaism

Holidays are an important part of the culture of the Jewish religion. All Jewish holidays and holy days are associated with specific food traditions. The Sabbath, which starts at sundown Friday, is marked with an elaborate meal, the best of the week.



Hanukkah is an eight-day festival in December, which celebrates the heroism of Mattathias and his sons the Maccabees, who defied Antiochus in the second century B.C. At this time, a miracle occurred. It was thought that there was only sufficient oil for one night's illumination, but the oil was found to last eight nights.



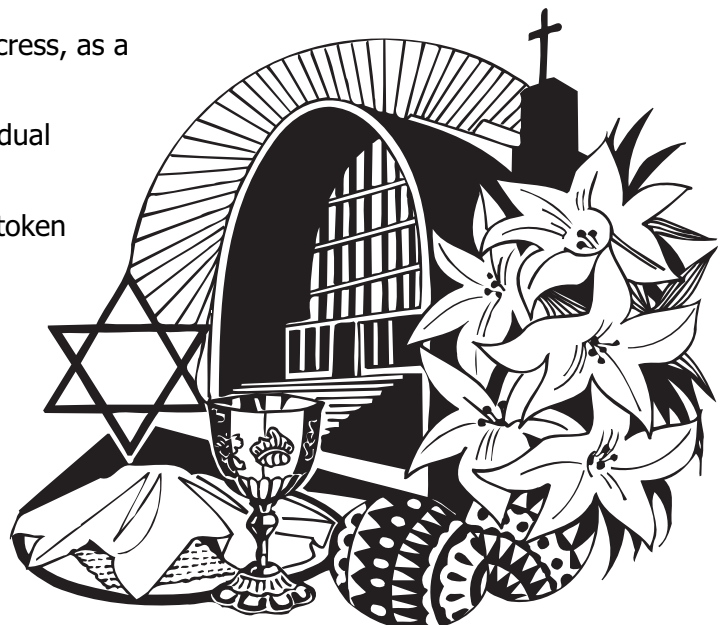
Hanukkah is sometimes called "**The Festival of Lights**". During this time families light an eight-branched candlestick called a **Menorah**. Candles are kindled each night in celebration, and games and gifts are usual. **Latkes** (potato pancakes), and **sufganiyah** (doughnuts), are traditional fare for dinner, along with specialties, such as gefilte fish, roast turkey, duckling, or chicken.

Pesach, or Passover, is a holiday that occurs in late March or early April. It is distinctive in the Jewish calendar because of the strict kosher requirements for its eight day duration.

The basis of Passover's special requirements is to commemorate the Jew's hasty departure from Egypt, before the bread they were baking had time to rise. During this time, unleavened bread called **matzo**, is traditionally eaten.

The week of Passover starts with a special meal known as a "**sedar**" or "**order of service**." The story of the exodus is read and explained. Everyone at the table tastes symbolic foods:

- Three matzos symbolizing the three groups into which each Jewish community was divided.
- Roasted lamb or chicken bone, which represents the sacrificial paschal lamb offered on the eve of the exodus.
- Bitter herbs, usually horseradish root and watercress, as a reminder of the bitterness of slavery.
- Roasted or hard-cooked egg, recalling the individual offering at the temple and the symbol of life.
- Salted water into which greens are dipped as a token of the tears shed for suffering and persecution.
- Blend of chopped apples, nuts, and wine called "**charoses**," which represents the bricks made without straw by the Israelites who were slaves in Egypt.
- Wine, which is served in goblets four times during the ceremony to symbolize the promise of redemption made four times in the Bible.



Islam

Almost 90 percent of the people living in the Middle East practice the same religion, Islam, based upon the teachings of the prophet Mohammed. People who follow Islam are called Moslems.

A set of dietary laws provide the basis for religious-based food restrictions. Moslems must observe these laws at all times, including periods of hospitalization, pregnancy, and travel.

Ed al Firs is a three day celebration that ends the fast of Ramadan. Ramadan is the ninth month of the Moslem calendar. The fast lasts the entire month. During this time, Moslems abstain from food, medications, and beverages throughout the entire day. Each night they may break the fast, which could include dates, soup, and beverages, followed by a main dish.

Ramadan commemorates the time when the words of the Koran were revealed to the prophet, Mohammed, through the archangel, Gabriel. Ed al Firs begins when the new moon appears. It is a joyous time for giving to the poor and sharing gifts with friends and relatives. A celebration takes place and sweets such as Pistachio Baklava, butterflies, and fruits are commonly eaten and shared.

Ed al Udr is the Moslem "**Festival of Sacrifice.**" This three-day holiday celebrates the faith of Abraham and falls on the 12th day of the Moslem year.

This is the time when many Moslems will make their pilgrimage to Mecca (their most holy place). It is also the time when families will slaughter and roast a lamb to be shared-- one third for the poor, one third for friends & family, and one third for a festival meal.

The holiday is celebrated by family visits, candies, sweets, tea, and favorite foods such as roast lamb, spicy foods, and lots of fruits and vegetables.



Christianity



For Christians throughout the world, **Christmas** is the time for celebrating the birth of the Christ child, Jesus. It is during this time that families wait with excitement and anticipation for the special day. Christmas is a time of gift giving and preparation with special foods that may be served throughout the season.

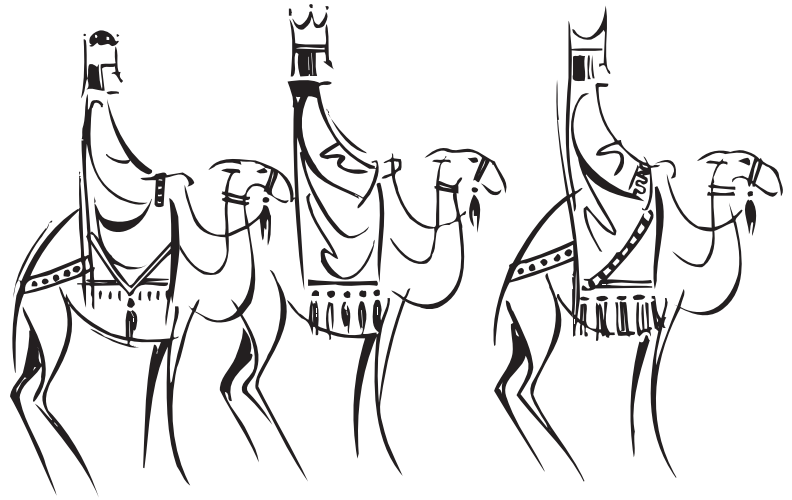
The celebration of Christmas varies among Christians of different countries; however, all usually result in special food preparation and some type of gift giving. Examples are:

December 5th: is the celebration of **St. Nicholas** in Germany and the Netherlands. During this special holiday, treats are placed in one's stockings or shoes, and baked pastries and spiced cookies are popular.

December 13th: The feast of **St. Lucia** starts the Christmas season in Sweden, with lots of baking of buns, sweet breads, and special cookies.

December 24th or 25th: This is when Christmas is usually celebrated in the United States and Canada. This time of the year celebrates the gift giving of the **"Wise Men"** with lots of presents and a special time for family and friends. Food is in abundance, such as candies, cakes, and cookies. A special meal is usually served which may include ham, turkey or a special roast. In Mexico,

most Christians go to the church on Christmas Eve at midnight, and come home to a festive dinner, which may include tamales, turkey, mole, a fried pastry called Bunuelos, and lots of special foods prepared especially for a celebration. Two weeks later, on January 6th, Hispanics exchange gifts and have another celebration to honor the **"Three Kings"**, who brought gifts to the Christ child. The day is called **"Three Kings Day."** At this time they eat a special sweet bread called **rosca de reye**.



Easter: Easter is the most holy of Christian celebrations. Easter marks the end of Lent, a 40-day preparation time for many Christians. If dietary restrictions are placed upon Christians, it's during this time, when some churches (for example Catholics) abstain from eating meat on Fridays and fast.

Easter always falls on the Sunday after Good Friday, the day Christ died, and it's a joyous time when Christians celebrate the risen Christ and his resurrection into Heaven.

Easter celebrations vary throughout the Christian world when it comes to food. But for the most part, most attend a church service and come home to a special meal, which could be served at any time of the day. One tradition that is carried out in many families is the coloring of eggs. These Easter eggs symbolize new life; representing the new life Christ has given Christians through his death and resurrection.

Common foods served at Easter are lamb, ham, and pork roast complete with spring vegetables and special breads or cakes.

Peppernuts-Pfeffernuss

(St. Nicholas Cookies - German)

2 C. sugar	6 eggs, well beaten
4 C. flour	1 C. walnuts
1 t. baking powder	1/2 C. citron
1/2 t. ground clove	Grated rind of 1 lemon
1 t. nutmeg	

1. Mix sugar, flour and baking powder and sift twice.
2. Add spices; mix. Add eggs; add walnuts, citron and lemon rind. Stir well.
3. Drop by teaspoonfuls onto cookie sheet.
4. Bake at 350 degrees until done.

Easy Easter Bread

(England)

1 pkg. yeast	3/4 C. scalded milk
1/4 C. warm water	4 to 4-1/2 C. flour
1 - 3 oz. pkg. instant lemon pudding mix	4 eggs
1/4 C. margarine	1 T. water
1/2 t. salt	Multicolored sprinkles

1. Dissolve yeast in warm water.
2. Mix pudding mix, margarine and salt in bowl; pour milk over pudding mixture. Mix until margarine is melted and pudding is dissolved; cool to lukewarm.
3. Add 1-1/2 cups flour; mix well. Beat in yeast and 3 eggs with electric mixer; add enough remaining flour gradually to make soft dough.
4. Turn out on floured surface; let rest for 10 minutes. Knead for 10 minutes; place in greased bowl. Let rise for 1 hour.
5. Divide into 6 equal parts; shape each part into rope. Make 2 braids, using ropes for each; place in circle in 2 greased 9-inch round cake pans. Let rise for 1 hour.
6. Beat remaining eggs with water; brush on braids. Shake sprinkles over braids.
7. Bake in preheated 375 degree oven for 25 minutes.

Israeli Doughnuts/Soofganiyot

(A Favorite Hanukkah Tradition)

Doughnuts are a favorite seasonal snack, eaten mostly in winter at Hanukkah. These doughnuts, cooked in oil, commemorate the oil that burned in the ruined temple in Jerusalem for eight days, although the supply appeared to be enough only for a single day. The secret of a really delicious doughnut is its freshness, so fry these just before serving. The dough can be made well ahead of time and refrigerated until ready to use (up to three days).

2-1/2 C. all-purpose flour

2 T. sugar

1 t. baking powder

1/4 t. salt

2 eggs, beaten

1 t. vanilla extract

1-1/2 C. (12 oz.) sour cream

1-1/4 C. vegetable oil (for frying)

Coating

1 C. powdered sugar (for coating doughnuts)

1. In a mixing bowl, add ingredients (except oil and powdered sugar) one at a time, mixing well after each addition. The batter will be very soft.
2. In a deep skillet, heat oil until hot enough to fry a 1-inch cube of bread in 1 minute. Carefully place dough, 1 tablespoon at a time, into oil. Fry doughnuts, a few at a time, 3 to 5 minutes, or until golden brown on all sides. Remove from oil with slotted spoon, or tongs, and drain on paper towels.
3. When all doughnuts are fried, pour powdered sugar into a plastic or brown paper bag. Add a few doughnuts at a time, close bag, and shake gently, until well coated. Repeat until all doughnuts are coated with sugar. Serve warm.

Makes approximately 25 doughnuts.

Fried Pastry/Bunuelos

Favorite Mexican Christmas Eve Pastry

Pastry Ingredients:

4 C. all-purpose flour	2 T. milk
2 T. sugar	1/4 C. vegetable oil
1 T. baking powder	1 C. warm water
2 eggs	1 C. vegetable oil (for frying)

Topping Ingredients:

1/2 C. sugar	3 T. cinnamon
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Instructions:

1. Thoroughly mix flour, 2 tablespoons sugar, and baking powder in a large bowl.
2. In another bowl, beat together eggs and milk. Then add to dry ingredients. Stir in 1/4 cup oil and mix well.
3. Add warm water and mix until dough can be handled easily. (If dough is too dry, add a few more teaspoons of warm water, one at a time.)
4. Place dough on a lightly floured board and knead until smooth.
5. Divide dough into 20 to 24 pieces and shape each into a ball. Flatten balls on the board with the palm of your hand. Cover for 20 minutes.
6. On a lightly floured board, use a rolling pin to roll out each flattened ball into a large round shape about 6 or 7 inches in diameter. Let stand for about 5 minutes.
7. Heat 1 cup oil in electric frying pan. Oil should be 360°F. If you do not have an electric frying pan, use a thermometer. Just before frying, flatten dough a little more.
8. Fry on first side for 2-3 minutes until golden brown. Fry on opposite side just until brown. Remove with tongs; absorb excess oil on paper towels.
9. Combine sugar & cinnamon. Sprinkle on top while still warm. Enjoy!

How the Major Religions of the World Celebrate Their Most Important Holidays

Objective:

To help students become familiar with the three major religions of the world and to develop a basic understanding of how they celebrate their most important holidays.

1. Complete the chart below using your handout as a guide:

Three Major Religions of the World

Major Religions	Judaism	Christianity	Islam
Most Important Holidays	1. 2.	1. 2.	1. 2.
Examples of how holidays are celebrated. (Can include dates and specific events or symbols, etc.)			
Foods that are commonly served at their holidays.			

4. Christians throughout the world have different ways of celebrating the season of Christmas. Give at least two examples below:

How the Major Religions of the World Celebrate Their Most Important Holidays • Answer Key

Judaism	Christianity	Islam
<p>1. Hanukkah 2. Passover</p>	<p>1. Christmas 2. Easter</p>	<p>1. Eid-ul-fitr 2. Eid-ul-fitr</p>
<p>An eight-day celebration in December including games and gifts where an eight branch candlestick called a Menorah is lit.</p> <p>An eight day holiday that occurs in late March or early April where symbolic foods are eaten.</p>	<p>A time for celebrating the birth of the Christ child. Families get together and exchange gifts. In the U.S. and Canada it is usually celebrated on December 25th.</p> <p>A holiday that marks the end of the preparation period of Lent where many Christians abstain from eating meat on Fridays. It marks the Resurrection of Christ into heaven.</p>	<p>Three day celebration ending a month long fast where they give to the poor and share with friends and family.</p> <p>A three-day celebration that is on the 12th day of the Muslim year. This is when many Muslims make the pilgrimage to Mecca.</p>
<p>Latkes and sufganiyah. Matzo, roasted lamb, bitter herbs, roasted egg and charoses.</p>	<p>Candies, cakes, cookies, and a meal with a special roast such as ham or turkey.</p> <p>Lamb, ham, and pork roast complete with spring vegetables and special breads or cakes.</p>	<p>Pistachio Baklava, butterflies, and fruits are commonly eaten and shared.</p> <p>Candies, sweets, tea, and favorite foods such as roast lamb, spicy foods, and lots of fruits and vegetables.</p>

- Three matzos symbolizing the three groups into which each Jewish community was divided. Roasted lamb or chicken bone, which represents the sacrificial paschal lamb offered on the eve of the exodus. Bitter herbs, usually horseradish root and watercress, as a reminder of the bitterness of slavery. Roasted or hard-cooked egg, recalling the individual offering at the temple and the symbol of life. Salted water into which greens are dipped as a token of the tears shed for suffering and persecution. Blend of chopped apples, nuts, and wine called “**charoses**,” which represents the bricks made without straw by the Israelites who were slaves in Egypt. Wine, which is served in goblets four times during the ceremony to symbolize the promise of redemption made four times in the Bible.
- Moslems abstain from food, medications, and beverages throughout the entire day. Each night they may break the fast, which could include dates, soup, and beverages, followed by a main dish.
- December 5th:** is the celebration of **St. Nicholas** in Germany and the Netherlands. During this special holiday, treats are placed in one’s stockings or shoes, and baked pastries and spiced cookies are popular.
December 13th: The feast of **St. Lucia** starts the Christmas season in Sweden, with lots of baking of buns, sweet breads, and special cookies.
December 24th or 25th: This is when Christmas is usually celebrated in the United States and Canada. This time of the year celebrates the gift giving of the “**Wise Men**” with lots of presents and a special time for family and friends. Food is in abundance, such as candies, cakes, and cookies. A special meal is usually served which may include ham, turkey or a special roast. In Mexico, most Christians go to the church on Christmas Eve at midnight, and come home to a festive dinner, which may include tamales, turkey, mole, a fried pastry called Bunuelos, and lots of special foods prepared especially for a celebration. Two weeks later, on January 6th, Hispanics exchange gifts and have another celebration to honor the “**Three Kings**”, who brought gifts to the Christ child. The day is called “**Three Kings Day**.” At this time they eat a special sweet bread called **rosca de reye**.

Appetizers Around the World

Objective:

To help students better understand the importance of appetizers, and how various cultures include them as an important part of their meals.

Many cultures serve appetizers as an important part of their main meal. Appetizers are served for a variety of reasons: to stimulate the appetite, to take the edge off hunger before the main meal, to add to the social aspects of a meal, and to contribute toward the nutritional balance of a meal.

Characteristics of Appetizers Around the World

Spain: The Spanish call their appetizers **tapas**. Usually they are served in the early evening hours to take the edge off hunger, since they traditionally don't serve dinner until 9 or 10 p.m. Many Spanish people gather in the evenings at tapas bars for beverages and appetizers. Tapas bars include smoked meats, vegetables, olives, and little pastries.

Mexico: In Mexico and certain parts of South America, people are accustomed to snacking whenever they are hungry and appetizers have become a typical part of the day's cuisine. Tacos and other appetite-creating foods are **called antojos ("whims") or antojitos ("little whims")**, depending upon their size. In Mexico, chips, dips, and filled finger foods made from tortillas are popular. These tortilla appetizers are small turnovers filled with chopped meat, olives, raisins, and onions.

France: The French take their meals very seriously and appetizers are an important part of their leisurely meal. **Hors d'oeuvres** is a French term for appetizers. They consist of small dishes or types of food designed to stimulate the appetite. They can be served cold or hot.

Italy: The Italians also consider mealtime a slow, relaxed time to enjoy friendship and prepare for the main meal. They call their appetizers **antipasto**. This may include selections of meat and vegetables (salami, ham, hard-cooked eggs, celery, radishes, pickled beets, black olives, red pepper, tomatoes, etc.), all in a colorful arrangement served before the meal.

Greece: The Greeks call their appetizers **mezedhes**. They are served at outdoor vendors, in cafes, and at home. They may include a variety of olives, feta cheese, pistachio nuts, garlic-flavored sausage, shrimp, and hard-cooked eggs.

Arab States (Lebanon, Iraq, Jordan, Syria, Saudi Arabia and Egypt): The Arab countries call their appetizers **mazza**. They are considered to be an important part of a nutritionally balanced meal and are often used to stimulate the appetite. Common mazza may include marinated or seasoned olives and vegetables. Some with bulgar, like **tabbouleh** (chopped tomatoes, radishes, onions, mint and bulgar), are served with **shrak**, a flat bread. Also popular is **hummus** (chickpeas and sesame paste on flat bread).



Russia: In Russia, **zakusha** are appetizers that become an important part of meals when guests are present, especially among the wealthy. Zakusha may include smoked salmon, pickled herring, fish in aspic, cold meats, cheese, pickles, pates, salads, and a variety of breads.

India: In India, most families don't serve appetizers, except for special occasions and among the upper and middle class. They will be included as an important part of the meal. **Samosas** are important appetizers that are small, stuffed pastas that include vegetables, fish, or meat (usually lamb).

China: The Chinese traditionally don't server appetizers before the meal, unless one considers soup to be an appetizer. However, in Chinese restaurants in America, appetizers are very much a part of the meal. These include spring egg rolls, wontons, cheese puffs, etc.

Chick Peas Dip - Humus (Israel)

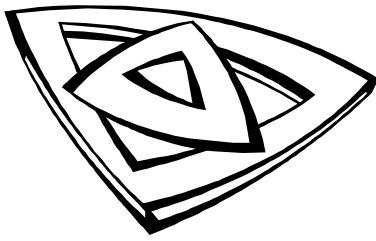
1 can chick peas	2 T. olive oil
1/2 C. sesame seeds	1/2 t. salt
6 T. water	1 t. parsley flakes
3 T. lemon juice	

1. Place all ingredients in a food processor or blender and blend until smooth.
2. Remove and serve with dry bread or crackers.
3. Can be store in tight-fitting container for up to two weeks.

Hors d'oeuvres - Boules de Fromage Frite

1 C. grated cheddar cheese	Salt to taste
1 beaten egg yolk	Dash of pepper
1/4 t. mustard	1 stiffly beaten egg white
1/4 C. soft bread crumbs	

1. Mix cheese with egg yolk, mustard, bread crumbs, salt and pepper.
2. Fold in egg white; shape into balls. Roll in additional soft bread crumbs; roll in additional beaten egg yolk and again in crumbs.
3. Fry quickly in deep fat.



Appetizers Around the World

Objective:

To help students better understand the importance of appetizers and how various cultures include them as an important part of their meals.

1. What are some of the reason for serving appetizers before a meal?

- 2-8. Match the name given for appetizers with the country. Place the correct letter before the country.

2. _____ Greece	a. Tapas
3. _____ Spain	b. Hors d
4. _____ Italy	c. Antojos
5. _____ Mexico/South America	d. Zabusha
6. _____ Arab States	e. Antipasto
7. _____ France	f. Mezedhes
8. _____ Russia	g. Mazza

9. Can you explain how American restaurants have influenced traditional Chinese cuisine to include appetizers?

10. After reading about "*Appetizers Around the World*", choose one of the countries mentioned and find a recipe for a traditional appetizer.

Note: As a class you may decide to have an "Around the World" appetizer buffet. This way you could taste a variety of appetizers and learn more about them.

Appetizers Around the World • Answer Key

Objective:

To help students better understand the importance of appetizers and how various cultures include them as an important part of their meals.

1. What are some of the reason for serving appetizers before a meal?

Some of the reasons are to stimulate the appetite, to take the edge off hunger before the main meal, to add to the social aspects of a meal, and to contribute toward the nutritional balance of a meal.

- 2-8. Match the name given for appetizers with the country. Place the correct letter before the country.

2. **f** Greece

a. Tapas

3. **a** Spain

b. Hors d'oeuvres

4. **e** Italy

c. Antojos

5. **c** Mexico/South America

d. Zakusha

6. **g** Arab States

e. Antipasto

7. **b** France

f. Mezedhes

8. **d** Russia

g. Mazza

9. Can you explain how American restaurants have influenced traditional Chinese cuisine to include appetizers?

Since the American culture includes appetizers, in Chinese restaurants in America, appetizers are very much a part of the meal. These include spring egg rolls, wontons, cheese puffs, etc.

10. After reading about "Appetizers Around the World", choose one of the countries mentioned and find a recipe for a traditional appetizer.

Recipes will vary.

Pancakes Around the World

Many Names, Many Varieties



Objective:

To help students better understand that pancakes have many variations throughout the world.

Begin class with a discussion on pancakes. You may want to ask them questions such as:

- Do you like pancakes?
- How many different ways have you seen pancakes served?
- Do you know that many countries in the world have their own variations of foods similar to pancakes?

Have students match the country with the pancake variation. The answers are below.

	Country	Pancake Variations
<u> d </u>	Sweden	a. tortilla
<u> h </u>	Norway	b. aggekage
<u> b </u>	Denmark	c. crepes suzette
<u> f </u>	Poland	d. plattar
<u> g </u>	England	e. latkes
<u> i </u>	Austria	f. racuchy
<u> c </u>	France	g. dessert pancakes
<u> j </u>	Germany	h. pannekakaer
<u> e </u>	Israel	i. nockerln
<u> a </u>	Mexico	j. pfannkuchen

You may want to ask students how many of these pancake variations they have tasted. How would they compare them to our pancakes?

This might be a good opportunity to introduce a lab making pancakes from around the world.

Recipes for pfannkuchen and crepes are included.

Swedish Pancakes (Sweden)

3 eggs

1/4 C. sugar

1 t. salt

2 C. milk

1 C. flour

1/2 t. baking powder

1. Beat the eggs in a large mixing bowl, preferably with an electric beater. Reduce speed; add sugar, salt, milk, flour and baking powder. The batter is very thin.
2. Drop small amounts on a buttered griddle, which has been heated, to baking temperature. Bake pancake on one side, turn and bake on other side.
3. After baking, spread jelly in a thin layer through the diameter of the pancake; roll up in jelly roll fashion.
4. May serve with powdered sugar, syrup or butter. **Makes 3 servings.**

Basic Crepe Recipe

1-1/4 C. flour

2 T. sugar

Pinch of salt

3 eggs beaten

1-1/2 C. milk

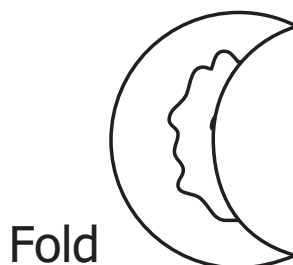
2 T. butter, melted

1. Place all ingredients in blender or mixer and beat well. Let batter stand 1 hour for more perfect crepes.
2. Place crepe pan or Teflon skillet over medium heat and heat just until it sizzles a drop of water.
3. Pour 2 - 3 tablespoons of batter in pan. Lift and tilt pan to spread batter. Return to heat and brown on one side only. With a Teflon turner, gently loosen sides and slide out of pan.

Fillings

You can fill your crepes with a variety of fillings, such as: sugar and cinnamon mixture, pie fillings, strawberries and cream, jams, and chicken or tuna salad.

How to Roll Your Crepe



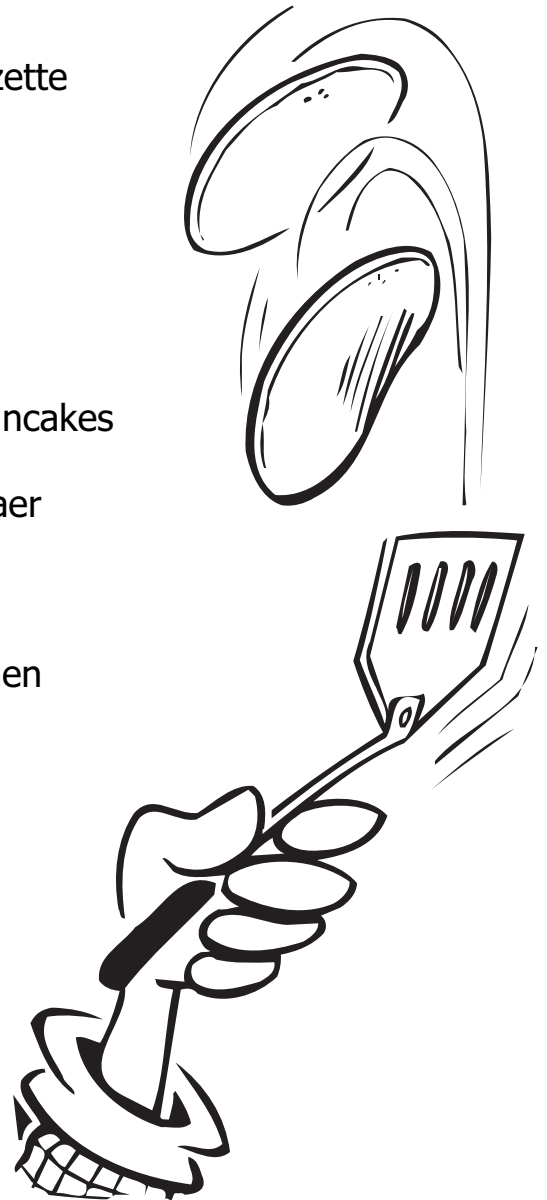
Pancakes Around the World

Many Names, Many Varieties

Objective:

Pancakes are an international favorite. Many countries have some form of a pancake. Match each of the following countries with its term for pancake.

Country	Pancake Variations
_____ Sweden	a. tortilla
_____ Norway	b. aggekage
_____ Denmark	c. crepes suzette
_____ Poland	d. plattar
_____ England	e. latkes
_____ Austria	f. racuchy
_____ France	g. dessert pancakes
_____ Germany	h. pannekakaer
_____ Israel	i. nockerln
_____ Mexico	j. pfannkuchen



Cultural Diversity Project

Ethnic Influences and Foods

Objective:

To become familiar with foods, cooking methods, eating habits and cultural characteristics of different ethnic groups and geographical areas of the world, and to understand the influence of those ethnic groups on the United States.

Directions:

1. Organize in groups of 3 to 4 persons. Write the names of your group members on the project outline.
2. Choose a country or geographical area outside the U.S. and learn as much as you can about the ethnic cooking and cultural characteristics of this area.

Country/geographical Area: _____

3. Research in the media center. Keep a bibliography and notes from each source you use. Remember: the encyclopedia and social studies books, as well as cookbooks, will offer the best information. Research should include:
 - Cultural habits
 - Characteristics
 - Eating habits
 - Meal times
 - Unusual foods
 - Typical holiday meals
 - Typical ordinary meals
4. Write a report on the foods and eating habits of this country, including the above points in your research. **Report Due:** _____
5. Each group is to present an oral presentation of the information to the class. All group members need to take part in the presentation. The report should be 8 - 10 minutes in length. Include a graphic such as a display board, picture/information poster, overhead or PowerPoint presentation.

Presentation Date: _____

6. Choose a typical food of this culture to prepare for your classmates. Record the recipe and instructions on a separate piece of paper.

Type of food your group is preparing: _____

7. Complete a lab planning sheet and a market order. Prepare the dish to share with class during your presentation.

Cultural Diversity Project Outline



Group Name: _____

Group Members: _____

Country or Ethnic group you are studying: _____

Group Plan:

1. How will you do the research to learn more about the foods and cooking habits of this region or geographical area?

2. How will you share this information with your classmates? (Your choices are poster, information notebook, display, printed information sheet, presentation, etc.). In addition to this, you must hand in a two-page report on the foods and cultural characteristics that affect this country or ethnic group.



3. After learning about the eating habits and foods of this country or ethnic group, choose a food to make and share with your classmates. Food should be nutritionally adequate and one that can be prepared ahead of time.

Food Your Group Will Be Making: _____

Note: Please check with teacher ahead of time!!

4. Write the recipe for the food you're making below:

5. Write a "market order" for the food you're preparing. Make sure you include exact amounts.

Amount	Ingredient
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Any special equipment needed? _____ Yes _____ No

If yes, what do you need?

Group Name: _____ Hour: _____

Country: _____ Score: _____ /60

Cultural Diversity Project Evaluation

1. All the members of the group participated in the presentation.

1 2 3 4 5

2. The presentation included the use of a visual aid that was useful for the presentation. It was neatly and attractively done.

1 2 3 4 5

3. The presentation included accurate information about:

- Cultural habits, such as meal times and eating habits

1 2 3 4 5

- Characteristics of typical foods and special or holiday foods.

1 2 3 4 5

- Historical influences on food preparation choices of the country.

1 2 3 4 5

- A recipe demonstration of a typical food presented with knowledge of how it is prepared.

1 2 3 4 5

4. The written report shows evidence of in-depth investigation and knowledge of the country's cultural characteristics. It is either written neatly, in pen or typed. Proper grammar, spelling, and punctuation is used.

1 5 10 15 20

5. A bibliography is included with the paper indicating a minimum of two resources that have been used.

1 2 3 4 5

6. All members participated in the research and putting together of the information. All members are knowledgeable of the country's eating habits and cultural characteristics.

1 2 3 4 5

Notes and Comments:



Food & Culture

What do you choose to eat when you are hungry? Where do you usually eat? How is your food prepared, and how does food make you feel? Your answers to these questions reflect your food habits. A number of factors affect our food habits and they vary from person to person, as well as within different cultures.

1. Define the following terms. Use your textbook, dictionary or encyclopedia.

Culture:

Cuisine:

Customs:

Food Patterns:

2. What are the food patterns of your cultural background? Write a paragraph or two describing food patterns of your cultural background. (This might be a good time to interview a parent, grandparent or elderly relative, as they many times have stories and interesting cultural backgrounds that they might enjoy sharing with you.)

African Cuisine

Africa is the second largest continent and its land ranges from sandy deserts to tropical forests. Africa is as varied as its geography; therefore, they do not have a typical cuisine, but each nation has typical foods depending upon availability of foods and water supplies.



Each country has unique dishes; however, some similarities exist, such as **akla**, a popular snack food in Western Africa. It is made from chickpeas, which are cooked, mashed, formed into balls, and fried. Most people in rural Africa do not have refrigerators, so they must rely on fruits and vegetables in season, and grains such as corn, wheat, teff (a millet-like grain), and maize, which can be stored for the winter months. In season, a wide variety of fruits, such as papaya, mango, plantain (like a banana), and citrus fruits, are available. Root vegetables, such as **cassava** (like a sweet potato), and potatoes, are common and can be stored to last beyond the growing season. During the growing season, okra, beans, corn, and a variety of vegetables and herbs are grown. The most common breads are flat breads, pita breads, **kessa** (a round oven bread), and other that are made from cornmeal.

Most rural African families do not eat meat everyday. For special occasions or a couple of times a month, an entire village or a large extended family may roast a **mechoui** (lamb), that has been smoldered and cooked for hours over an open fire, or 1/4 of a cow may be roasted or boiled. For special occasions, African families will treat their guests and themselves to a delicious boiled chicken stew/soup with vegetables, herbs, and a side of rice.

African Meals

In most of Africa, especially rural areas, people follow the traditional pattern of eating two meals a day. The first, being at midday and the second in the evening. They both are quite similar and will consist of the following:

- Main dish soup or stew
- Starch accompaniment, such as rice, bread, yams, cassava, or plantain
- Fruit in season

Snacking is popular in Africa and, on city streets, vendors sell foods like fried plantain, akla, nuts, broiled meat, fried vegetables, and fruit. Sweets are not common in Africa; for a special treat, children will suck on sugar cane.

African meals are served on low tables with pillows or carpets on the floor. Food is served from a central dish and placed in the center of the table. Some people use knives, forks, and spoons, but many rural areas use their hands, except for soup spoons.



Africa - Yams

Yams are the native food of Africa and one of the most important staples of the country. Yam dishes are used to celebrate everything from marriage, to birth, to death.

Yams can be prepared in a variety of different ways. The following are some examples of different ways yams are prepared for celebration:

1. Parboil several yams. Cool and peel. Slice in rounds and brown in palm nut or peanut oil.
2. Parboil, cool, and peel several yams. Slice and layer them into a buttered baking dish with layers of finely sliced onions and grated cheese of your choice. (Parboil: To boil in liquid until partially cooked. Yams should soft enough that a fork will easily pierce them.)
3. Sprinkle with bread crumbs. Bake 15 minutes at 350° F.
4. Bake whole yams at 350 degrees for 45 minutes. Slice open and serve hot with dark brown sugar and cinnamon.

Samosas (Spiced Meat Pastry)

This recipe originated in South Africa. This dish is likely to be traditionally served at "high tea" in South Africa.

1 lb. ground beef	1/4 t. cayenne pepper
3 red bell peppers (chopped)	5 cardamon pods (crushed)
6 garlic cloves (chopped finely)	1 t. cinnamon
2 t. caraway seeds	Juice of 2 lemons
1 lb. onions (chopped finely)	2 lbs. flour
Salt and pepper to taste	Oil for frying

1. In a large bowl, place the ground beef and then add chopped red peppers, salt, garlic, caraway, onions, cayenne pepper, cardamon, cinnamon and juice of lemons. Mix well together as you would when making a meatloaf.
2. Take some of the flour and flour a board. Place the meat mixture on the floured surface and knead and mix in one cup of flour at a time until the whole 2 lbs. of flour is kneaded in.
3. Then form meat-dough balls about the size of a small meatball and fry on all sides in oil until browned. Frying time is 10 to 15 minutes per batch. Drain on paper towels and serve warm.

African Cuisine

Objective:

Students will develop a basic understanding of African cuisine.

1. Why would not having a refrigerator make a difference in the foods that are available to the rural African family? Explain:

2. Describe some of the foods that are commonly used in African cuisine:

3. Why do you think meat is not served at most meals in Africa? When it is, why would large quantities be available?

4. Describe how the table would be set for an African meal and what types of foods would be served. You can diagram food if you so desire.

5. Yams (which are a type of sweet potato) are very important to the African diet for the following reasons; explain in your own words why they would be important.
 - They are high in vitamins A & C.
 - They are a good source of starch/fiber.
 - They taste good and have a naturally sweet flavor.
 - They can be prepared in a variety of ways.

Note: You may want to try the African Yam recipes! They're good and good for you!

African Cuisine • Answer Key

Objective:

Students will develop a basic understanding of African cuisine.

1. Why would not having a refrigerator make a difference in the foods that are available to the rural African family? Explain:

Refrigerators are used to store food so it lasts longer. Since most African families do not have refrigerators, they must rely on fruits and vegetables that are in season. They also rely on grains that can be stored for use when it is winter and fruits and vegetables are not in season.

2. Describe some of the foods that are commonly used in African cuisine:

*In season, a wide variety of fruits, such as papaya, mango, plantain (like a banana), and citrus fruits, are available. Root vegetables, such as **cassava** (like a sweet potato), and potatoes, are common and can be stored to last beyond the growing season. During the growing season, okra, beans, corn, and a variety of vegetables and herbs are grown. The most common breads are flat breads, pita breads, **kessa** (a round oven bread), and other that are made from cornmeal.*

3. Why do you think meat is not served at most meals in Africa? When it is, why would large quantities be available?

Meat is not served at most meals in Africa because it cannot be easily stored. Meat needs to be refrigerated so it does not spoil, but since this is not always possible in Africa, most meals do not include meat. When there is meat available, it must all be eaten right away since there is no place to store what is leftover.

4. Describe how the table would be set for an African meal and what types of foods would be served. You can diagram food if you so desire.

African meals are served on low tables with pillows or carpets on the floor. Food is served from a central dish and placed in the center of the table. Some people use knives, forks, and spoons, but many rural areas use their hands, except for soup spoons.

5. Yams (which are a type of sweet potato) are very important to the African diet for the following reasons; explain in your own words why they would be important.

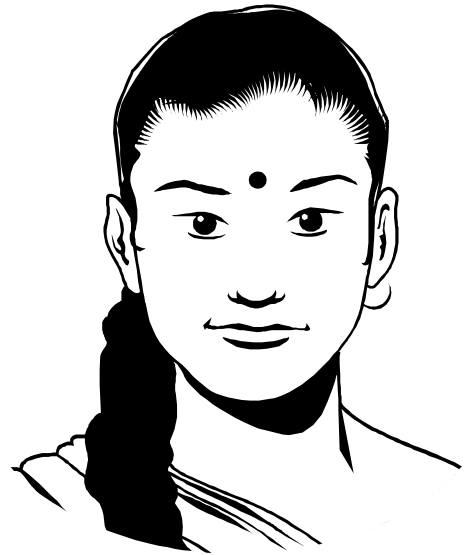
- They are high in vitamins A & C.
- They are a good source of starch/fiber.
- They taste good and have a naturally sweet flavor.
- They can be prepared in a variety of ways.

Personal answers will vary.

Asian Indian Cuisine

India is the second most populated country in the world. Religion has been a major influence on the development of Indian cuisine. Most Indians are Hindu or Moslem. Moslems cannot eat pork, and during special times of the year follow strict dietary guidelines. Hindus cannot eat beef, because the cow is considered sacred. Many are vegetarians, although some belonging to the lower caste (class) will eat mutton, poultry, fish, and goat. That is why, McDonalds' in India, serves lamb burgers instead of hamburgers.

Along with religion, the climate, economic status, and availability of food, has limited many Indians diet to grains, legumes, fruits and vegetables. Vegetables are common in Indian cooking; their **pulses** (legumes), are an important source of protein.



Indian Main Dishes

Rice is a staple food throughout most of India. Although served mainly as a side dish, in curries, and with legumes and vegetables, it becomes part of the main dish. Indians are known for their **curry** (meaning sauce). Indian curries are made by pounding a variety of spices and adding them to pickled fruits or cooking them with sugar and vinegar. The curry is then combined with meat, poultry, fish, or (in vegetarian households) a variety of vegetables.

India has miles of coastline, and for people living in this region, a variety of fish and seafood goes into their main dishes. Usually the fish is prepared or stuffed with a variety of spices and steamed, broiled, or baked.

For Indians who do not practice the Hindu religion, goat, mutton, and chicken are the main meats. Many of these meats are braised, broiled, baked, or grilled with a variety of spices and sometimes a yogurt cream sauce.

Indian Seasonings

If you remember history, Columbus set out to find the trade route to the West Indies. He was in search of the spices, which are so readily available in India.

One of the secrets to flavorful foods of India is the right combination of spices. The art of cooking lies in mastering the use of spices, the essence of Indian cuisine. This is common to curry, which includes a mixture called **masala**. (You will have an opportunity to taste and smell some common Indian spices and perhaps make some **masala** as part of a class learning experience.)

Indian cooks have a wide variety of spices at their disposal - well over 100 different kinds. The most common spices are saffron, fenugreek, cumin seed, coriander seed, turmeric, and fennel seed.

Fresh herbs add flavor to Indian foods. They are used to make **chutneys** (condiments containing fruits, onions, spices, and herbs) and sauces. Coriander leaves, mint, and sweet basil are the most popular fresh herbs. Spices, such as saffron and turmeric give rice or potato dishes a bright yellow color. Red and green chilies add color to curries.

Indian Meals

During Indian meals, all dishes are served at one time. The serving dishes are usually placed upon a **thali** (a large, round tray).

In middle class families, the main meal would be at noon and include the following:

Main Meal:

- Meat or fish dish (if vegetarian, made with legumes)
- 2-3 vegetables
- Rice or lentils
- **Chapatis** (unleavened bread)
- If sweets are served with the meal, rather than afterwards, they are served with tea.

1st Meal or Breakfast:

- Usually light - may have rice, lentils or bread with fruit
- Tea or goat's milk

Evening Meal:

- Curry with rice or **samosas** (small pastry stuffed with vegetables, meat or fish)



Making Garam Masala

(Indian Spice Mixture)

Objective:

Students will make their own Garam Masala and prepare Indian dishes using this spice mixture.

Garam Masala is a popular spice mixture that is usually prepared ahead of time and used in many Indian dishes. The combination of spices may vary; however, the ingredients must retain their identity without overpowering the flavors.

Indian cooks use two types of Masala: wet and dry. The spicy dishes of the Coastal South use wet Masala. These are prepared by mixing the spices with vinegar, coconut milk, or water. Dry Masala is used throughout India, especially in the North.

Recipe for Garam Masala

24 large cardamom seeds
2 oz. coriander seeds
2 oz. black peppercorns
1-1/2 oz. caraway seeds
1/2 oz. cloves
1/2 oz. ground cinnamon

1. Remove skin from the cardamom seeds if necessary.
2. Grind cardamom seeds, coriander seeds, peppercorns, caraway seeds, and cloves until fine.
3. Add cinnamon and mix thoroughly.
4. Seal in airtight containers until use.

Note: Indian cooks like the fresh flavors of their spices, so they prefer to grind them. If it is not possible to obtain whole spices, you can use ground ones.

You are now ready to use your Garam Masala when cooking Indian dishes. Feel free to check the Internet or Indian cookbooks for recipes to your liking.

Indian Cuisine

Healthy Foods Flavored With a Variety of Seasonings

Objective:

To become more familiar with the foods of India and how spices are such an important a part of traditional dishes.

Characteristics of Indian Cuisine

1. Many Indian dishes are vegetarian (plant-based in nature), including grains, vegetables, and legumes. Explain how vegetables are used in Indian cuisine and why:
2. Northern India was invaded by the Mongolians, who brought their meat-based cuisine, which included more meat, dairy products, and spices. What types of meat are most common in India, and how are they prepared?
3. Explain how a meal would be served in India and list some common foods:
4. Most Asian Indians are Hindu or Moslem. How does religion influence their diet?

Spices in Indian Cuisine

Indian cooking requires a variety of spices and fresh herbs to enhance the flavor of foods as well as its appearance and/or color. You have had an opportunity to smell and/or taste some of the over 100 varieties of spices used in Indian cooking.

5. Name some of the common herbs/spices used in Indian Cuisine, including those used for flavoring and those used for color:
6. After tasting/smelling a few of these spices, how might they enhance Indian foods? What are some of the characteristic flavors, smells and colors? Give at least two examples:

Indian Cuisine • Answer Key

Characteristics of Indian Cuisine

1. Many Indian dishes are vegetarian (plant-based in nature), including grains, vegetables, and legumes. Explain how vegetables are used in Indian cuisine and why:

Since many people in India are vegetarians, legumes provide the protein that they need to be healthy. Curry is a common ingredient in the sauce that is used in vegetarian dishes. Vegetable, grains and legumes are often fried or mashed and served with spices.

2. Northern India was invaded by the Mongolians, who brought their meat-based cuisine, which included more meat, dairy products, and spices. What types of meat are most common in India, and how are they prepared?

Goat, lamb, fish and poultry are the most commonly eaten meat in India. These meats are also many times to include a curry-based sauce in the meal.

3. Explain how a meal would be served in India and list some common foods:

During Indian meals, all dishes are served at one time. The serving dishes are usually placed upon a thali (a large, round tray). In middle class families, the main meal would be at noon and include the following:

Main Meal:

- *Meat or fish dish (if vegetarian, made with legumes)*
- *2-3 vegetables*
- *Rice or lentils*
- *Chapatis (unleavened bread)*
- *If sweets are served with the meal, rather than afterwards, they are served with tea.*

4. Most Asian Indians are Hindu or Moslem. How does religion influence their diet?

The Hindus cannot eat beef, because they consider the cow to be sacred. Moslems cannot eat pork. At McDonald's in India, they serve Lamb burgers because beef cannot be used because of their religious beliefs. Because some types of meat cannot be eaten, many Indian dishes focus on vegetables as the main ingredient.

Spices in Indian Cuisine

Indian cooking requires a variety of spices and fresh herbs to enhance the flavor of foods as well as its appearance and/or color. You have had an opportunity to smell and/or taste some of the over 100 varieties of spices used in Indian cooking.

5. Name some of the common herbs/spices used in Indian Cuisine, including those used for flavoring and those used for color:

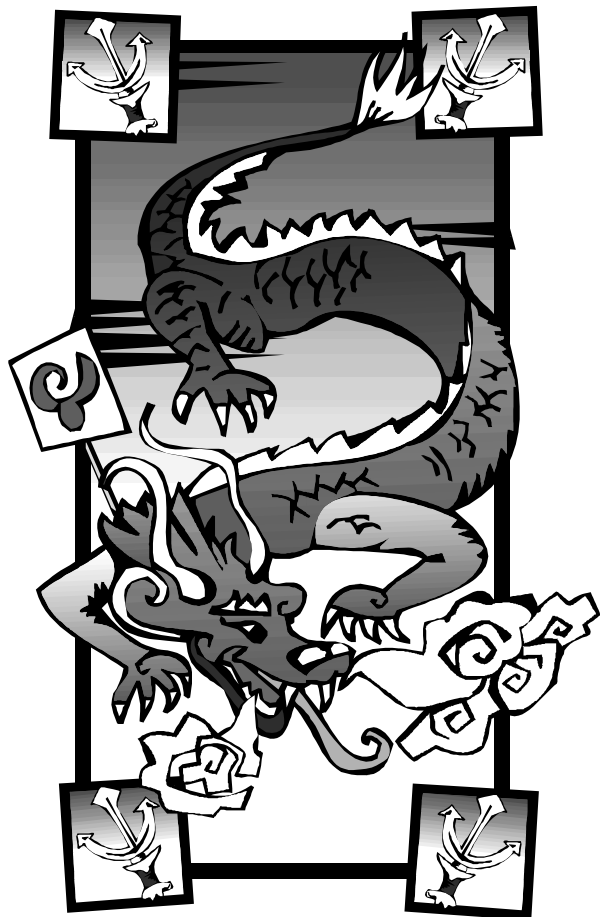
Flavoring Spices: *Curry powder, cumin, coriander, fennel, and mustard seeds or powder. Garam Masala (an Indian spice mixture that can be purchased at Indian stores or some supermarkets in dry or paste form). Chile powder, cayenne pepper, and fresh ginger root.*

Spices for Color: *Saffron gives a nice orange color and is very expensive. Turmeric turns food a brilliant yellow hue.*

6. After tasting/smelling a few of these spices, how might they enhance Indian foods? What are some of the characteristic flavors, smells and colors? Give at least two examples:

Answers will vary.

Chinese Cooking Methods



China is a large country with very diverse cuisine. The traditional diet of the Chinese varies greatly depending upon the region in which one lives in. This is due to such factors as climate, terrain, and culinary heritage.

The four main regions where dietary practices and foods differ are:

North & Northeast Region

This region is less densely populated, with more land used for agriculture and a climate for growing grains such as wheat and corn. Wheat products, such as bread, steamed buns, pancakes (bing), dumplings, and noodles, are common. While Beijing duck is a favorite, pork and chicken are common in dishes, as are garlic, scallions, soybean paste, and a variety of vegetables.

East & Coastal Region

This region includes the Yangtze River, which provides water for the growing of fruits and vegetables, as well as an abundance of fish. This, along with the coastal

areas, includes many fish dishes cooked with vegetables and rich colorful sauces, using mellow soy sauce, chao hosing (rice wine), and black vinegar to enhance the flavors. Chicken, red cooked pork, and ham are used in a variety of vegetable dishes. This is the region where delectable meatless dishes originated. Rice is the most common grain and is served at most meals.

West & Central Region

This region is where Hunan and Szechwan cooking began. Named after the provinces where they originated, the food is spicy and bold. Onions, garlic, scallions, chilies, pepper, bean curd, sesame oil, and black beans are used to enhance flavors. Common cooking methods are frying, braising, and grill roasting.

Southern Region

The cooking of southern China is usually Cantonese. Most often they rely on technique and blending of natural flavors more than a lot of seasoning. Quick dipping, quick boiling, stir frying, and steaming are all Cantonese techniques. They rely on soy, soy beans, oyster sauce, salt, and shrimp paste for flavors. They use less meat and an abundance of vegetables and fruit.

Common Chinese Ingredients

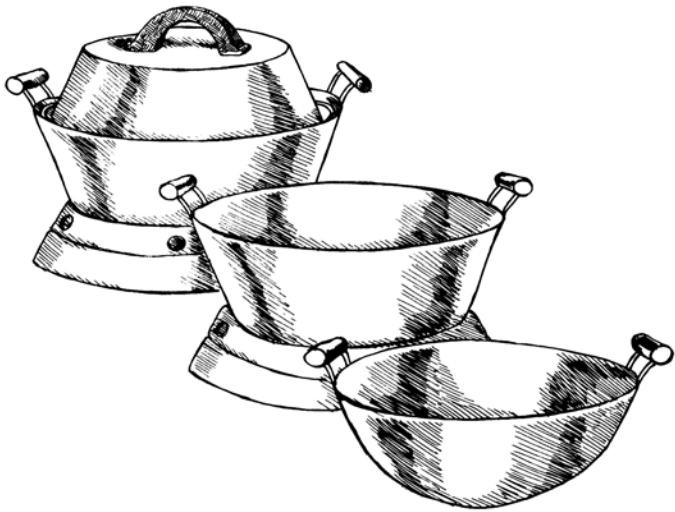
The basics of Chinese cooking are not difficult, as many dishes are simple to prepare. You just need to become familiar with the ingredients, utensils and cooking methods. The following are examples of common Chinese foods that are available in most American grocery stores. Which ones are you familiar with?

Bamboo Shoots
Bean Curds
Bean Sprouts
Black Mushrooms
Chinese Cabbage (Bok Choy)
Pea Pods

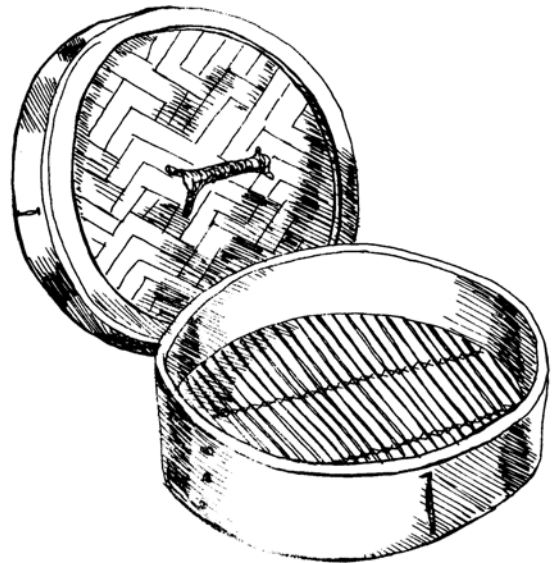
Hoisin Sauce
Oyster Sauce
Soy Sauce
Rice Vinegar
Straw Mushrooms
Water Chestnuts

Common Chinese Cooking Utensils

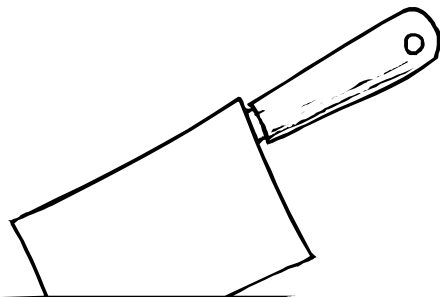
You don't need a lot of special equipment to cook Chinese food. If you don't have the following equipment, a sharp large knife, wooden cutting board, heavy skillet, and wooden spoon will do. However, the following cooking utensils are very helpful:



Wok: a large thin metal bowl or pan with a curved base.



Steamer: looks like a round, shallow basket with openings; most are bamboo.



Cleaver: wider than an ordinary knife; for cutting, pounding, and crushing.



Chinese Spatula: long handle; ideal for turning foods and dishing them up onto plates.

Chinese Cooking Methods

Deep-frying: place coated food into hot fat, a few pieces at a time. Seals in juices and gives food a crisp coating.

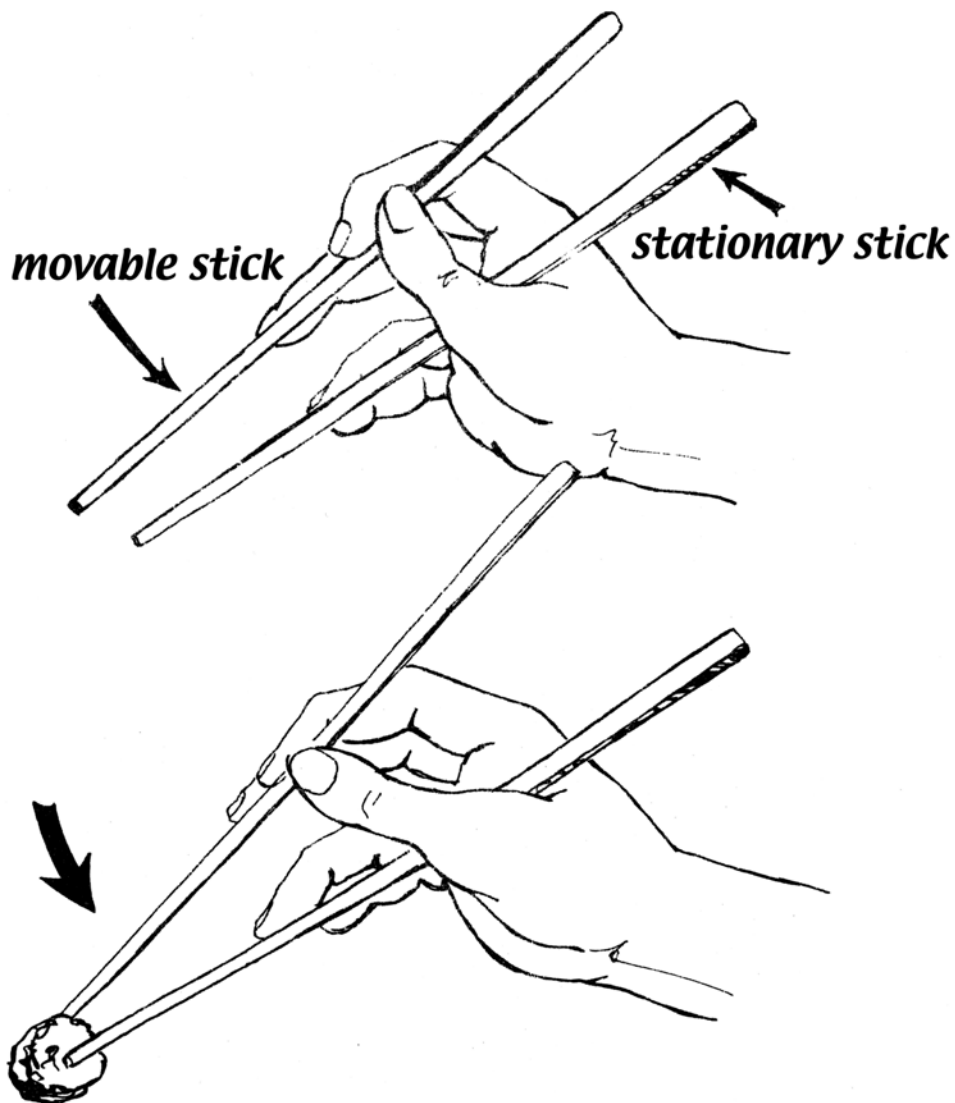
Roasting: for Chinese roasting, first rub the meat with oil or marinate it; sear quickly over an open flame (or in frying pan) to make skin crisp. Hang on a rack or place in uncovered roasting pan in oven.

Simmering: to cook the ingredients in a liquid heated just below or at the boiling point.

Steaming: to cook food in a basket or on a rack in a covered kettle (pan). The food should not touch the water and steam should circulate around the food.

Stir-fry: to cook food quickly in a small amount of oil by stirring continuously. All foods need to be cut evenly and bite size.

How to Hold & Use Chopsticks



Making Chinese Wontons/Egg Rolls

How to Make Won Ton Appetizers

Purchase a package of wonton wrappers or egg roll wrappers, depending on which you plan to make. They can be found in the frozen food or produce section of the supermarket.

Prepare fillings by mixing ingredients together in a bowl:

Chicken Filling

- | | |
|--|----------------------|
| 1 chicken breast, finely chopped & cooked,
or 1 can chopped chicken | 1/2 t. seasoned salt |
| 1/4 C. chopped onion | 1/4 t. pepper |
| 1 C. chopped Chinese or regular cabbage | 1 T. soy sauce |
| 1 can bean sprouts | |

Crab/Shrimp Filling

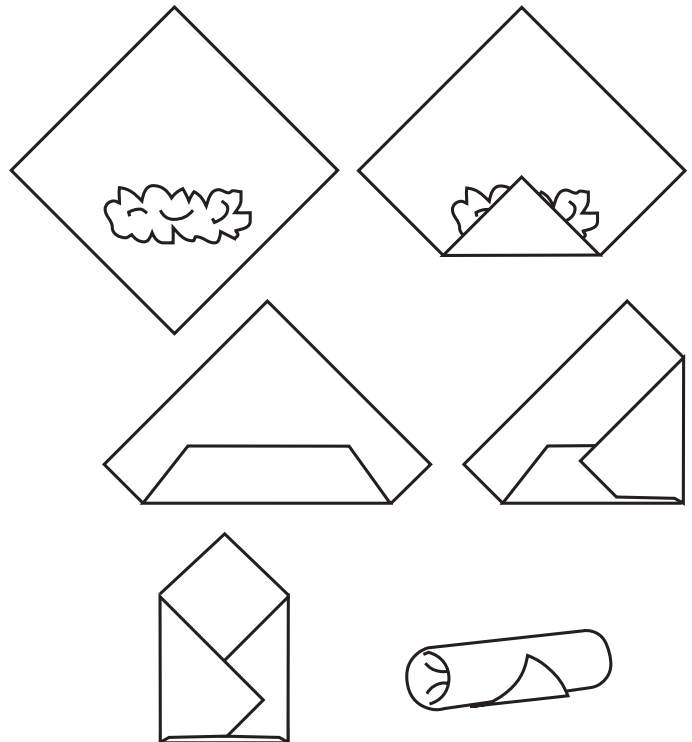
The same as for chicken, except substitute shrimp or crabmeat. In place of Chinese cabbage you can use frozen, chopped spinach.

Cream Cheese

3-4 ounces cream cheese, softened and beaten until smooth.

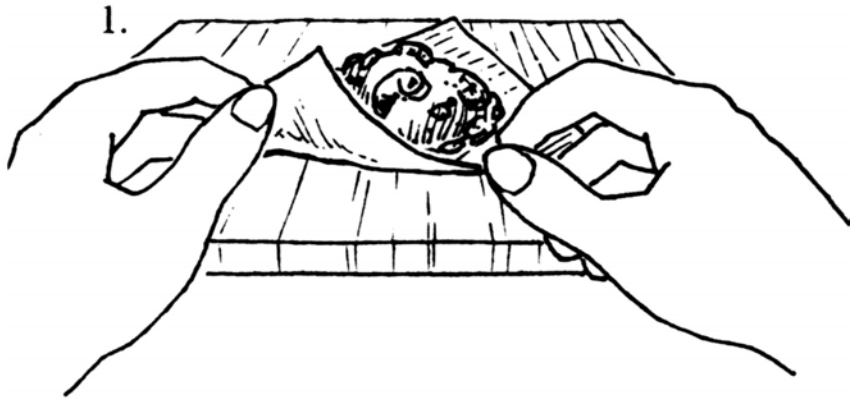
How to Fill and Fold Egg Rolls

1. Place egg roll skin with one point toward you.
2. Spoon the filling diagonally across and just below center of egg roll. Fold point over filling.
3. Tuck point under filling.
4. Fold side corners over forming an envelope shape.
5. Roll up, moistening point to firmly seal.
4. Now you are ready to deep-fry. Fry only until lightly browned.

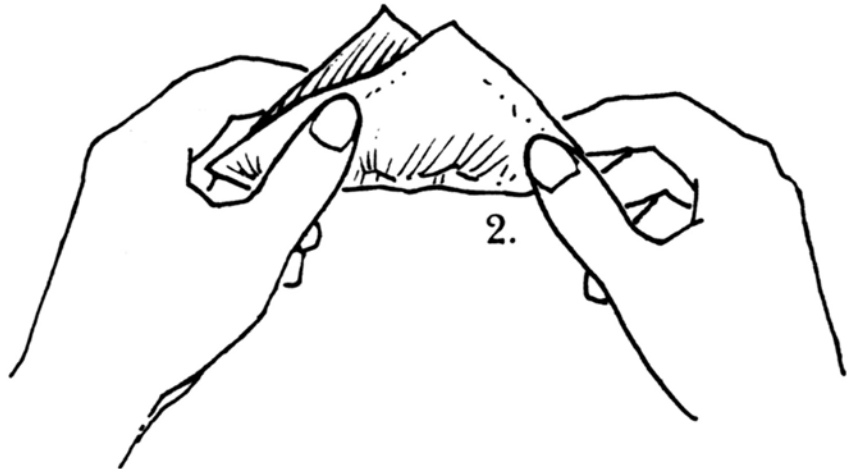


How to Fill and Roll Wontons

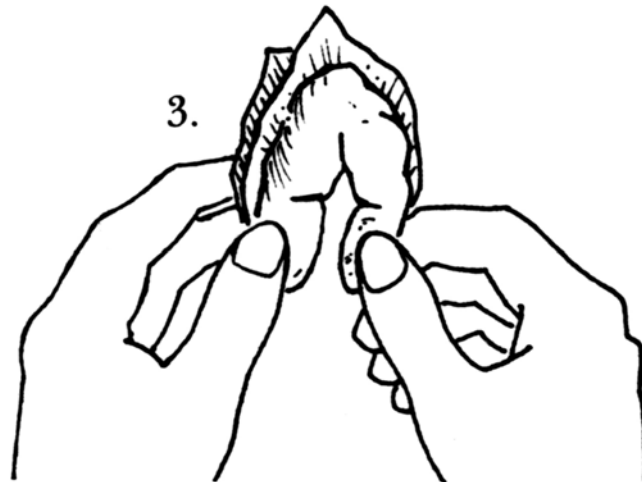
1. Position wonton with one point toward you. Spoon filling in center of skin. Fold bottom point of wonton skin over the filling.



2. Tuck point under filling. Roll to cover filling, leaving 1-inch unrolled at top.



3. Moisten right corner of skin with water. Grasp corners and bring them toward you below filling. Lap right corner over left. Press to seal.



4. Now you are ready to deep-fry. **They will cook quickly, so watch carefully!**

Mix 'n Match Chinese Stir-Fry Lab

Chinese cooks are known for putting an almost endless variety of ingredients together in a stir-fry. Pick and choose as you please, the possibilities are almost endless. Just remember to choose at least one ingredient from each column.



Protein	Vegetable 1	Vegetable 2	Crunchy Ingredient	Basics (required)
1/2-1 lb. fresh shrimp	2 large carrots, thinly bias sliced	2 C. chopped Chinese cabbage	1 can water chestnuts, sliced	1/2 C. cold water
1/2-1 lb. boneless pork, thinly sliced	1 C. broccoli buds	1 C. fresh pea pods	1 C. walnuts	2 t. soy sauce
1-2 large chicken breasts, cut into 1-inch pieces	1 C. asparagus, cut into 1-inch lengths	1 C. fresh mushrooms, thinly sliced	1 C. dry-roasted peanuts	1 T. cornstarch
1/2-1 lb. beef sirloin or round steak, thinly sliced	1/2 C. cauliflower flowerets, sliced	2 medium tomatoes, cut into wedges	2 stalks celery, thinly sliced	1 T. dry sherry (optional)
1/2 lb. tofu, cubed		1-2 C. fresh spinach leaves	1/2 C. fresh bean sprouts, or bamboo shoots	2 T. cooking oil
Note: Meat is easier to slice thinly if partially frozen.				4 sliced green onions

Directions:

1. Prepare all ingredients.
2. In a saucepan, in boiling salted water, cook vegetable #1 for 3 minutes.
3. In a wok or large saucepan add oil and garlic. Add green onions and cook for 1 minute. Remove from pan.
4. Add crunchy ingredients and stir-fry for one to two minutes. Add vegetable #1 and stir-fry 1 minute. Remove from wok.
5. Add more oil if necessary. Add half of the meat and stir-fry for 2-3 minutes. Remove and cook remainder of the meat/fish.
6. Add vegetables to wok. Cover and cook for 2-4 minutes.
7. Serve with rice.

Chinese Cooking Methods

Objective:

To help students understand that, although the culinary methods and ingredients vary from region to region, the Chinese utensils and cooking methods are the same. Read the **"Chinese Cooking Methods"** student resource and answer the following questions:

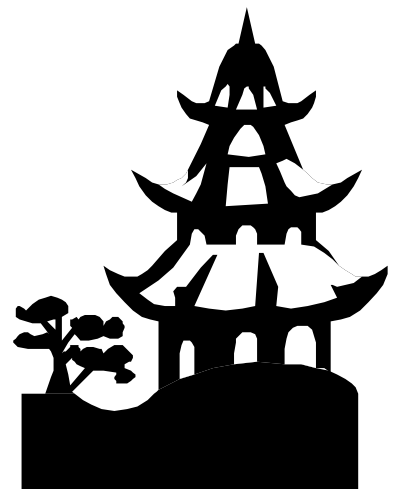
1. Below are listed the four major geographical regions of China. After each region, give examples of foods or cooking methods popular to that region.

North & Northwest Region:

East & Coastal Region:

West & Central Region:

Southern Region:



2. Below, list the Chinese foods available in most American grocery stores that you aren't familiar with. Using a dictionary or Chinese cookbook, define their meaning, or (when possible) draw what they look like.

3. Have you used any of the common Chinese cooking utensils before? _____ Yes _____ No.
If yes, what did you make and explain how you used it. If no, take one utensil and explain how to use it.

4. Using a Chinese cookbook, find a recipe that uses one of the Chinese Cooking Methods. Below, explain how you would cook this recipe.

5. **Optional:** Your teacher may have you choose a recipe and prepare a Chinese dish using one of the cooking methods.

Chinese Cooking Methods • Answer Key

1. Below are listed the four major geographical regions of China. After each region, give examples of foods or cooking methods popular to that region.

North & Northwest Region:

Wheat products, such as bread, steamed buns, pancakes (bing), dumplings, and noodles, are common. While Beijing duck is a favorite, pork and chicken are common in dishes, as are garlic, scallions, soybean paste, and a variety of vegetables.

East & Coastal Region:

This includes many fish dishes cooked with vegetables and rich colorful sauces, using mellow soy sauce, chao hosing (rice wine), and black vinegar to enhance the flavors. Chicken, red cooked pork, and ham are used in a variety of vegetable dishes. This is the region where delectable meatless dishes originated. Rice is the most common grain and is served at most meals.

West & Central Region:

This region is where Hunan and Szechwan cooking began. Named after the provinces where they originated, the food is spicy and bold. Onions, garlic, scallions, chilies, pepper, bean curd, sesame oil, and black beans are used to enhance flavors. Common cooking methods are frying, braising, and grill roasting.

Southern Region:

The cooking of southern China is usually Cantonese. Most often they rely on technique and blending of natural flavors more than a lot of seasoning. Quick dipping, quick boiling, stir frying, and steaming are all Cantonese techniques. They rely on soy, soy beans, oyster sauce, salt, and shrimp paste for flavors. They use less meat and an abundance of vegetables and fruit.

2. Below, list the Chinese foods available in most American grocery stores that you aren't familiar with. Using a dictionary or Chinese cookbook, define their meaning, or (when possible) draw what they look like.

Bamboo Shoots: The young shoot of certain species of the bamboo, sliced, cooked, and eaten as a vegetable, especially in East Asian cuisine.

Hoisin Sauce: A thick, sweet, pungent sauce used in Chinese cooking.

Bean Curds: cheeselike food made of curdled soybean milk

Bean Sprouts: any of various sprouted beans: especially mung beans or lentils or edible soybeans

Soy Sauce: A salty brown liquid condiment made by fermenting soybeans and roasted wheat or barley in brine.

Black Mushrooms: of the class Basidiomycota, characteristically having an umbrella-shaped cap borne on a stalk

Chinese Cabbage (Bok Choy): A Chinese vegetable in the mustard family, having a loose head of dark green leaves with thick white stems

Straw Mushrooms: A tropical and subtropical edible mushroom having a white cap and a long stipe with a swollen base

Pea Pods: husk of a pea; edible in some garden peas

Water Chestnuts: A tropical Asian aquatic sedge (Eleocharis dulcis) having an edible corm and cylindrical leaves.

- 3 –5. Answers will vary.

The Greek Way of Cooking



The art of cooking was appreciated thousands of years ago in ancient Greece. Early records show that the Greeks were the first to cook their foods. In fact, the world's first cookbook is said to have been written in 350 B.C., by the philosopher, Archestratus. At this time, cooks were highly regarded, considered by many to be artists, and sought after by employers.

Early foods common to Greece included roast lamb, rice with saffron, honey cakes, and baked pastries. It was the Greeks who taught the Romans how to cook. And from the Romans, who invaded Greece in 197 B.C., foods such as pasta, tomato sauce, yogurt, and Turkish coffee resulted.

Greek cuisine is both rich in tradition and extremely varied. Let's learn about some of the ingredients common to Greek cooking.

Typical Greek Foods

Lamb: Most important meat. Many times roasted whole and used as fillings for vegetables or in soups and stews.

Seafood: Greece is surrounded by water on three sides, so seafood is abundant. Served baked or broiled and many time with tomatoes, peppers, and spices.

Grape Leaves: The leaves of the grape vine. Usually found packed in a salt-water brine. Used as wrappers for various fillings.

Olives: Grow in abundance. The varieties of olives are almost endless. Olive oil is used in cooking.

Honey: Produced by bees, which may be farm raised or wild; used in many desserts and pastries.

Oregano: The most popular Greek herb; used to flavor seafood, meat and vegetables.

Lemon Juice: Lots of lemon trees; fresh lemon juice is used in lots of foods and pastries.

Eggplant: Are important vegetables. Served as a side dish, baked or fried, or as a main dish, stuffed with meats and rice.

Feta Cheese: Crumbly, white cheese made from goat's or sheep's milk.

Phyllo: Paper-thin dough used in appetizers, pastries, and desserts.

Typical Greek Meals

Whether it's outside or indoors, Greek families dine together.

Breakfast:

- Dry bread
- Eggs & cheese
- Warm milk or strong coffee

Lunch/Dinner:

If in the country, lunch is the largest meal of the day and is followed by a nap. In the city, lunch is smaller and the main meal of the day would be dinner (Evening meal served around 9:00 or 10:00 p.m.).



Typical Lunch/Dinner:

Lunch

Egg & Lemon soup
Spinach pie
Cucumber and yogurt dip
Walnut/honey pastry

Light appetizer
Baked/broiled meat/fish
Vegetable or two
Fresh fruit
Honey cheese pie
Skewered lamb

Dinner

Stuffed eggs
Roast lamb
Fried eggplant
Orzo (rice)

Now that you know more about the cuisine of Greece, choose a recipe and prepare a Greek meal or food.

Choose your own recipe from a Greek cookbook or your text, or choose one of the following recipes.



Soupa Avgolemono

Egg & Lemon Soup

Delicate egg and lemon soup is probably the number-one soup in Greece. Be careful to add the hot broth slowly to the eggs, beating all the while. The extra effort will be well worth it.

3 - 10-1/2-oz. cans (about 4 C.) chicken

4 T. lemon juice

1/2 C. rice, uncooked

4 thin slices lemon for garnish

2 eggs

2 t. chopped fresh parsley for garnish

1. In a heavy saucepan, bring chicken broth to a boil. Turn down heat. Add rice and stir.
2. Cover pan and simmer 12 to 15 minutes or until rice is tender.*
3. While rice is cooking, beat eggs and lemon juice together with a wire whisk. Set aside.
4. When rice is cooked, remove pan from heat.
5. Carefully add 2 cups hot broth to the egg-lemon mixture, a little at a time, whisking constantly. (If you add the broth too quickly or don't add the broth too quickly or don't keep whisking, the eggs will curdle.)
6. Add the egg mixture to the remaining broth and rice and whisk together.
7. Serve in soup bowls with a thin slice of lemon and a sprinkle of chopped fresh parsley floating on top.

* For a creamy variation, add 1/2 C. heavy cream after step 2.

Preparation time: 10 minutes.

Cooking time: 20 minutes.

Serves 4.

Stuffed Eggs

3 chopped green Greek olives

2 T. mayonnaise

3 chopped ripe Greek olives

5 hard cooked eggs

4 anchovy fillets

Pimiento strips

1 T. chopped parsley

1. Cut the eggs in half. Blend the egg yolks with the remainder of the ingredients, except the pimiento strips.
2. Work the mixture with a fork until very smooth.
3. Using a pastry tube or a teaspoon, fill each egg white to the top with the mixture.
4. Place a small strip of pimiento across the top and serve.

Tzatziki

Cucumber & Yogurt Dip

Cucumbers were brought to Greece from Asia centuries ago, and yogurt's origins are in the Middle East. The Greeks combine them in this refreshing meze (appetizer), which is especially good on a hot day.

1 medium cucumber	1/2 t. white vinegar
1 clove garlic, finely chopped	1 t. finely chopped fresh dill
3 scallions	or 1/2 t. dried dill weed
1 t. olive oil	1 C. (8 oz.) plain, lowfat or nonfat yogurt

1. Peel cucumber. Cut in half length-wise and scoop out and discard seeds. Cut into small chunks to make about 1 cup.
2. In a small bowl, mix cucumber with garlic, scallions, olive oil, vinegar, and dill.
3. Add yogurt and stir gently to combine.
4. Cover and chill 2 hours or more.
5. Serve as a salad on lettuce leaves garnished with tomato slices or as a dip with bread and raw vegetables.

Preparation time: 20 minutes

Refrigeration time: 2 hours

Makes about 1-1/2 cups.

Green Peppers Stuffed with Feta Cheese

12 long thin green peppers	1/2 lb. Feta cheese, grated
6 to 8 oz. cream cheese	1 egg yolk, beaten
1 t. chopped ripe Greek olives	

1. Cut the stem ends from the green peppers. Removed the ribs and seeds.
2. Combine the cheese and egg yolk and blend the mixture until very smooth.
3. Fold in the ripe olives and use the mixture to fill the peppers.
4. Chill the peppers for at least three hours and slice them thinly.

Melopitta

Honey Cheese Pie

4 eggs	2 T. all-purpose flour
2 C. (16 oz.) ricotta cheese	1 t. lemon juice*
1 C. honey	1 T. butter
1/2 t. cinnamon	Cinnamon for sprinkling

1. Preheat oven to 350°F.
2. Beat eggs lightly in a large mixing bowl.
3. Add ricotta cheese, honey, cinnamon, flour, and lemon juice. Beat for three minutes, or until very smooth.
4. Rub 1 teaspoon butter into a 9-inch pie pan, then pour in pie mixture.
5. Place pan on middle oven rack and bake one hour, or until the surface of the pie cracks and is puffed. Remove pie from oven and sprinkle with cinnamon.
6. Cool to room temperature before cutting into wedges to serve.

* For a tangier flavor, add another tablespoon of lemon juice.

Preparation time: 20 minutes.

Cooking time: 1 hour.

Serves 8 to 10.

Greek Potato Salad

2 quarts water	1 C. finely chopped onions
1/4 C. red wine vinegar	2 t. salt
2-1/2 lbs. potatoes	1/2 C. chopped green onions
1/3 C. finely chopped parsley	1 C. salad oil
1 t. black pepper	

1. Boil potatoes uncovered for 30 minutes until cooked. Drain and cool. Slice into 1/4 inch rounds.
2. In large mixing bowl, combine potatoes, chopped onions and parsley. Toss together lightly, but well.
3. Combine wine vinegar and salad oil and beat or shake thoroughly. Add salt and pepper and pour over potatoes. Toss lightly.

The Greek Way of Cooking

1. List two interesting facts about ancient Greek cooking:
 - a.)
 - b.)
2. What influence did the Romans have on the cuisine of Greece?
3. Why do you suppose lamb and seafood are the most common protein foods of Greece?
4. Using some of the typical foods served in Greece, can you come up with a lunch or dinner menu and write it below?

The Greek Way of Cooking • Answer Key

1. List two interesting facts about ancient Greek cooking:

a.) *Early records show that the Greeks were the first to cook their foods*

b.) *At this time, cooks were highly regarded, considered by many to be artists, and sought after by employers.*

2. What influence did the Romans have on the cuisine of Greece?

It was the Greeks who taught the Romans how to cook. And from the Romans, who invaded Greece in 197 B.C., foods such as pasta, tomato sauce, yogurt, and Turkish coffee resulted.

3. Why do you suppose lamb and seafood are the most common protein foods of Greece?

There is an abundance of lamb and seafood in Greece so it is easy to get. Greece is surrounded on three sides by water, so seafood is extremely plentiful.

4. Using some of the typical foods served in Greece, can you come up with a lunch or dinner menu and write it below?

Answers will vary, but can include the typical foods shown:

Lunch

Egg & Lemon soup

Spinach pie

Cucumber & yogurt dip

Walnut/honey pastry

Light appetizer

Baked/broiled meat/fish

Vegetable or two

Fresh fruit

Honey cheese pie

Skewered lamb

Dinner

Stuffed eggs

Roast lamb

Fried eggplant

Orzo (rice)

Italian Cooking At It's Best!

The Mediterranean climate and people's love for fresh, flavorful food has made Italian cuisine one of the greatest in the world. Italian cooks believe in keeping the natural flavors of food and they insist upon fresh, high quality ingredients.

A Brief History of Italian Cuisine



- During the Roman Empire, elaborate feasts were common and Romans paid high prices for Greek chefs, because food was a status symbol.
- After the fall of the Roman Empire, cooking declined, but it was reborn during the Renaissance. During this time, Catherine de Medici, an Italian, married the future French King, Henri II, and brought her haute cuisine cooking skills to France, as well as Italy.
- Agriculture became vital to Italy's economy, with half of all land being farmed. Northern Italy and the fertile Po Rica Valley produced an abundance of wheat, corn, rice, sugar beets, flax, olives, fruits, vegetables, grapes, and herbs.

Characteristics of Italian Foods

- Italian food is whole, lively, interesting, colorful, and basically simple.
- Italians usually shop daily for fresh, high quality ingredients.
- Convenience foods are not favored, being used only when necessary.
- A variety of herbs and spices are used, including parsley, marjoram, sweet basil, thyme, sage, rosemary, tarragon, bay leafs, oregano, mint, saffron, coriander, celery, and onion seeds.
- Fresh, flavorful ingredients, such as: shallots, garlic, vinegar, olives, lemons, sun-dried tomatoes, olive oils and cheeses, are used to enhance the flavors of dishes.
- Pasta is popular and usually made fresh or used soon after it has been dried. It should never be overcooked; rather, it should be al dente (texture slightly resistant to the bite).
- Being surrounded by water, Italians eat lots of seafood, usually cooked fresh.
- Meats are more expensive, but are creatively used in much smaller quantities than in the United States. The most common meats are pork, lamb, veal, and beef.



The cuisine of Italy differs by region with the biggest differences between the North, Central, and South. In Northern Italy, where farming is better, there are more resources and the foods include more meat, rice, cheese, and, in some cases, include the Austrian influence. Foods common to the North include the use of more butter, cream (white) sauces, hearty soups like **minestrone**, more meats, and sausages such as bologna **mortadella**. Dishes common to the area are **risottos**, **gnocchi**, dumplings, **polenta**, cornmeal porridge, **apple strudel**, **crouti (sauerkraut)**, and **pollo ala cacciatore (chicken with tomatoes and mushrooms.)**

The Central specialties have more Roman origins with spaghetti used in at least 25 different ways. Lamb is a very popular meat along with Tuscany, homegrown vegetables, beans, and charcoal-grilled meats. **Cenci** (deep-fried pastry strips), and **pan forte** (honey cake flavored with cinnamon and cloves) are popular desserts, along with the ever

favorite **gelato (Italian Ice)**, made with milk in a variety of flavors.

Southern Italy is pasta country at its best. Pasta is served with a variety of rich, spicy sauces, flavored with meat, seafood and vegetables. Common pastas are **fusilli (pulled out spirals)**, **ricci di donna (lady's curls)**, and tubular varieties such as **cannelloni** and **rigatoni**. It is in the South where the popular Neapolitan sauce is popular and used for everything from spaghetti, to lasagna, to vegetables. Seafood and vegetables such as eggplant and zucchini are common in this region.

Italian Meals

Like many Europeans, Italians typically eat a light breakfast and hearty noon meal (which for many is the largest meal of the day) followed by a light evening meal around 8 o'clock.

Breakfast

Rolls or croissants
Butter and jam
Maybe some thinly sliced
Cheese or ham
Coffee latte

Lunch

Antipasto (appetizer)
Light soup or pasta
Chicken, beef or hearty pasta
Vegetable or salad
Fruit or cheese

Dinner

Soup or omelet or
Risotto with panne
(Italian bread)
Fruit

Heavy desserts are only served at special occasions





Pasta Presto

Objective:

To help students learn more about pasta; its nutritional quality and how to cook it correctly.

Pasta (another name for Italian noodles) refers to the paste made from wheat flour, which is then dried, into various shapes and sizes.

Nutritional Value of Pasta:

- Contains very little fat.
- Is a filling complex carbohydrate.
- High in B vitamins and, if enriched grains are used, iron.
- When combined with a sauce and protein, can help form a balanced diet.
- Using the overhead (made from exhibit A) on types of dried pasta, have students identify different types of pasta.

Perfect Pasta

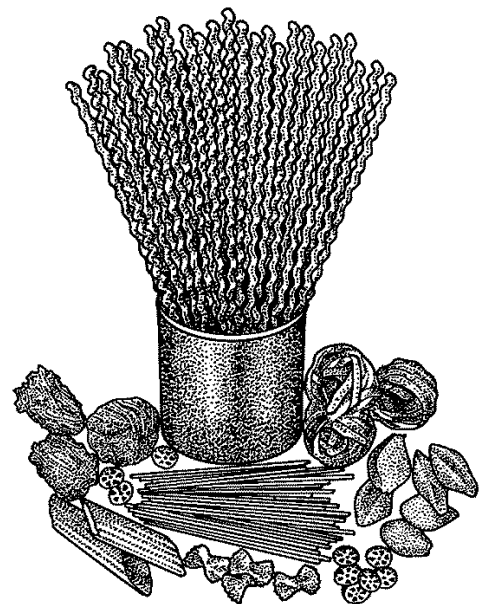
Pasta is easy to cook well, but it's just as easy to end up with clumps if you ignore the basics.

The general rule: For each pound of pasta, bring 4 to 6 quarts of water to a rapid boil.

1. Add 2 teaspoons salt per pound of pasta, then stir in pasta.
2. Cook uncovered; keep water boiling and stir occasionally.
3. Set a timer for the recommended cooking time, but check for doneness 2 or 3 minutes before the end by biting into a piece. It should be tender but slightly firm at the center. This is called "al dente".
4. Drain pasta into a colander set in a sink with an open drain.
5. Immediately toss with the sauce and serve.

Now you are ready to cook pasta. It is the basis for many Italian recipes.

- Choose a recipe for pasta, plan a market order, and develop a work plan.
- Have a pasta buffet after recipes have been made so you can taste the pasta dishes other students have made.

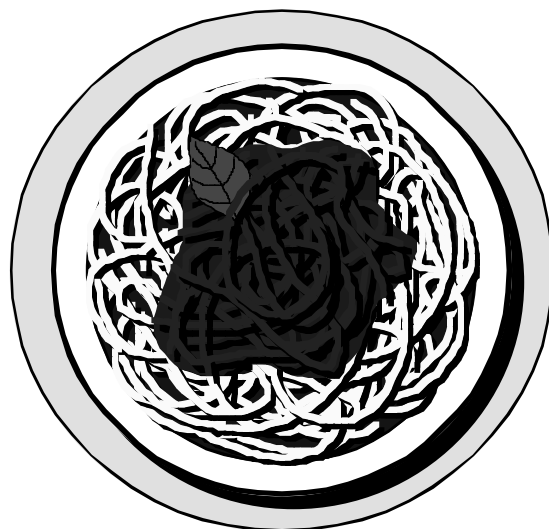


It's in the Sauce

Italian Sauces

Objective:

Students will learn how basic tomato and white (cream) sauces can be enhanced to create wonderful sauce for pasta. Learn how to use spices and herbs for flavor and variety.



1. On a tray, arrange a variety of ingredients:

On one tray, you may want to have a variety of fresh and dried spices and herbs.

Example: fresh thyme, parsley, rosemary, bay leaf, cilantro, basil, mint, dried Italian spices, thyme, rosemary, paprika, fennel seeds, tarragon vinegar, and chili powder.

On another tray, you may have some of the following:

Example: pesto sauce, mushrooms, fresh garlic, ginger, lemon, sweet onions, sun-dried tomatoes, anchovies, and cheese such as Romano, Parmesan, and Gorgonzola.

2. When students come into class, tell them the objective for the day, and tell them that they will be making a variety of Italian sauces. Then go over the herbs/spices and other ingredients that you have on the trays. Tell them that many of these ingredients are often used in Italian kitchens to enhance the flavors of Italian sauces, meats, vegetables, and pastas.
3. At this time, you may want to demonstrate how to make a basic tomato or white (cream) sauce and use some of the ingredients on the trays to *enhance the flavor. **Examples** could be for a white (cream) sauce:

White (Cream) Sauce

1/4 t. ginger

1 t. lemon juice

1/2 C. grated fresh Parmesan cheese

1/4 t. turmeric

1/4 C. sun-dried tomatoes

1/4 C. Romano cheese

-OR-

Something as simple as cream sauce with 1/4 teaspoon mixed Italian herbs and 1/4 cup Parmesan or Romano cheese.

For the basic tomato sauce, you could use any variety of spices/herbs and flavor enhancers. When finished, serve the sauce over cooked noodles such as thin or angel hair spaghetti.

Basic Italian (White) Cream Sauce

2 T. butter

1/2 t. white pepper (optional)

1-1/2 T. flour

1-1/2 C. half & half (for less calories use milk)

1/2 t. salt

1. In a heavy saucepan over medium/low heat melt butter; add flour to make a paste. Gradually add Half & Half or milk, stirring until dissolved.
2. Turn heat to low and cook, stirring frequently until thick. (At this time add your cheese, herbs, sun-dried tomatoes, etc.)
3. Serve immediately over vegetables or pasta.

Note: This is a thin pourable sauce; for a thicker sauce add 2 tablespoons of flour.

Neapolitan Tomato Sauce (Traditional Sauce from Southern Italy)

1/2 lb. ground beef

1/4 C. chopped onions (sweet variety is best)

8-10 ripe fresh tomatoes

1-2 t. fresh basil

1. In a heavy pot brown beef and drain off excess fat.
 2. Sauté onions and cut up tomatoes; add to beef with basil.
 3. Cover and cook over low heat, stirring occasionally for several hours to bring out the flavor of the ingredients.
-

Basic Red Sauce (using canned tomatoes)

1 T. olive oil

1 - 6 oz. can tomato paste

1 clove minced garlic

1 C. water

1 - 15 oz. can tomato pieces (or diced)

1. In a saucepan heat olive oil; add minced garlic (2 tablespoons minced onion is optional) and sauté until brown.
2. Add all other ingredients and cook at medium/low heat for 25-30 minutes, stirring occasionally - longer to enhance flavors.

Note: This is a basic sauce. According to your individual tastes you can add herbs and spices to your liking. Remember to add them gradually and allow cooking time to enhance the flavors before adding more. Also, this is a good time to add protein foods such as clams, shrimp, meatballs, pepperoni or sausage.

Italian Cooking At It's Best!

Objective:

To help students become more familiar with the cuisine of Italy.

1. List three factors that contributed to the cuisine of Italy:

a.)

b.)

c.)

2. List at least five characteristics of Italian foods:

a.)

b.)

c.)

d.)

e.)

3. List foods that are common to each of the following geographical regions:

Northern Italy:

Central Italy:

Southern Italy:

4. Throughout much of the Western world, pasta has gained a reputation as an international favorite food. List your favorite pasta dishes and your experience, if any, with cooking pasta.

Italian Cooking At It's Best! • Answer Key

1. List three factors that contributed to the cuisine of Italy:

- a.) *During the Roman Empire, elaborate feasts were common and Romans paid high prices for Greek chefs, because food was a status symbol.*
- b.) *After the fall of the Roman Empire, cooking declined, but it was reborn during the Renaissance. During this time, Catherine de Medici, an Italian, married the future French King, Henri II, and brought her haute cuisine cooking skills to France, as well as Italy.*
- c.) *Agriculture became vital to Italy's economy, with half of all land being farmed. Northern Italy and the fertile Po River Valley produced an abundance of wheat, corn, rice, sugar beets, flax, olives, fruits, vegetables, grapes, and herbs.*

2. List at least five characteristics of Italian foods:

- a.) *Italian food is whole, lively, interesting, colorful, and basically simple.*
- b.) *Italians usually shop daily for fresh, high quality ingredients.*
- c.) *Convenience foods are not favored, being used only when necessary.*
- d.) *A variety of herbs and spices are used, including parsley, marjoram, sweet basil, thyme, sage, rosemary, tarragon, bay leaves, oregano, mint, saffron, coriander, celery, and onion seeds.*
- e.) *Fresh, flavorful ingredients, such as: shallots, garlic, vinegar, olives, lemons, sun-dried tomatoes, olive oils and cheeses, are used to enhance the flavors of dishes.*

3. List foods that are common to each of the following geographical regions:

Northern Italy: Foods common to the North include the use of more butter, cream (white) sauces, hearty soups like **minestrone**, more meats, and sausages such as bologna **mortadella**. Dishes common to the area are **risottos**, **gnocchi**, dumplings, **polenta**, cornmeal porridge, **apple strudel**, **crauti** (sauerkraut), and **pollo ala cacciatore** (chicken with tomatoes and mushrooms.)

Central Italy: The Central specialties have more Roman origins with spaghetti used in at least 25 different ways. Lamb is a very popular meat along with Tuscany, homegrown vegetables, beans, and charcoal-grilled meats. **Cenci** (deep-fried pastry strips), and **pan forte** (honey cake flavored with cinnamon and cloves) are popular desserts, along with the ever favorite **gelato (Italian Ice)**, made with milk in a variety of flavors.

Southern Italy: Southern Italy is pasta country at its best. Pasta is served with a variety of rich, spicy sauces, flavored with meat, seafood and vegetables. Common pastas are **fusilli (pulled out spirals)**, **ricci di donna (lady's curls)**, and tubular varieties such as **cannelloni** and **rigatoni**. It is in the South where the popular Neapolitan sauce is popular and used for everything from spaghetti, to lasagna, to vegetables. Seafood and vegetables such as eggplant and zucchini are common in this region.

4. Throughout much of the Western world, pasta has gained a reputation as an international favorite food. Below, list your favorite pasta dishes and your experience, if any, with cooking pasta.

Answers will vary.

The Cuisine of Mexico

Of all the Latin American countries, Mexico is the most familiar to people in the United States. Many popular Mexican foods have become part of the American diet. This is, in part, due to the number of people of Mexican ancestry living in the United States and our fondness of Mexico as a popular vacation spot.



Staple Foods of Mexico

Corn, beans, and peppers are staple ingredients in Mexican cuisine. With half of the Mexican people being farmers, locally grown fruit and vegetables are used in abundance. In the more fertile North and along the coast, seafood is also a valuable source of protein.

Let's learn more about the three most important staple ingredients in Mexican Cuisine:

Corn: Corn has formed the basis of Mexican cuisine since the days of the Aztec civilization. The most important use for corn is in the tortilla (flat, unleavened bread made from cornmeal and water). The Mexican people consider tortillas, which are used in numerous ways, as their equivalent to bread. The following are examples of Mexican foods made from the tortilla. Tortillas, especially those made in the United States, may be made from flour instead of corn.

Taco: "Snack" – a tortilla sandwich type of snack with meat filling, garnish, and spicy sauce. Can be Soft or crisp fried.

Chimichanga: Flour tortilla, wrapped around a variety of fillings and deep-fried until flaky.

Quesadillas: Tortillas, usually filled with cheese and flavored in a variety of ways, then fried until crisp.

Flantas: "Flute" – a tubular-shaped taco; variations made by adding a filling and overlapping tortillas to form a long tube.

Tostadas: A crisp-fried tortilla makes the bottom layer of what is really an open-faced sandwich.

Chilito: A tortilla filled with cheese, chilies, onions, etc., which is rolled and cooked in the microwave or oven.

Chilaquiles: These are leftover specials. They are designed to make use of tortillas that are not fresh enough for other purposes. The tortillas are cut into strips or torn into small pieces and fried in oil until crisp. The pieces are combined with many kinds of food and stir-fried or baked.

Burritos: Tortillas wrapped around a meat or bean filling.

Beans: Local Mexican farmers grow many varieties of beans. Sometimes they boil the beans and eat them from the pot, or as a soup with other vegetables. Often, the beans are cooked until they are soft; then they are mashed and slowly fried. This is called frijoles refritos (refried beans). They are frequently served with grated cheese or salsa and rice.

Peppers: People throughout Latin America use a variety of peppers in their cooking. In Mexico, it is not uncommon to see strings of peppers hanging to dry. Mexican cooks use over 30 varieties of peppers. Their colors vary, as do their degrees of hotness. Mild peppers are called sweet peppers and hotter peppers are called chilies.

Mexican Meals

Unlike American meals, the main meal in Mexico, **comida**, is usually served in the middle of the day followed by a time for rest, a **siesta**.

First Meal:

Desayuno: - may be a hearty breakfast – fruit, tortillas, bread or sweet rolls, eggs and meat, coffee or chocolate.

-OR-

Huevos Ranchero: eggs prepared with chilies and served with tortillas.

Main Meal:

Comida: served between 1 – 3 p.m.

- Appetizer or soup
- Small dish of soup
- Main food of meat, beans, and rice
- Dessert and coffee

Light Snack:

Merienda: served around 5 or 6 p.m.

- Tacos
- Fruit or sweet breads
- Tea, coffee, or chocolate

Supper:

Cena: served around 8 or 10 p.m.

- Tostadas with fruit
- OR -
- Smaller meal made with tortillas, beans, rice, etc.

Today, many families in Mexico combine merienda and cena into one larger meal served around 7 p.m.



Tortillas—The Most Versatile Bread of All!

Objective:

In Mexico, the tortilla is like our bread and is the basis for many dishes. In Mexican homes, the tortilla is often made from cornmeal and water to form dough, which is shaped like a pancake in a tortilla press. Then it is cooked on a lightly greased griddle called a **comal**.

Read the student resource "The Cuisine of Mexico," and answer the following questions:

1. Give two reasons why Mexican food is so popular in the United States:
 - a.)
 - b.)
2. Name the three most important staple foods of Mexico:
 - a.)
 - b.)
 - c.)
3. Tortillas are to Mexicans what bread is to many of us. Read about all of the foods that can be made from tortillas and list four of them below (include their names and how they are made).
Note: You can draw a picture instead of explaining, if you wish.
 - a.)
 - b.)
 - c.)
 - d.)
4. When using peppers, especially chili peppers, why is it important not to use too many, or to know how hot they are beforehand?

5. From reading "The Cuisine of Mexico", previous experience, reading in texts, or studying Mexican cookbooks, plan a day's meals for a Mexican family:

Desayuno

Comida

Merienda/Cena

(will be eaten together at 7 p.m.)

6. This might be a good time to make a variety of Mexican foods using the versatile tortilla. Your teacher may do this as a demonstration, have you do this in class as part of a cooking lab, or ask you to find a recipe and prepare something at home. What foods would you like to make?

Tortillas—The Most Versatile Bread of All!

Answer Key

- Give two reasons why Mexican food is so popular in the United States:
 - Of all the Latin American countries, Mexico is the most familiar to people in the United States.*
 - The number of people of Mexican ancestry living in the United States and our fondness of Mexico as a popular vacation spot.*
- Name the three most important staple foods of Mexico:
 - Corn*
 - Beans*
 - Peppers*
- Tortillas are to Mexicans what bread is to many of us. Read about all of the foods that can be made from tortillas and list four of them below (include their names and how they are made).
Note: You can draw a picture instead of explaining, if you wish.
 - Taco:** “Snack” – a tortilla sandwich type of snack with meat filling, garnish, and spicy sauce. Can be soft or crisp fried.
 - Chimichanga:** Flour tortilla, wrapped around a variety of fillings and deep-fried until flaky.
 - Quesadillas:** Tortillas, usually filled with cheese and flavored in a variety of ways, then fried until crisp.
 - Flantás:** “Flute” – a tubular-shaped taco; variations made by adding a filling and overlapping tortillas to form a long tube.
- When using peppers, especially chili peppers, why is it important not to use too many, or to know how hot they are beforehand?
If you use too many peppers, the food you have added them to may become too hot to eat. This is why you need to know how many to add and how hot they are before you put them in your dish. If too many peppers are in something, it can even burn your tongue.
- From reading “The Cuisine of Mexico”, previous experience, reading in texts, or studying Mexican cookbooks, plan a day’s meals for a Mexican family:

Desayuno

*fruit
tortillas
bread or sweet rolls
eggs and meat
coffee or chocolate*

Comida

(will be eaten together at 7 p.m.)

*appetizer or soup
small dish of soup
meat, beans, and rice
dessert and coffee*

Merienda/Cena

*tostadas with fruit
tortillas, beans, rice, etc.*

- This might be a good time to make a variety of Mexican foods using the versatile tortilla. Your teacher may do this as a demonstration, have you do this in class as part of a cooking lab, or ask you to find a recipe and prepare something at home. What foods would you like to make?
Answers will vary.

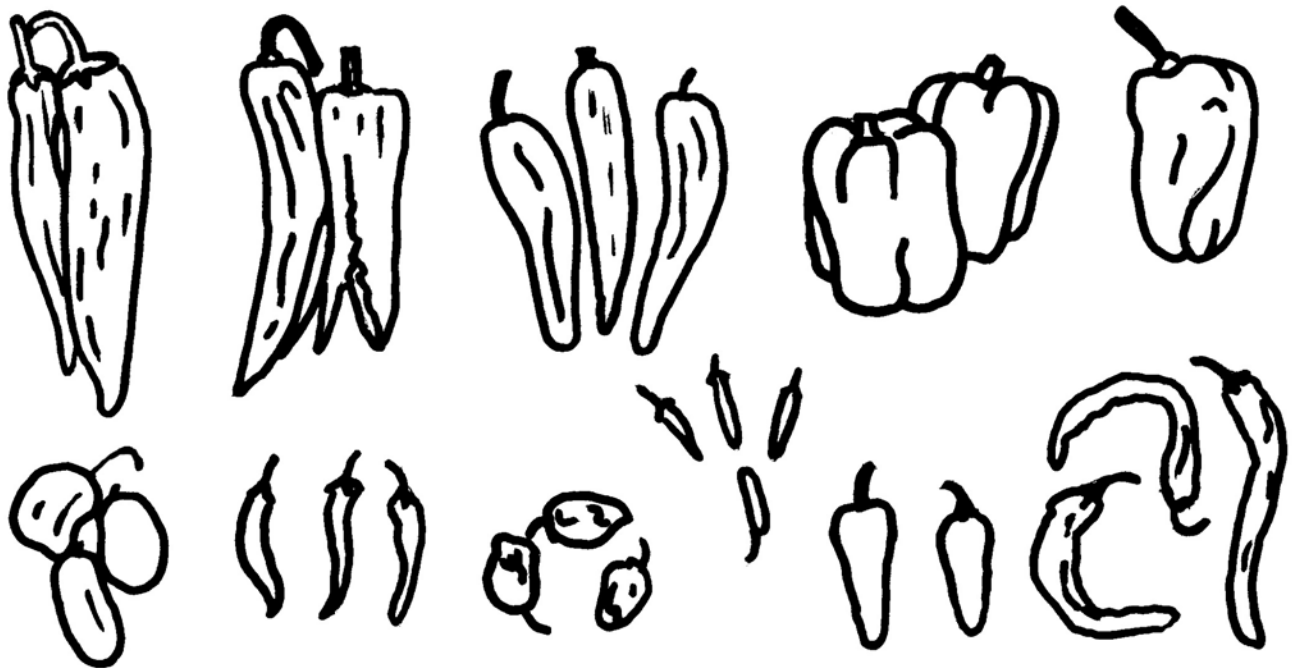
Know Your Peppers: Hot, Hotter, Hottest!

Objective:

Students will become familiar with a variety of peppers and how to use them accordingly.

Foods that make your tongue burn usually have a special ingredient, **capsaicin**, found in the chili pepper. Peppers come in many different colors, shapes, and sizes. They have become popular in many American and Mexican dishes. Do you know how to use them?

1. Name some Mexican and American dishes that use chili peppers:
2. Can you identify the following peppers? Put a * by those that you think are hot:



Legend:

Ancho
Bell Pepper
Cayenne
Habanero

Hungarian Paprika
New Mexico
Numex Big Jim
Numex Sunglo

Rocoto
Tabasco
Yellow Wax

3. What makes chili peppers hot? If you don't know the answer, read on...

A chemical in the inner walls of the pepper pods give them their heat. It is called **capsaicin**. Different kinds of chilies have different amounts of capsaicin, and will taste hotter than others.

Some chilies, like the bell pepper and pimiento, have no capsaicin, and they are not hot at all. When capsaicin touches the skin it causes a burning sensation. When the pepper has lots of capsaicin, it can really burn the tongue. Many people who live in the Southern U.S. and Mexico have developed a taste for hot peppers and enjoy their taste. Many Americans consider the jalapeno pepper to be very hot, but it is mild compared to the world's hottest chili. The habanero pepper from Mexico is sixty times hotter than the jalapeno.

4. Review the following rules for using peppers when cooking:
 - Make sure you use peppers according to taste. Usually peppers referred to as "sweet peppers" or "mild" will not be very hot. "Chilies" usually means a hot pepper.
 - Remember, it's the inside, usually the seeds, that are the hottest part of the pepper. Avoiding them can cut down on how hot your food will be.
 - If the pepper burns your hand or nose (it's hot!), **use with caution!**
 - Don't add all the chilies at once. It's a good idea to gradually add them, and taste to get desired results. Or, if in doubt, just add half the required amount.
 - Learn what peppers are very hot and use them sparingly.
5. Prepare your favorite Southwestern or Mexican foods using peppers according to your group's taste.

Know Your Peppers: Hot, Hotter, Hottest!

Answer Key

1. Name some Mexican and American dishes that use chili peppers:

Chipotle Dip, Salsa, Spicy Hamburger, Southwestern Chili

2. Can you identify the following peppers? Put a * by those that you think are hot:



New Mexico



**Numex
Big Jim**



**Hungarian
Paprika**



Bell Pepper



Ancho



Rocoto



**Numex
Sunglo**



Habanero



Tabasco



Yellow Wax



Cayenne

NOTE: You may want to actually get a selection of peppers/chilies and have students take note of the shapes, colors and sizes of a variety of peppers/chilies. Then see how many of the actual peppers/chilies they can identify. For some fun, have some hot peppers for them to sample.

Russian Cuisine

Objective:

Students will develop a better understanding of how the food of Russia has been influenced by its land and heritage.



Russian Food

The simple but hearty traditional dishes of Russia are based upon pre-revolutionary Russia. Bread is still the most important staple, and soups that include root plants (those that grow best in cooler climates) such as cabbage, potatoes, carrots, beets, and onions are important.

Much of Russian cuisine had Slavic origins. The first Slavs depended upon the forests, mountains, and bodies of water for their food. From their close Scandinavian neighbors came dairy products and rich desserts. From the Southeastern part of Russia came the Mongols. They taught the Slavs how to boil meat and to make sauerkraut, yogurt, and curd cheese. They also introduced tea drinking and the samovar (a special piece of equipment used to make Russian tea).

During the time of Czars, Peter the Great brought French soups and Dutch cheeses to Russia, as well as the idea of serving fruit preserves with meat. From the East of Russia, which is close to Asia, came such foods as **plov**, a mixture of rice, lamb, and spices. Also came an abundance of "in season" fruits such as figs, grapes, peaches, apples, cherries, and melons.

Modern Russian Cuisine

The Russian cuisine of today combines native Russian foods with foods of neighboring European countries. The following are typical modern Russian foods:

Russian Appetizers: Smoked salmon, pickled herring, fish in aspic, sliced cold meats, pates, salads, cheese, pickles, and hardy breads.

Caviar: This is the processed, salted roe (eggs) of large fish. The fish usually is a sturgeon and the black caviar is specially preserved to prevent spoilage. It is served on small pieces of white bread or crackers.

Soups: From the peasant traditions, soups are an important part of Russian cuisine. Common soups are schi (cabbage soup), borscht (beet soup), ouba (a clear fish soup), rasolnik (a mixture of vegetables and veal or lamb), solianka (a combination of meat or fish, and salted cucumber).

Russian Main Dishes

Russian main dishes come from the different regions of the vast country. From Georgia, bordering Turkey, comes **shashlik** (cubes of marinated lamb grilled on skewers). From the coast regions of Russia come numerous fish dishes, all prepared with spices and vegetables characteristic to that region.

Best known traditional Russian main dishes have become popular in the United States. Examples are:

Chakhokhobili: Stewed chicken with tomato sauce, onions, vinegar, wine, pepper, and olives.

Kurnik: Chicken rice pie.

Chicken Kiev: Pounded chicken breasts wrapped around pieces of sweet butter.

Beef Stroganoff: Tender strips of beef, mushrooms, and a seasoned sour cream sauce.

Russian Side Dishes

Due to the growing seasons, vegetables change with the weather. In winter, root vegetables are common, and in the summer, asparagus, peas, and fresh cabbage are served.

Breads are an important part of a meal, and hearty multi-grain or rye breads are popular. Milk and dairy products are an important part of Russian cooking. Cream sauces and sour milk are used in many recipes.

Russian Desserts

Russians love their desserts, and whether they are the rich variety handed down from the Czars, or the pureed fruits from the peasants, they remain an important part of the Russian diet.

Russian Meals

The average Russian eats three meals a day.

Breakfast:

For those who live in the countryside and do difficult outdoor labor, a hearty breakfast is essential.

Hearty Breakfast

Sausage
Hearty cereal or potatoes with cream dressing
Fresh rye bread
Tea, coffee, or milk

Lighter Breakfast

Egg
Pastry, bread, or cereal
Tea or coffee

Lunch:

Lunches are many times eaten in factory cafeterias or fields. They will usually include:

- Hearty soup
- Thick slices of bread with cheese or sausage
- Maybe a vegetable
- Beverage (usually tea)

Dinner:

Dinner is the main meal of the day. It's similar to our dinner, and is a time for families to gather around a central table, recalling the events of the day.

Hearty Dinner

Appetizer, like herring
Beet soup
Spring salad or sauerkraut
Boil potatoes
Beef stroganoff
Tea & pastry

Lighter Dinner

Cheese pancakes
Russian salad
Raspberry kisel

Now that you know more about Russian cuisine, it's time to prepare and taste some of their varied dishes. A few popular recipes are included; however, others can be obtained from the internet or a Russian cookbook.

Perogi (Russian)

1 small onion, chopped	5 medium potatoes, boiled & mashed
1-1/2 T. butter/margarine	4 C. flour
1/2 lb. grated cheddar cheese	1 t. salt
3 T. butter/margarine	1/2 t. baking powder
1 t. salt	2 eggs, well beaten
1/2 t. pepper	3/4 C. milk

1. Melt butter in a skillet and add chopped onions. Sauté until brown.
2. Cook potatoes in salted water until soft. Mash. In a bowl, add sautéed onions, salt, pepper, cheese and butter and mix well.
3. Meanwhile, sift flour, salt, and baking powder into a bowl. Beat eggs and add milk; pour into flour mixture. Turn dough out onto a floured board and kneed until smooth.
4. Divide dough and roll to 1/4" thick. Cut 5" round circles from dough.
5. Fill circles with 1 tablespoon of the filling each. Fold dough in half. Seal edges by moistening with water and pressing with a fork 1/4 inch at edge.
6. Fry one at a time in deep fat until golden brown. Drain on paper.

Serve hot. Makes 25.

Note: For lower calories, Perogi's can boil in hot water for 7-10 minutes.

Mushroom with Sour Cream Soup

1 lb. fresh small mushrooms, washed and halved	1 t. salt
1 lb. potatoes, peeled and cut into 1-inch cubes	1 T. butter
1 carrot, sliced	2 T. dairy sour cream
1 T. finely chopped fresh dill	3 ribs celery, sliced
1 onion, cut into julienne strips	

1. Place the mushrooms, potatoes, carrot, celery and salt in a 3-quart saucepan; add 1-1/2 quarts boiling water. Bring to a boil and simmer, partially covered, about 20 minutes.
2. Meanwhile, sauté the onion strips in the butter. After the soup has simmered 20 minutes, add the sautéed onion and cook 3 minutes more, or until all the vegetables are tender.
3. Serve in heated soup bowls; garnish each bowl with a teaspoonful of sour cream and a sprinkling of dill. Makes 6 servings.

Russian Cabbage Borscht

1-1/2 C. thinly sliced potatoes	1 stalk celery, chopped
1 C. thinly sliced beets	1 medium-sized carrot, sliced
4 C. water	3 to 4 C. shredded cabbage
1 to 2 T. butter	Freshly ground black pepper
1-1/2 C. chopped onion	1 t. dill (plus extra, for garnish)
1 scant t. caraway seeds	1 to 2 T. cider vinegar
1-1/2 t. salt (or more, to taste)	1 to 2 T. brown sugar or honey
1 C. tomato puree	

Toppings: Sour cream and extra dill.

1. Place potatoes, beets, and water in a medium-sized saucepan. Cover and cook over medium heat until tender (20 to 30 minutes).
2. Meanwhile, melt the butter in a kettle or Dutch oven. Add onion, caraway seeds, and salt. Cook over medium heat, stirring occasionally, until the onions are translucent (8 to 10 minutes).
3. Add celery, carrots, and cabbage, plus 2 C. of the cooking water from the potatoes and beets. Cover and cook over medium heat until the vegetables are tender (another 8 to 10 minutes).
4. Add the remaining ingredients (including all the potato and beet water): cover and simmer for at least 15 more minutes. Taste to correct seasonings; serve hot, topped with sour cream or yogurt and light dusting of dill. Makes 4 to 6 servings.

Beef Stroganoff

1-1/2 lb. sirloin steak, cut in 1/2 inch strips	1 clove garlic, chopped fine
1/4 C. plus 2 T. flour	3 T. fat
1 t. salt	1 C. canned beef bouillon
1 T. Worcestershire sauce	2 small onions, chopped fine
1 C. sour cream	1/2 lb. mushrooms, cut in pieces
Rice, toast or noodles	

1. Roll steak in 1/4 cup flour and salt.
2. Panfry onions, mushrooms and garlic in fat for 5 minutes. Add steak and brown evenly; then remove meat, onions and mushrooms from pan.
3. Combine 2 tablespoons flour with drippings in the pan. Add bouillon and Worcestershire sauce. Cook until thickened. Add sour cream and heat slowly until gravy simmers. Add beef and vegetables and heat for a few minutes.
4. Serve hot on cooked rice, toast or noodles. (This needs a tart accompaniment like spiced fruit or tossed salad.)

Variation: Form 1-1/4 lbs. of ground round into 1-inch balls. Cook like the sirloin steak. Makes 4 to 5 servings.

Ukrainian Honey Cake

8 T. butter	Grated rind of 1 orange
1 C. dark brown sugar	1 C. dairy sour cream
1 C. dark honey*	1 t. ground cinnamon
4 eggs, separated	1/2 t. ground nutmeg
1-1/2 C. all-purpose flour	1 C. chopped walnuts
2 t. baking soda	1/2 C. chopped, pitted dates
1 t. baking powder	1/2 C. currants
Pinch of salt	

* *Buckwheat honey is the best choice; clover honey will not give as distinctive a flavor.*

1. Prepare a 10-inch tube pan by greasing it and then lining the bottom and sides with brown paper (kitchen parchment could also be used). Grease the paper.
2. Cream the butter and sugar together until light and fluffy, then beat in the honey. Beat in the egg yolks one at a time, mixing well after each addition. Stir in the flour, soda, baking powder and salt; mix well.
3. Add the orange rind and sour cream, beating until the batter is smooth. Then stir in the cinnamon, nutmeg, walnuts, dates and currants.
4. Preheat the oven to 300 degrees.
5. Whip the egg whites until stiff but not dry and fold them into the batter. Pour the batter into the prepared pan, spreading it evenly. Bake the cake for 1 hour and 15 minutes, or until a cake tester comes out clean.
6. Remove the outer part of the pan and let the cake cool upright in the tube section. When completely cool, remove the cake from the pan.
7. Wrap the cake in aluminum foil and let it age at room temperature for two days before serving (it may be eaten sooner, but the flavor is not as rich). Makes 20 servings.

Russian Beet Salad

1 lb. beets	1/2 C. chopped moistened prunes
2 large cloves garlic, minced	(or more, to taste)
1/2 C. chopped walnuts (or more, to taste)	3 T. mayonnaise

1. Scrub the beets and remove the green tops.
2. Place the beets in a baking dish and bake at 375 degrees 1 to 1-1/2 hours, until soft.
3. When the beets are cool enough to handle, slip off the skins and shred the beets coarsely.
4. Add the garlic, walnuts and prunes to the beets. Stir in the mayonnaise and mix well. Season to taste.
5. Chill before serving. Makes 6 servings.

Russian Cuisine

Objective:

Students will develop a better understanding of how the food of Russia has been influenced by its land and heritage.

1. Read the brief history of Russian Food and in your own words, tell how different ethnic groups influence Russian cuisine.

2. Read Modern Russian Cuisine, and using the foods listed, plan a hearty dinner below:

3. Why do you suppose Russians eat a lot of root vegetables, hearty grain breads, and soups?

Russian Cuisine • Answer Key

1. Read the brief history of Russian Food in your student resource, and in your own words, tell how different ethnic groups influence Russian cuisine.

The first Slavs depended upon the forests, mountains, and bodies of water for their food. From their close Scandinavian neighbors came dairy products and rich desserts. From the Southeastern part of Russia came the Mongols. They taught the Slavs how to boil meat and to make sauerkraut, yogurt, and curd cheese. They also introduced tea drinking and the samovar (a special piece of equipment used to make Russian tea).

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2. Read Modern Russian Cuisine, and using the foods listed, plan a hearty dinner below:

Hearty Dinner

Appetizer, like herring

Beet soup

Spring salad or sauerkraut

Boil potatoes

Beef stroganoff

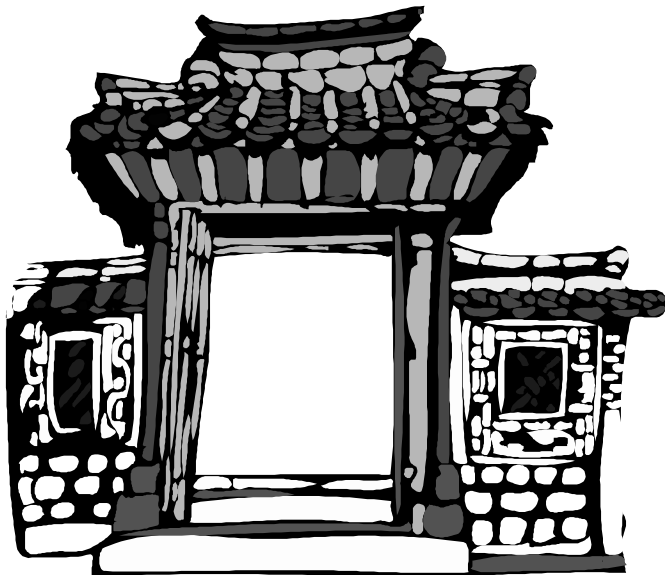
3. Why do you suppose Russians eat a lot of root vegetables, hearty grain breads, and soups?

Due to the growing seasons, vegetables change with the weather. In winter, root vegetables are common, and in the summer, asparagus, peas, and fresh cabbage are served.

Breads are an important part of a meal, and hearty multi-grain or rye breads are popular.

Root vegetables and hearty grains are abundant and easily available so the Russians eat a lot of them.

From the peasant traditions, soups are an important part of Russian cuisine so they are many times present in Russian meals.



The Flavor of Thai Foods

Thai foods are unique because a variety of hot peppers, herbs, and sauces are used in their preparation. This usually results in foods that have a hot and strong taste. Many Thai restaurants and cookbooks in the United States offer variations of ingredients and hotness, so we can order food to our taste.

Similar to the foods of Southeast Asia, Thai cooks rely on rice, coconut milk, pork, beef, chicken, freshwater fish, seafood, vegetables, and a variety

of fruits. Each meal consists of two or three different kinds of main dishes. Each dish has a different taste (hot, salty, sweet, or mild) and a different color. To Thai cooks, the appearance of food is as important as taste.

Herbs & Spices Enhance the Flavor of Thai Foods

Garlic:

Major ingredient in most Thai foods.

Shallots:

Small red onion important in curry, dips, and salads.

Siamese Ginger:

Can be purchased dry from Asian or Thai food stores.

Hot Pepper:

Many varieties in Thailand. Can be purchased dried; many use chili powder, because it's similar.

Cilantro:

The flavor is like a strong parsley, but with distinctive peppery overtones. Used in salads and main dishes.

Kaffir Lime:

Special fruit of Thailand; both the fruit and leaves are used in curries. Can be purchased dried from Asian or Thai food stores.

Lemon Grass:

A grassy plant with slender, pale green leaves. Gives Thai foods that subtle lemon flavor and aroma.

Ginger:

Used fresh in stir-fried or pickled foods and eaten as an accompaniment with sweet/spicy dishes.

Basil Leaves:

Thai cooks use 3 different varieties for many different soups and dishes.

Coriander:

All parts of the coriander plant are used...the leaves, stalk, root, and seeds. Each has a unique flavor that is used in a variety of soups and stir-fry dishes, and also as a garnish. Coriander seeds are used to make curry paste, which can be purchased at Asian or Thai food stores.

Mint Leaves:

Used to flavor soups and in salads.

Sauces & Seasonings used in Thai Foods

Fish Sauces:

No Thai home would be without this. One of the main ingredients in most cooking. If you don't like the odor, you can use soy sauce and salt.

Sugar:

Can use any kind of sugar; often used to enhance flavor and cut strong taste.

Lime:

Used for the sour taste and flavor in soups and sauces.

Peanut Sauce:

A basic Thai condiment made from a combination of ground nuts, oil and spices. Used as a sauce for satays, meats, and stir-fry dishes.

Curry Paste:

The main combination of spices and herbs needed for making a curry dish. Can be purchased in small packages or cans in Thai and Asian food stores.

Coconut:

Coconut milk is an important ingredient in curries, soups, and desserts. Can substitute 2% milk and 1/4 teaspoon coconut extract.

Thai Meals

Rice is the most important food in Thailand and is usually served at all meals and compliments spicy Thai dishes. Rice is as important to Thailand as bread or potatoes are to Westerners.

Thai meals consist of a group of three or more main dishes of different tastes, which are neutralized by cooked rice. All the foods are served at once. Soup is served at the same time as other dishes. Each person has a rice plate in front of him or her and they are expected to share the other dishes as they are passed around. In rural areas, families will eat with their hands from the central dishes. Most Thai people in cities and restaurants use a fork and spoon. The fork is used to push the food onto the spoon (soup spoon), which is used for eating.

Experiencing the Flavor of Thailand

Practical Lab - Teacher Resource

Objective:

Students will be provided with the opportunity to taste & smell some of the herbs, spices, and sauces that make Thai food so flavorful and unique.

Read over the student resource and talk about the food of Thailand. Ask students if they have ever been to a Thai restaurant or tasted Thai food. What did they think of the food? What was unique about the food? How was it served?

Tell the students that you have placed a variety of Thai spices, herbs, and sauces on trays or plates for them to taste and smell. Try to get as many of the spices, herbs, and sauces as possible for the lab. The best place to purchase these rather inexpensively would be an Asian food store, if one is available nearby.

Have students complete the worksheet: [Experiencing the Tastes of Thailand](#).

A number of popular Thai recipes are included after the exercise. You may want to have students make them. Also, you could choose one and do a demonstration for the students, showing them how the Thai cooks cut everything into bite size pieces. Thai cooks do not use knives when they cut.

Experiencing the Tastes of Thailand

You will have an opportunity to taste and smell a variety of herbs, spices, and sauces that are used in Thai recipes. To truly understand how these ingredients make Thai cooking so unique and flavorful, it's important that you smell the herbs, spices, and sauces first. Then just take a tiny taste, putting it on the end of your tongue and allowing the flavor to reach your taste buds. *Note: If you don't like it, then put it back in a napkin, rather than swallowing.* Water will be provided, as it's best to take a drink to cleanse the palate after each new food.

Herbs & Spices (choose 3-4)

Spice/Herb	Describe the Smell	Describe the Taste

Sauces (choose 3-4)

Sauces	Describe the Smell	Describe the Taste

Now that you've had the opportunity to taste a variety of spices, herbs, and sauces that add to the flavors of Thai foods, write a paragraph as to how they influence the tastes of Thai food. If you've never eaten Thai foods before, you are free to write what you think the food would be like if certain ingredients were used.

Fried Noodles with Beef and Broccoli

1 C. rice noodles, soaked and drained
3/4 C. sliced broccoli
1 T. oyster sauce
1 T. corn flour, mixed with 1 T. water
1/2 C. vegetable oil

1/2 C. beef, thinly sliced
1 t. minced garlic
1/2 T. fish sauce
1/2 C. water

1. Heat 2 tablespoons of the oil in a frying pan. Brown the minced garlic. Stir in the noodles and fry for a few minutes. Remove from the heat. Pour into a serving dish and keep warm.
2. Heat the remaining oil in a frying pan. Brown the beef over a medium heat. Add the oyster sauce. Then stir in the broccoli slices. Fry for three minutes.
3. Pour in the water and simmer for a few minutes. Blend in the corn flour mixture, stirring all the time as the sauce thickens. Season with fish sauce.
4. Remove from the heat and pour over the noodles. Serve immediately.

Fried Chicken with Cashew Nuts

1 C. sliced chicken breasts
1/2 C. diced onion
2 dried chilies
1 T. fish sauce
1 t. garlic salt
1/2 C. chicken stock
Lemon slices, tomato slices and coriander leaves

2 dried black mushrooms, soaked
1/2 C. cashew nuts
1/2 coup chopped celery stalk
1 T. soy sauce
1 T. corn flour, mixed with 1 tbsp. water
1/2 C. vegetable oil

1. Heat the oil in a frying pan. Fry the dried chilies until crisp and brown. Shred them with kitchen scissors and set aside.
2. Next fry the chicken and onion in the remaining oil. Season with garlic salt, fish sauce and soy sauce.
3. Add the chopped celery and black mushrooms. Pour in the chicken stock. Cover and simmer for five minutes.
4. Blend in the corn flour mixture. Stir until the sauce has thickened. Add the cashew nuts and fried dried chilies.
5. Spoon onto a serving dish. Garnish with lemon and tomato slices. Sprinkle with chopped coriander leaves. Serve hot with boiled rice.

Chicken in Coconut Soup

1 C. sliced chicken breasts

2 T. fish sauce

1 T. sliced galanga root

1/2 t. salt

1 t. chopped coriander leaves

2 C. coconut milk

2 T. lime juice

1 t. chili powder

1/2 t. ground pepper

1. Heat the coconut milk in a saucepan. Bring to a boil.
2. Add the chicken and the sliced galanga root.
3. Cover and simmer on a low heat until the chicken is tender. Season with salt and pepper.
4. Remove from the heat. Add fish sauce, lime juice and chili powder. Sprinkle with the chopped coriander leaves just before serving.

Prawn Curry

1 C. shelled prawns

1 T. curry paste

2 T. plain flour

2 potatoes, peeled

2 chilies, seeded

2 small onions

1 T. vegetable oil

1 C. coconut milk

1 carrot, peeled and sliced

1. Heat the oil in a saucepan. Add the prawns and cook on a medium heat for two minutes.
2. Stir in the flour. Add the curry paste and coconut milk. Stir constantly. Add the onion, potatoes and carrot slices. Cover and simmer for 15 minutes.

Curry Paste

7 dried chilies, seeded, soaked
and finely chopped

1/2 t. ground cinnamon

2 T. chopped shallots

1 T. chopped lemon grass

1 t. salt

1 t. coriander seeds

1 t. cumin seeds

1/2 t. ground cloves

1 T. garlic

1 T. curry powder

1. Toast the coriander seeds and the cumin seeds in a frying pan over a low heat until brown. Grind and set aside.
2. Grind the rest of the ingredients. Add the ground coriander seeds and cumin seeds. Blend well.

Chang Mai Satay

2 - 3 cloves garlic

1/2 C. coconut milk

1/3 t. ground turmeric

1 - 2 T. granulated or coconut (palm) sugar

2 - 3 T. fish sauce

8 oz. thinly sliced beef or chicken breasts

Bamboo skewers

1. In a blender puree garlic, coconut milk, turmeric, sugar and fish sauce.
2. Skewer meat and place in a shallow dish.
3. Pour marinade over meat and refrigerate 4-6 hours (or overnight).
4. Broil, basting frequently with marinade. Use Thai satay sauce on the side for dipping.

Serves 2 - 3.

Crispy Wontons

1 C. minced pork

1 t. garlic salt

1/2 T. fish sauce

1 egg, beaten

2 C. vegetable oil

1 T. chopped onion

1/2 t. pepper

1/2 T. chopped coriander leaves

1 package wonton pastry skins

1. In a bowl place the minced pork with the chopped onion, chopped coriander leaves and beaten egg. Mix well. season with garlic salt, pepper and fish sauce.
2. Place about 1 tsp. of the pork mixture in the center of the wonton skin. Fold the wonton skin diagonally. Bring the other two corners to the center and press hard. Seal the edges with a little water.
3. Heat the oil in a deep saucepan and deep-fry the wontons for 3-5 minutes or until crisp and golden. Drain on paper towel. Serve with sweet and sour sauce.