

Kitchen Lesson K6-6

# Silk Road Steamed Dumplings

## Communication

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

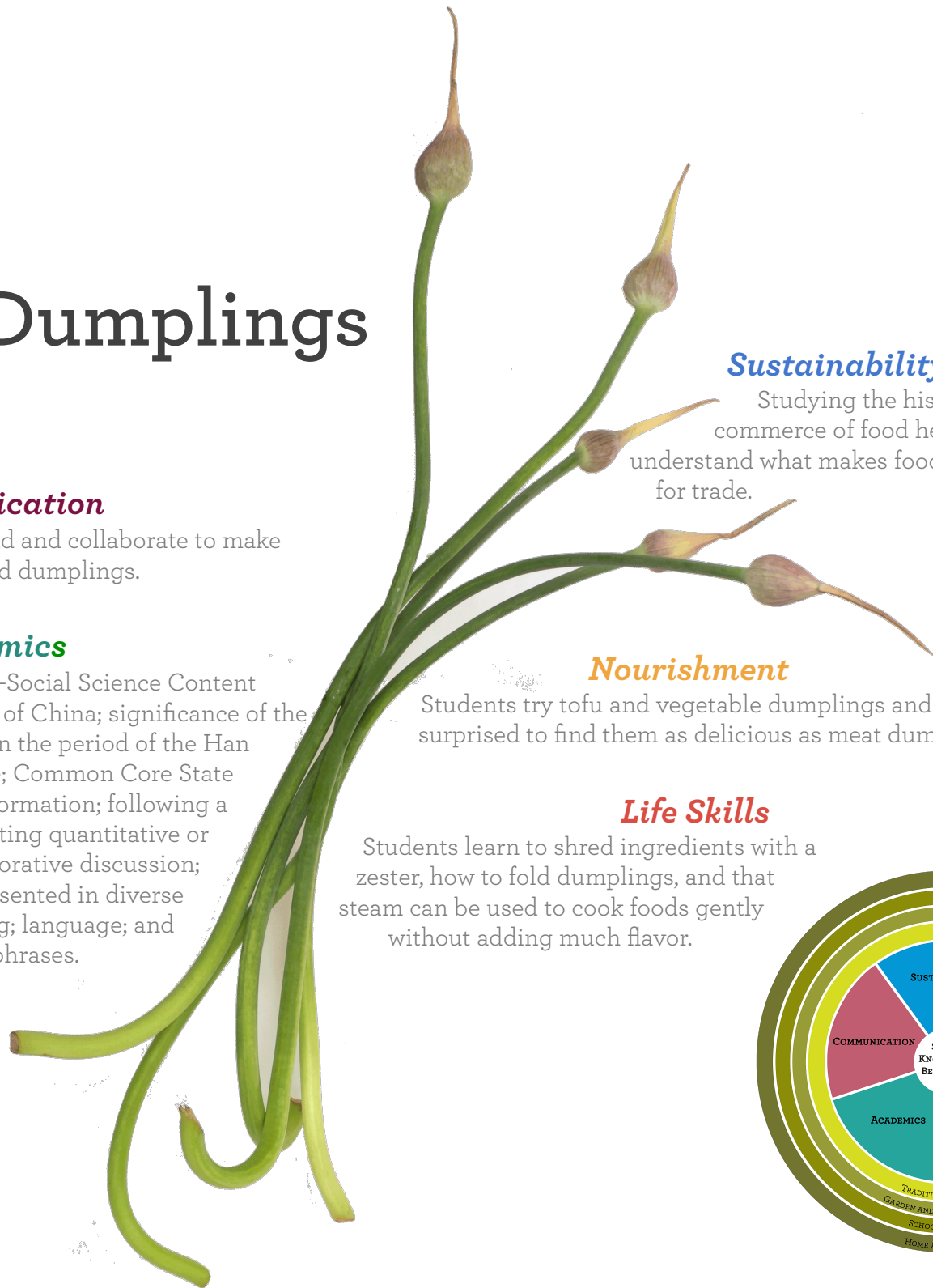
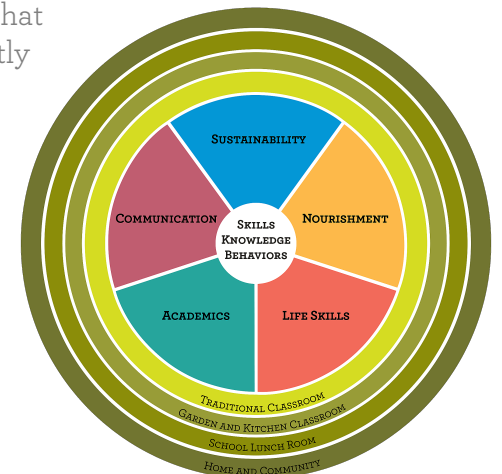
## Academics

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.

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

**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.



## The Silk Road: Chinese Steamed Dumplings Abstract

### 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, 6<sup>th</sup> 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 won ton 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)

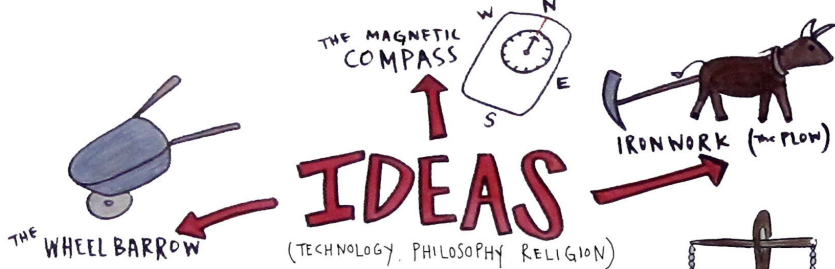
BEETLES\_Discussion\_Routines.pdf (See lesson G6-1)

BEETLES\_Walk\_And\_Talk.pdf (See lesson G6-4)

# CHINA AND THE

# Silk Road

## WHAT CHINA GAVE:

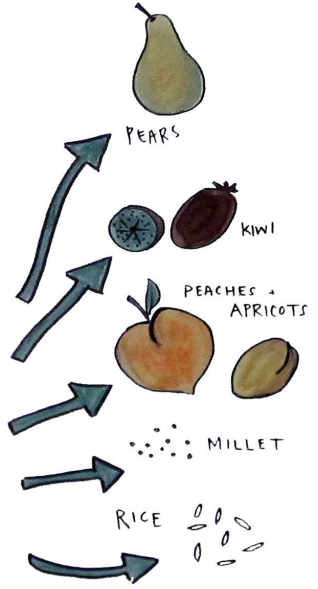


Where the Silk Road **BEGINS!**



## FOOD

(yum)



## WHAT CHINA GOT:





## Steamed Dumplings

1/2 pound firm tofu  
1 cup grated carrot



1/2 cup shredded Napa Cabbage

2 tablespoons finely minced scallion

1 tablespoon minced cilantro

1 tablespoon soy sauce

1 tablespoon hoisin sauce



2 teaspoons sesame oil

1 teaspoon kosher salt

2 teaspoons peeled, minced ginger

1/4 teaspoon freshly ground pepper

1 package small won ton wrappers

1 small bowl water

optional: fresh banana leaves



Drain the tofu and press dry with paper towels. Mash tofu with a fork and place in a medium sized mixing bowl. Add the grated carrot, shredded cabbage, scallion, cilantro, soy sauce, hoisin sauce, sesame oil, salt, minced ginger and pepper, mixing well.

Remove a won ton wrapper from the package and brush the edges of the wrapper with water. Place 1 teaspoon filling in the center of the wrapper, gather up the edges and pinch to seal the dumpling.

Using the steamer of your choice bring 1 inch of water to a simmer. Place the dumplings in the steamer using a small square of banana leaf underneath it to prevent sticking. Make sure the dumplings are not touching or they will stick together. Steam the dumplings, covered, for 8-10 minutes - until wrappers are translucent. Serve with dipping sauce.. (simple dipping sauce is equal parts soy sauce and rice vinegar.)



