

ESY Pittsburgh Winter Cooking Program

Tabbouleh Salad

Food History Lesson
January



Map Skills

Asia
Syria

Materials Needed:

- World Map
- Food Journals
- Wheat Seeds in (at least 4) Bowls
- Photos of Wheat Varieties/ Processing
- Bread (Jam optional) + Basket
- Paper towels
- Hand Sanitizer

Prepare Before Lesson:

- Purchase and cut bread
- Hang up world map
- Write agenda on board

Objectives:

1. Reinforce "all food begins with a plant" garden knowledge.
2. Introduce students to wheat, specifically bulgur, and how it's processed.
3. Practice map skills focused on Asia (continent) and Syria (country).
4. Introduce the Middle Eastern Tabbouleh Salad categories and nutritional value.

Lesson Flow

o Engage (5 min)

Write "Tabbouleh" on the board. "Who can try to read this word?" Invite 2-3 attempts. "Raise your hand if you have heard this word before and can tell the rest of us about it." Allow a student to explain what Tabbouleh is, and/or share about the salad yourself. "Let's look at today's agenda." Agenda: map skills, talk about and explore wheat, taste test and Food Journal.

o Map Skills (5 min)

"What continent did we talk about with The Three Sisters? What country?" Find it on map, continue to do this for all continents and countries covered so far. "Today we're going to focus on the continent of Asia. Who can help me find it?" "Within Asia, we're going to focus in on the country of Syria. Who can help me find Syria?" Find both on map. "Sometimes the countries in this area are called The Middle East". Discuss as desired.

o Food History (10 min)

"What is the most popular salad in your family? Why?" Take responses. "Tabbouleh originated in the mountains of Syria and its neighbor country, Lebanon." Show on map. "In the Middle East, Tabbouleh is the most popular salad!" Tabbouleh Categories: Tabbouleh is typically made of a blend of herbs, vegetables, fruits, spices and grain." Discuss each category. "The Tabbouleh we make next week will have all of these categories of foods in them. Here's our ingredient list: (Write on board: bulgur, lemon juice, parsley, tomato, green onion, salt)." Now, I'd like you to turn in your Food Journal to page 11 and complete the Tabbouleh Time game." Discuss answers together (allow for ambiguity between fruit/vegetable and herb/vegetable).

o **Food History (cont'd.)**

Bulgur 101: "Bulgur is a type of cereal grain that is made from many different kinds of wheat, but most commonly, durum wheat. Bulgur has been around for over 4,000 years. It is called "arisah" which translates to the *first coarse meal*. It was a favorite grain because it resists mold, attacks by insects, and can be stored for long periods of time. It is also rich in fiber, carbohydrates, and vitamins such as vitamin B and iron. Bulgur is also high in protein and gluten. Gluten is what holds pasta together. "

o **Garden Connections (15 min)**

"Have you seen the wheat growing in our school garden? What does it look like? Describe it to a buddy. The wheat we grow at our gardens is Red Fife. Red Fife tends to be less glutinous, and is often ground into flour. "

Show photos of wheat varieties. "Most of us eat wheat every day. What did you eat recently that contained wheat?" *Discuss.* "Which part of the wheat plant do we eat?" *(The grain or "berry" inside the chaff.)*

Sensory Wheat: "As we pass around these bowls of wheat, smell them, touch them, look at them and even listen to them as you swirl your fingers through the bowl."

"What happens to the wheat plant between when it's harvested in the garden and when we eat it?" *(It is processed: Threshed, winnowed, and often, milled.)* "Let's stand up and act these out! **Harvest** (pull up stalks). **Thresh** (pretend to hit wheat on desk to remove "wheat berries"), **Winnow** (blow chaff from pretend seeds in hands) and **Grind** (pretend to use mortar and pestle). Let's do it again, this time faster!"

Whole Grains: "What do you think a **whole grain** is? The whole grain or the "berry" has 3 parts: endosperm, the bran, and germ. They are healthiest when eaten together. Have you ever seen whole-wheat flour? What color is it? Have you seen white flour? What's the difference?" *Discuss differences in processing and nutrition. Use photos as desired.*

OPTIONAL: *Discuss ancient vs. modern harvest and processing techniques. Ancient: sickle, scythe, hand thresh and winnow, mortal/pestle. Modern: tractor, machines.*

o **Tasting and Journaling (10 min)**

- "Most of us eat wheat everyday, it's one of our most common foods in this country and, as we learned, also in Syria. Today we're going to sample wheat in the form of bread. What do you think the ingredients are? How do you think it is made?" *Discuss, sanitize hands, sample.*

- *As students finish sampling, talk to them about cooking Tabbouleh together next week and encourage them to begin Food Journaling.*

Food Journal

Prompt: What grain does Tabbouleh contain? Why is it important to eat whole grains?

Challenge Prompts: 1. What are the 4 steps in wheat processing? Draw and describe.

2. Describe at least 2 differences between ancient and modern wheat processing.

3. Draw and diagram the three parts of a wheat seed.

Recommended Resources

1. Book: On-the-Go Schwarmas: And Other Middle-Eastern Dishes by Fauchald
2. Book: Loaves of Fun: A History of Bread by Harbison
3. Traditional Arabic Music: <http://www.youtube.com/watch?v=pF-kgZf2nFI>

Additional Content Information and Activities

Three Parts of Wheat: The endosperm is the part of the wheat seed that has the most protein. It's used to make white flours for things like breads and pastries. The endosperm, however, doesn't have vitamins or minerals like iron all by itself. The bran and the germ have the vitamins, minerals, and fiber – the nutrients that keeps our organs clean and digestive system working well – that the endosperm is missing. Just like The Three Sisters work together to grow, the 3 parts of a wheat seed work together in our bodies to make us healthy.

Wheat Hands: Have students make a wheat seed with a partner using your hands. One partner makes a fist for the germ, and covers their fist with their other hand to represent the endosperm. Finally, the other partner places his/her hands around both the “germ” and the “endosperm” to represent the “bran”.