

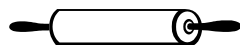
GRADE 5 LESSON PLAN

Recommended for
Grade 5

A World of Taste

Louisiana Gumbo

Note to the Teacher:



Goals for the **Now We're Cooking!**® (NWC) campaign/curriculum:

- Healthy foods or meals *can* taste delicious.
- Foods represent the many cultures of your students.
- Students experience positive social, psychological and nutritional benefits when eating with family and friends.
- Students can learn basic culinary skills that are applicable in their home settings.

This lesson explores the origins of Louisiana Gumbo, which unites several diverse cultures and connects to many curricular areas, including history/social science, language arts, and mathematics.

For related non-cook recipes see the Appendix section for “Tabbouleh Salad” and “Hand-Held Super Salad.” Both recipes contain a variety of fresh ingredients and develop culinary skills similar to the Louisiana Gumbo recipe.

Culinary Skills Developed: measure, mix, chop, dice, brown, simmer



Key Vocabulary: creole, gumbo, okra, pepper, file', spice, flour, onion

Teacher Preparation



- Review lesson, recipe, and equipment list in packet. Each days activities require about 45-60 minutes of class time. Activities requiring additional time are noted.
- Make copies of Home and Family Connection letter (included in this lesson in English or Spanish).
- Prepare word cards.
- Make poster or overhead transparency of recipe.
- Make copies of black line world map.
- Collect Zydeco, Dixieland and jazz music.
- Collect food critic article from newspaper.
- Give early notice to Cafeteria support personnel regarding upcoming unit. (See *Cafeteria Connection* handout included in this lesson).
- Use available bilingual paraprofessionals or partner English language learners with English-speaking role models as needed in the lessons.
- Throughout the unit, students will have many opportunities for participation either in written, oral or a hands-on form that will provide educators on-going assessment in several curricular areas.

Family Connection

- Send home the *Home and Family Connection* letter.
- Send home the parent brochure about the **Now We're Cooking!**® program included in the Appendix.

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- You may want to contact parents to see if any have experience making Gumbo. If so, you can invite them to help with the group preparation on day four.

School/District Connection

- Inform your principal of the week you are implementing the Louisiana Gumbo curriculum and that the lesson is integrated into your Social Studies, Math, and Language Arts curriculum. It will be a meaningful and fun way to support concepts from the curriculum.
- Inform your Food Service Director of your cooking project and ask if there are ideas, supplies, or ingredients available, including components to make a complete meal (fruit, milk). Collaborate with your principal, School Food Service Director, or other colleagues to plan a school-wide family meal. See the *Cafeteria Connection* page for more ideas.

Historical Background of Louisiana Gumbo

New Orleans has been an important port in American history. Originally inhabited by the Choctaw, the area around New Orleans attracted immigrants from all over the world.

Controlled at alternate times by the French and Spanish, they left their distinct mark on the city and its cuisine. Other cultural groups, including Africans, Germans, and French Acadians, came to the city for various reasons. Each group made a contribution to the culture of the region.

These contributions are best reflected in

Gumbo, a hearty soup that brings together the diverse background of the New Orleans area.

The word Gumbo refers to okra, the thickening agent in the soup. There is no single recipe for a Gumbo. Whatever is available is thrown into the pot.

Day One: (approximately 60 minutes)

- Begin a discussion about soups and stews by describing a soup made in your home.
- Have students work in groups and share examples of soups or stews made in their homes.
- Elicit the ingredients that are found in the various soups.
- Describe a soup which is served over rice that has many different ingredients. (Gumbo) Explain how immigrants from around the world contributed different ingredients to this Creole dish. Show a wall map of the world. Point out different areas that have contributed to the Gumbo recipe:
 - France - Method of cooking roux (butter and flour)
 - Spain - Meals mixing seafood with meat
 - Africa - Rice, okra South America - Peppers, tomatoes
 - Choctaw territory - Bay leaves, file', pronounced fee-lay (file' is ground sassafras leaves).
- Give students a black line map of the world and allow them to label the areas listed above.

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- Shade in each region with the following colors to represent the contribution of each culture:

France – Brown

Spain - Orange

Africa – White

South America - Red

Choctaw Territory

(Southern Louisiana) -Green

- Draw different colored lines from each labeled and shaded area converging on New Orleans to show how Gumbo is a mixture of different cultures.

Day Two: (approximately 60 minutes)

- Read Houghton Mifflin's *America Will Be*, pages 4-8.
- Discuss how the New Orleans area was a "melting pot" of different cultures combining their language, food, and traditions, as well as instruments and musical styles.
- Play a selection of Zydeco or Dixieland jazz music.
- You may choose to read aloud *The Talking Eggs* by Robert Souci, a Creole folk tale. To expand on this story, have students make talking egg puppets and create their own puppet shows with Cajun musical accompaniment. (Allow additional time for the expansion part of this activity).
- Use handmade instruments, percussion instruments, kazoos or other types of appropriate musical instruments and have students recreate or play along with the musical styles of New Orleans.

Day Three: (approximately 60 minutes)

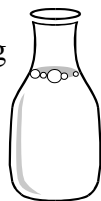
- You may choose to pre-cook rice and refrigerate for tomorrow.
- Tell your students that you have made 8 cups of cooked rice. Have students estimate and then suggest ways to equally portion rice. (You should have about 1/4 cup of cooked rice per student).
- Introduce/review the Creole culture. Use Social Studies textbooks, encyclopedias, or encyclopedia CD ROMs.
- Assign cooperative groups to research various topics, such as Acadians, Choctaw, Spanish explorers, Zydeco or Dixieland. (Allow additional time for this activity).
- Use the Gumbo recipe to create a graph comparing some or all of the ingredients. (1/2 cup = 4 oz, 1 Tablespoon = 1/2 oz).
- Have students trace the migration of French Acadians from French Canada to Louisiana. (Acadians became "Cajuns"). This history connects to the French and Indian War, to the role of the French in the American Revolution, and later, under Napoleon's rule, to the sale of the Louisiana Purchase to the United States. (Allow additional time for this activity).

Day Four: (approximately 120 minutes) **(using a stove or hot plate will reduce time needed)**

- Bring in 8 cups pre-cooked white or brown rice or prepare instant rice in microwave before class.
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- Discuss the Gumbo recipe. Show the recipe on a large poster or overhead transparency, if possible.
- Review the basic ingredients using the enclosed word cards.
- Review *A Primer of Basic Kitchen Skills* (included in the Appendix).
- Guide students through preparation of the recipe.
- Play appropriate music softly in the background while children are preparing and enjoying the Gumbo. Serve with milk and fresh fruit to balance out the snack.
- After eating the Gumbo, ask children to compare the Gumbo using fresh ingredients with canned soups from the market. You may also want to cook some canned soups in class. What are some of the rewards and benefits of each? Use a Venn diagram to compare homemade and canned soups.



as if they were food critics. Partner English language learners with English-speaking role models, and use bilingual paraprofessionals as necessary.

- Students can publish their critiques using a computer program and make a classroom "Gumbo Magazine".
- Published articles can be sent home to parents, as well as given to the principal and Food Service Director. (Allow additional time for this activity).
- Students can write their own math word problems about cooking Gumbo. They can exchange problems with a partner and solve. The math word problems can also be included as part of the "Gumbo Magazine" above. (Allow additional time for this activity).

Ideas for Extension Activities

Health/Nutrition - Discuss where the Gumbo ingredients fit into the Food Guide Pyramid. What other foods could be added to complete the meal and ensure that all 5 food groups are included?

Writing Activity -Interview/research your ancestral history. Write a report about how your families culture has become a part of American food, language, tradition, songs, etc. Model a class example first. Provide sentence frames as examples for English language learners (i.e. A song my family sings is _____).

Music -Invite a community member into class to teach a Creole dance (i.e. the Cajun two-step).

School Food Service Collaboration
Develop a bulletin board for the cafeteria.

Day Five: (approximately 60 minutes)

- Bring in an article written by a food critic and talk about it with your students.
- Do a "Guided Writing" activity with your students, pretending to be a food critic writing about your students' Gumbo. Write a class example article together with your students. Keep the class example posted throughout the writing activity.
- Using the class model, have students write their own responses to the Gumbo,

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Display your recipe using arts/crafts, pictures, poems, or songs to help other students learn about Louisiana Gumbo, its origin, use, etc. If the display is part of a school-wide event, have students perform the dance mentioned above in the cafeteria at lunch.

Gardening Connection - Have students grow different herbs in the Gumbo recipe in a windowsill or outdoor herb garden. Students can also grow some of the vegetables in the Gumbo recipe.

Science -

- **Physical Science** - Identify the compounds in the Louisiana Gumbo recipe. Describe why such substances are labeled as compounds and write their scientific labels.
- **Life Science** - Grow a mini-vegetable garden for the gumbo ingredients (such as okra, celery, bell peppers). Record observations and data that illustrate how carbon dioxide and energy from sunlight are used by plants to grow and to help produce oxygen. Try growing plants in a variety of soils and under different light intensities as a variable.
- **Earth Science** - Research the climate of New Orleans. Use newspapers, news reports, and other sources to chart the weather for one week. Make predictions, weather maps, and temperature forecasts using your data and research.

Related Storybooks

Mama Don't Allow by Thatcher Hurd (Tale about a swamp alligator band; includes written music) *

One Grain of Rice by Demi (Asian folktale about rice; can be integrated with mathematics) *

Gregory, the Terrible Eater by Mitchell Sharmat (a story about how Gregory the goat learned to make wise food choices) *

The Soup Bone by Tony Johnston *

Soup for Supper by Phyllis Root *

Soup for the King: A Fable by Leonard Kessler *

Lentil Soup by Joe Lasker *

Soups by Joe Lasker *

Louisiana by Allan Carpenter (Part of a series of books written about each state; includes history, geography, and natural resources about the area)

*Written for primary grade students, but can be adapted for use for intermediate grades.

Related Resource Books

Shrimps by Judy Hawes (examines their appearance, how they swim, eat, travel, grow and multiply)

The Kids' 50-State Cookbook by Aileen Paul

Rice by Sylvia A. Johnson (a complete informational resource book for children)

Cooking With Grains by Susan Black

Food Fight by Michael J. Rosen (contains poems about various foods)

Teacher notes:



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Creole Gumbo

Okra

Pepper

Filé

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Spice

Flour

Onion

LOUISIANA GUMBO (serves 32 2-oz portions)

Shopping List:

- Ingredients listed below

Equipment List:

- Crock Pot
- Wooden spoon
- Serving spoon



- Paring Knives
 - Measuring cups and spoons
 - Cutting boards
 - Plastic bowls and spoons
 - Pot holders
 - Paper napkins
 - Individual moist towelettes
 - available at drug stores)

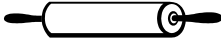


8 cups cooked rice
½ stick of butter
2 tablespoons of flour
½ teaspoon salt
½ teaspoon black pepper
½ teaspoon cayenne pepper
½ teaspoon minced or powdered garlic
1 bay leaf
1 pound sliced okra (fresh or frozen, thawed)
½ cup diced onion

½ cup diced bell pepper
½ cup chopped celery
15 oz chicken broth
15 oz tomato juice
2 cups water (less water can be used for a richer Gumbo)
16 oz small cooked shrimp (fresh, frozen, or canned)
10 oz cooked chicken (fresh or canned)
1 teaspoon file' powder (in spice section)

1. Pre-heat crock-pot with water for 15 minutes on high; discard water. Add butter. When butter melts, add flour, stirring frequently. Cook resulting roux for 15 to 20 minutes, until it starts to brown. (Do not let it burn).
 2. While roux is cooking, wash bell pepper, celery and onion. Dice onion and bell pepper. Chop celery. Set aside.
 3. Add spices (except file') and vegetables (except okra) to crock-pot. Mix vegetables with roux. Cook 5 minutes.
 4. Slowly add chicken broth, tomato juice, and water to crock-pot. Stir to mix. Cover crock pot with lid and cook mixture on high setting. Simmer for 30 minutes.
 5. Rinse shrimp. Add shrimp, chicken and okra to crock-pot. Simmer another 10 minutes. Remove bay leaf.
 6. Add file' powder immediately before serving, mix in well.
 7. Serve in bowls over rice (makes about 64 ounces).
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NOW WE'RE COOKING![®] Home and Family Connection Grade 5



How often does your family sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with our family and friends.

Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another.

Thanks to a program at your school called **Now We're Cooking!**[®] your child is (or will be) learning safe, simple cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also reinforce other subjects your child is learning, including social studies, math, writing, and the arts.

What You Can Do

On the back is a recipe your child will be preparing in class. Join your child in reading the recipe, gathering the ingredients, and cooking it at home. No matter how simple or fancy the meal, time spent eating with your children may be the best time to talk with them, share in their lives, and pass on cultural traditions.

Homework Extensions

Your child's teacher may be assigning one or more of the following assignments.

1. Family Recipe - Create your own Gumbo at home. Start with the flour, butter, and chicken stock. Add your own vegetables and seasonings. Write a recipe for your Gumbo.
2. Math - Double or triple the recipe. Show your thinking in words and numbers.
3. Art - Design a jar label for the Gumbo. Include ingredients from the class Gumbo.
4. Writing - Write an advertisement for the class Gumbo. Include descriptive words and pictures to help "sell" the Gumbo to potential buyers.

LOUISIANA GUMBO (serves 8 – 8 oz portions)

8 cups cooked rice
½ stick of butter
2 tablespoons of flour
½ teaspoon salt
½ teaspoon black pepper
½ teaspoon cayenne pepper
½ teaspoon minced or powdered garlic
1 bay leaf
1 pound sliced okra (fresh or frozen, thawed)
½ cup diced onion



½ cup diced bell pepper
½ cup chopped celery
15 oz chicken broth
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NOW WE'RE COOKING![®] Cafeteria Connection Grade 5



How often do families find time to sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with family and friends. Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another.

Thanks to a program at our schools called **Now We're Cooking!**[®], our students are (or will be) learning safe, simple cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also reinforce other subjects.

The cafeteria is another place that children can share a meal with friends. We would like to connect the **Now We're Cooking!**[®] experience with eating in the cafeteria.

What You Can Do

On the back is the recipe that students will be preparing in class. You could:

1. Provide some or all of the ingredients.
2. Help us obtain the ingredients and bill us for them.
3. Serve this recipe or a similar purchased menu item the week we are preparing it in class. That will be the week of _____.
4. Visit our classroom and give a short nutrition lesson on where all of the ingredients for Gumbo fit into the Food Guide Pyramid.
5. Give a kitchen tour and show how Gumbo would be made in large quantity with food service size equipment.
6. Help students understand the cultural diversity and variety of ethnic foods in other school lunch menu items. (i.e. fruit, salad, trail mix).
7. Plan a school-wide Cajun Festival with decorations, music and Gumbo. Our class will help decorate and serve.
8. Let us put up a bulletin board in the cafeteria about Gumbo and our cooking experience.
9. Demonstrate the difference between fresh, canned and frozen okra (or other foods used for school lunches) and the advantages of each.
10. Provide additional meal components so that we can serve a reimbursable meal in the classroom.
11. Anything else you can think of to enhance our **Now We're Cooking!**[®] classroom activity.

Teacher: _____

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