

Kitchen Lesson K6-3

Pan de los Muertos

Sustainability

Students make bread with amaranth, which is an ancient crop significant to the Aztec people. It is still used today due to selection and domestication by historic cultures.

Communication

Students learn about the Mexican holiday of Dia de los Muertos, write a remembrance for someone who has passed and share it.

Academics

This lesson fulfills Common Core State Standards for vocabulary specific to history/social studies; integrating information; following precisely a multistep procedure; integrating quantitative information expressed in words with a version of that information expressed visually; collaborative discussions; interpreting information; presenting claims and findings; adapting speech; including multimedia components and visual displays in presentations; standard English grammar; knowledge of language; and acquiring words and phrases.

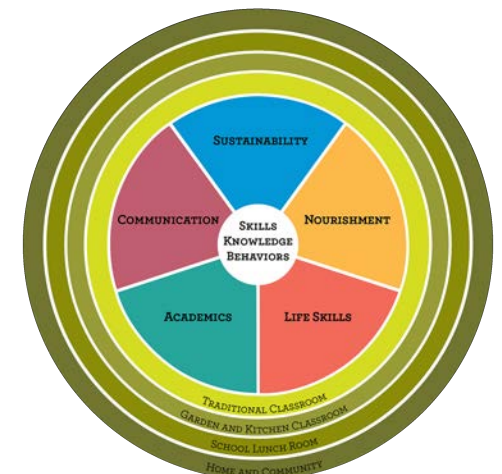


Nourishment

Food is a significant part of Dia de los Muertos, it nourishes the spirits of the dead. Students make bread to honor those who have passed.

Life Skills

Students learn about different units of measurement used in baking, how to measure flour precisely, follow a precise recipe and knead bread dough by hand.



Pan de los Muertos Abstract

Summary

In this 6th grade humanities lesson, students prepare Pan de los Muertos and practice measuring **precisely**.

Communication is strengthened by learning about the Mexican holiday of Dia de los Muertos, writing a remembrance and sharing it. **Sustainability** is highlighted by using amaranth flour for the dough, an ancient crop significant to Aztec culture. **Nourishment** is acquired by making bread to honor those who have passed, and learning about the significance of food on Dia de los Muertos to nourish the spirits of the dead. **Life Skills** are sharpened as students learn about different units of measurement used in baking, how to measure flour **precisely**, follow a **precise** recipe and **knead** bread dough by hand.

Academics fulfill Common Core State Standards in ELA for vocabulary specific to domains related to history/social studies; integrating information presented in different media; following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually; engaging effectively in a range of collaborative discussions; interpreting information presented in diverse media; presenting claims and findings; adapting speech to a variety of contexts and tasks; including multimedia components and visual displays in presentations; demonstrating command of standard English grammar; using knowledge of language and its conventions; and acquiring words and phrases. See **Connections to Academic Standards** below for details.

Edible Schoolyard curriculum emphasizes developing community and personal stewardship, along with skills that will help students navigate different situations throughout their lives; observing fungus, bacteria, and invertebrates in **decomposition**; and understanding that **soil is the lifeblood** and fertility of the garden.

This lesson follows the BEETLES Project's **Learning Cycle** (Invitation-> Exploration -> Concept Invention -> Application -> Reflection) and uses their **Discussion Routines** (Think-Pair-Share, Whip-Around). All are highlighted in **Green*** with an asterisk for easy identification. See the documents BEETLES_Discussion_Routines.pdf and BEETLES_Learning_Cycle.pdf included in **Resources** below for more information. Games and activities from other sources are also identified in **Green**, without an asterisk.

Objectives

After this lesson, students will be able to:

- Identify measuring tools from the ESY Toolbox
- Recognize the need for **precision** when baking

Assessments

During this lesson, students will:

- Select the correct measuring tools
- Follow the recipe to completion

Connections to *Academic Standards*

- RH.6.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RH.6.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify

information.

- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - L.6.1.b Use all pronouns, including intensive pronouns (e.g., *myself*, *ourselves*) correctly.
 - L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
 - L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.3 . Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.
 - L.6.3.b Maintain consistency in style and tone.
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connections to *Edible Schoolyard* Standards

Edible Schoolyard 3.0

In the Edible Schoolyard Program

- 1.0: Students work with each other and teachers to develop community and personal stewardship, along with skills that will help them navigate different situations throughout their lives.
- 1.1 – 3.12: This lesson fulfills all Edible Schoolyard Program standards, numbers 1.1 through 3.12. See *The Edible Schoolyard Berkeley Standards* for details.

In the Kitchen Classroom, 6th grade

- Tools 2.1.2: Identify **measuring tools** from the ESY Toolbox and follow instructions to use and care for them.
- Techniques 2.2.5: Use basic **techniques** as instructed, and refer to them by name in conversation.

Pan de los Muertos Lesson

Materials

For the Chef Meeting

- K6-2 Visual aid
- Pan de los Muertos Recipe
- **Day of the Dead Altar** (see K6-2 Altar)
- Ingredients and tools for demonstration

Ingredients for the Pan de los Muertos

- Flour
- Amaranth flour
- Baking powder
- Sugar
- Salt
- Orange zest (optional)
- Eggs
- Milk
- Vegetable oil
- Brown sugar
- Cinnamon
- Butter

Tools

- Sheet pan
- Parchment paper
- Mixing Bowls
- Wooden spoons
- Measuring beaker
- Measuring cups

- Measuring spoons
- Zester

Equipment

- Stove
- Oven

For the Day of the Dead Altar

- Table
- Tablecloth
- Construction paper
- Colored pencils
- Graphite pencils or pens

Timeline Overview

Total Duration: 90 minutes

At the Chef Meeting: (10 minutes)

1. *Invitation**
2. *Concept Invention**

At the Table: (60 minutes)

3. *Application**

Closing Circle

4. *Reflection** (20 minutes)

Before You Begin

- Collect all the tools and ingredients, and then distribute them to the tables
- Gather supplies for the **Chef Meeting**
- Create the Visual Aid
- Copy the Pan de los Muertos Recipe to hand out
- Set up a **Day of the Dead Altar**
- Cut up construction paper for the remembrances

Procedures

At the Chef Meeting

1. *Invitation**:

- a. Welcome students and introduce Pan de los Muertos as a sweet bread traditionally made on or around Day of the Dead.
- b. Invite students to share what they know about the holiday.

2. *Concept Invention**:

Students learn about the Mexican holiday of Day of the Dead and baking bread.

- a. Explain that they will be participating in a Day of the Dead tradition by making Pan de los Muertos to honor somebody who has passed away.
- b. Introduce the amaranth flour and remind students that they harvested, threshed, and winnowed amaranth in the garden.
- c. Explain to students that when baking, **precision** is important.
- d. Tell students that they will be shaping their bread in a way that honors or symbolizes the person they are remembering.
 - i. While the bread is baking, students will have an opportunity to write a remembrance for that person and place it on Day of the Dead altar.
- e. Ask students to wash their hands and join their table group.

At the Table (60 minutes)

Students make and bake bread, write a remembrance, then eat and discuss their Pan de los Muertos.

3. *Application**:

- a. Meet with the table groups to review the recipe, check-in, and assign jobs.
- b. Review measuring tools and explain how to measure **precisely**:
 - i. Measuring beaker
 - ii. Measuring cups
 - iii. Measuring spoons
- c. Review the different measuring increments and explain how to measure **precisely**:
 - i. Tablespoon
 - ii. Teaspoon
 - iii. $\frac{1}{2}$ teaspoon

- d. Prepare the recipe.
- e. Demonstrate how to **knead** bread dough.
- f. Set the table.
- g. While the bread is baking, invite students to write a remembrance and then place it on the altar.
- h. Eat
 - i. While the students are eating, invite them to share whom they made the bread for, what shape they chose, and why.
- i. Clean up.

At the Closing Circle (20 minutes)

4. Reflection*

Ask students to share who they would bring back from the dead and why.

Vocabulary

Knead

Ritual

Precise

Contributors

All lessons at the Edible Schoolyard Berkeley are developed in collaboration with the teachers and staff of the Edible Schoolyard and Martin Luther King Jr. Middle School.

Learning Cycle and Think-Pair-Share discussion routine © The Regents of the University of California. All materials created by BEETLESTM at The Lawrence Hall of Science.

Resources

K6-3_Visual_Aid.pdf

K6-3_Altar.pdf

Pan_de_los_Muertos_Recipe.pdf

BEETLES_Learning_Cycle.pdf (See lesson G6-0)

Pan de los Muertos





Quando nasce,
Tudo parece ter
alguma coisa de
muito bom e bonito
mas com o tempo
isso tudo se vai.
Dear Dad,
I hope you sleep
well and happy as
you make your way
down here.

Even about you, who you always
love you
Always
Love



Pan de los Muertos

(Bread of the Dead)



DRY INGREDIENTS

- 3 1/2 cups white flour
- 1/2 cup amaranth flour
- 4 teaspoons baking powder
- 4 Tablespoons sugar
- 1/2 teaspoon salt

WET INGREDIENTS

- 2 eggs
- 1 1/3 cups milk
- 1/2 cup vegetable oil

... TOPPING ...	
1/2 cup	brown sugar
2 Tablespoons	flour
1 teaspoon	cinnamon
2 Tablespoons	melted butter

Preheat the oven to 350°. Combine topping ingredients and set aside. In a large mixing bowl combine the dry ingredients. In a medium bowl combine the wet ingredients. Add the wet ingredients to the dry ingredients and mix well. The dough will be sticky.

Sprinkle flour on a clean surface and put a little on your hands. Mold your dough into any shape you wish.

Place dough on a cookie sheet (greased) and sprinkle the topping on it. Bake for 15 - 20 minutes, until golden brown.