Kitchen Lesson K6-6

Silk Road Steamed Dumplings

**Sustainability**
Studying the historical commerce of food helps us understand what makes food valuable for trade.

**Communication**
Students discuss the Silk Road and collaborate to make Chinese steamed dumplings.

**Academics**
This lesson fulfills History–Social Science Content Standards for early civilizations of China; significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire; Common Core State Standards for integrating information; following a multistep procedure; integrating quantitative or technical information; collaborative discussion; interpreting information presented in diverse media; speaking and listening; language; and acquiring words and phrases.

**Nourishment**
Students try tofu and vegetable dumplings and are often surprised to find them as delicious as meat dumplings.

**Life Skills**
Students learn to shred ingredients with a zester, how to fold dumplings, and that steam can be used to cook foods gently without adding much flavor.
Summary
In this 6th grade humanities lesson, students prepare Steamed Dumplings as they study the exchange of ideas, goods and foods between China and other regions during the Han dynasty. This is the first of four Silk Road lessons.

Objectives
After this lesson, students will be able to:
- Cite examples of China's contributions to the Silk Road
- Cite the geographic features that isolated China before the Han Dynasty
- Explain why certain items were valuable for trade along the Silk Road
- Recognize basic tools, terms, and techniques

Assessments
During this lesson, students will:
- Name ideas, goods, and foods from China that were traded along the Silk Road
- Name a geographic features that isolated China before the Han Dynasty
- Identify traits that translated to value: light, packable, and in limited supply
- Identify the wok as a tool and steaming as a cooking method

Communication is strengthened by discussing the Silk Road and collaborating to make dumplings. Sustainability is highlighted by studying the historical commerce of food. Nourishment is expanded by trying tofu and vegetable dumplings, which many students discover are as delicious as meat dumplings. Life Skills are sharpened as students learn to shred ingredients with a zester, how to fold dumplings, and that steam can be used to cook foods gently without adding much flavor.

Academics fulfill History–Social Science Content Standards for early civilizations of China; significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire; Common Core State Standards for integrating information; following a multistep procedure; integrating quantitative or technical information; collaborative discussion; interpreting...
information presented in diverse media; speaking and listening; language; 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; identifying basic tools; identifying ingredients by name; and making connections between the diets of historic cultures and foods we eat today. See Connections to Edible Schoolyard Standards below for details.

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.

**Connections to Academic Standards**

History–Social Science Content Standards for California Public Schools, Grade 6

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
  - 6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
  - 6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

Common Core State Standards, English Language Arts and Literacy, Grade 6

- 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.
- 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.6.6 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.
• 1.1.1 – 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 2.1.1: Identify **basic tools** at the ESY Cooking Station and use and care for them with guidance.
• Techniques 2.2.4: Identify **ingredients** by name, and discuss them using descriptive words in conversation.
• Concepts 2.3.11: Make connections between the diets of historic cultures and foods we eat today.
The Silk Road: Chinese Steamed Dumplings Lesson

Materials

For the Chef Meeting
- K6-6 Visual Aid
- Steamed Dumplings recipe
- Traditional Chinese music recording
- Music player
- Ingredients and tools for demonstration

Ingredients
- Extra firm tofu
- Carrots
- Napa cabbage
- Scallions
- Garlic scapes (optional)
- Cilantro
- Soy sauce
- Hoisin sauce
- Sesame oil
- Salt
- Fresh ginger
- Pepper
- Small wonton wrappers

Tools
- Wok
- Bamboo steamers
- Mixing bowl
- Grater
• Cutting boards
• Vegetable peeler
• Chefs’ knives
• Paring knives
• Measuring spoons
• Measuring cups
• Small plates
• Small bowls
• Teaspoons

Equipment
• Stove

Timeline Overview
Total Duration: 90 minutes
1. Invitation* (5 minutes)
2. Concept Invention* (15 minutes)
3. Application* (60 minutes)
4. Reflection* (10 minutes)

Before you Begin
• Create the Visual Aid
• Copy the Steamed Dumplings recipe to hand out
• Select music and set up the audio player
• Press the tofu to remove excess moisture
• Collect all the tools and ingredients, and then distribute them to tables
• Gather supplies for the Chef Meeting

Procedures
Welcome
1. Invitation*: (5 minutes)
   a. Play music as students silently enter the classroom.
At the Chef Meeting

2. Concept Invention*: (15 minutes)
   Students learn about China and the Silk Road.
   a. Welcome students and introduce the Silk Road lesson.
   b. Tell students they are embarking on a four-lesson journey along the Silk Road.
   c. Define the Silk Road as a network of trade routes that began in China and spanned 4,000 miles to the Mediterranean and connected empires.
   d. Describe the isolation of China during the Han Dynasty due to its geography.
   e. Use the visual aid to review the goods, ideas and foods that China traded along the Silk Road.
      i. Emphasize the value of silk by explaining that the Chinese were the only people who knew how to make it.
      ii. It was valuable for trading because it was rare.
      iii. It was ideal for trading because it was light, packable and didn’t break.
   f. Explain how food can be an indicator of cultural exchange.
      i. As new plants and farming techniques were shared along the Silk Road, the foods that people ate changed.
   g. Introduce the Steamed Dumplings recipe.
      i. Tell students that steaming was a cooking technique originating in China and demonstrate how to use the wok and bamboo steamers.
   h. Ask students to wash their hands and join their table group.

At the Table

3. Application*: (60 minutes)
   Students make the dumplings, eat them and clean up.
   a. Meet with the table groups to review the recipe and assign jobs.
      i. Demonstrate how each ingredient will be prepared and how to form the dumplings for steaming.
   b. Prepare the recipe.
   c. Set the table; eat; clean up.

At the Closing Circle

4. Reflection*: (10 minutes)
   a. Ask students to name one item that China contributed to trade along the Silk Road.
Vocabulary
Wok
Silk Road
Han Dynasty

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
K6-6_Visual_Aid.pdf
Steamed_Dumplings_Recipe.pdf
BEETLES_Learning_Cycle.pdf (See lesson G6-0)
BEETLES_Discussion_Routines.pdf (See lesson G6-1)
BEETLES_Walk_And_Talk.pdf (See lesson G6-4)
China and the Silk Road

What China Gave:
- The Wheel Barrow
- The Magnetic Compass
- Ironwork
- Technology, Philosophy, Religion

Ideas

What China Got:
- FROM INDIA: Spices, Buddhism
- FROM CENTRAL ASIA: Horses, Jade, Furs, Gold
- FROM ROME AND THE MEDITERRANEAN: Glassware, Grapes, Figs, Olives
Steam dumplings. Cover, for 8-10 minutes - until wrappers are transparent.

Dumplings are not sticking or they will stick together. Steam the dumplings until they are done. Make sure the steam is strong. Place the dumplings in the steamer using a small spoon.

Using the steamer of your choice bring a large pot of water to a

Stir the dumplings.

center of the wrapper, gather up the edges and pinch to

close. Place 1 teaspoon filling in the

edges of the wrapper with water. Place 1 teaspoon filling in the

Remove a wonton wrapper from the package and brush the

sesame oil, salt, minced ginger, and sesame oil, mixing well.

carrot, shredded cabbage, scallion, cilantro, soy sauce, hoisin sauce,

Add the grated

Preheat the toaster and press down with paper towels. Mash tofu with a

Prep:

1 tablespoon hoisin sauce

1 tablespoon soy sauce

2 tablespoons minced cilantro

1 cup shredded Napa cabbage

½ cup grated carrot

1/2 pound firm tofu

1 package small won ton

1/2 teaspoon black pepper

1/2 teaspoon freshly ground pepper

2 teaspoons rice wine

1/8 teaspoon salt

1 bowl of water

1 tablespoon sesame oil

1 package small won ton wrappers