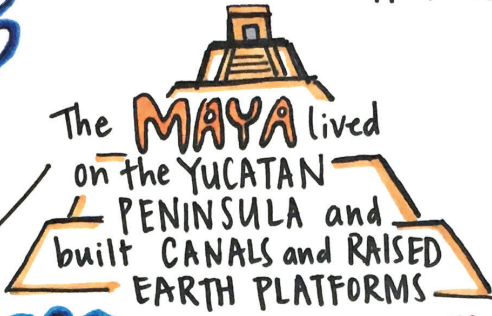


# Three CIVILIZATIONS of the AMERICAS

How does GEOGRAPHY influence AGRICULTURE?



The **AZTEC** lived on LAKE TEXCOCO and built CHINAMPAS and CANALS



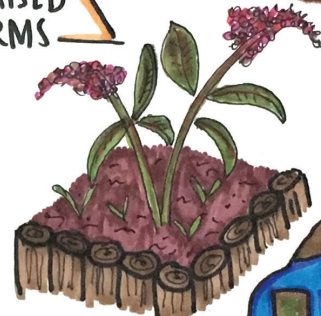
The **MAYA** lived on the YUCATAN PENINSULA and built CANALS and RAISED EARTH PLATFORMS



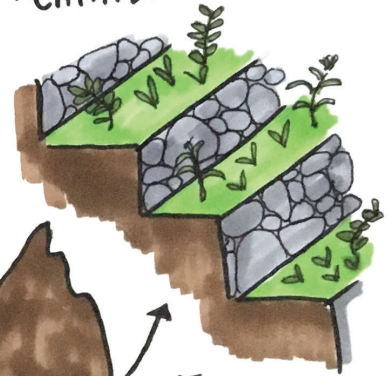
The **INCA** lived in the ANDES MOUNTAINS and built TERRACES on the steep slopes



RAISED EARTH PLATFORMS + CANALS



CHINAMPAS



TERRACES



Calabaza



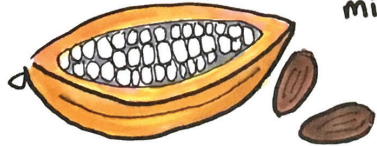
agua cate



amaranto



maize



cacao



miel



chili



tomate



frijoles



papas



# Three CIVILIZATIONS <sup>of</sup> the AMERICAS

An Edible Schoolyard Lesson

## CORN TORTILLAS

### Ingredients

3 cups masa harina  
½ teaspoon salt  
2 ¼ cups warm water

### Directions

In a large mixing bowl, combine masa harina, salt, and warm water. Knead the dough by hand until it is smooth and no longer sticky. If the dough feels dry and crumbly, add water, one tablespoon at a time. If it feels sticky, add masa harina one tablespoon at a time. Divide the dough into small portions and roll into rounds the size of a ping-pong ball.

Line a tortilla press with plastic wrap to prevent dough from sticking. Place one dough ball in the center of the press, close it, and press gently. Open up the press and peel the tortilla off the plastic.

Heat a dry cast iron griddle or skillet over medium high heat. Cook tortillas for 1-2 minutes per side, flipping once.

Cover cooked tortillas with a clean towel to keep them warm and soft.



Serves 10 students as a tasting portion.



Corn was a staple crop of the Aztecs who devoted much of their time to processing whole food crops for eating—in the case of corn, a process known as nixtamalization. Students compare the production and taste of corn tortillas made from freshly ground and nixtamalized dent corn with ones made with commercially processed masa harina, a relatively recent innovation.

## WHAT ARE STUDENTS LEARNING?

### Communication

Students discuss pros and cons of three methods of corn processing, drawing on their personal experience to formulate and defend opinions in a respectful way.

### Sustainability

Sustainable production is highlighted by processing corn in different ways and comparing methods of corn processing throughout history.

### Cooking Skills

By trying three different methods of grinding corn by hand, students learn how to prepare masa before using a tortilla press to form fresh tortillas, and then practice cooking them on a griddle.

### Nourishment

Students taste and compare the qualities of nixtamalized corn and non-nixtamalized corn and eat freshly made corn tortillas.

### Academics

Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations and study the roles of people in each society.

*This fulfills: History & Social Science content standards; Common Core State Standards (ELA): following a multistep procedure, collaborative discussion, and speaking and listening; Health & Wellness standards: identifying nutrients, differentiating between diets that are health-promoting and diets linked to disease, preparing nutritious food; and identifying the impact of nutrition on chronic disease.*



For the full lesson plan please visit [edibleschoolyard.org/tortillas](http://edibleschoolyard.org/tortillas)

# INDIA

and the

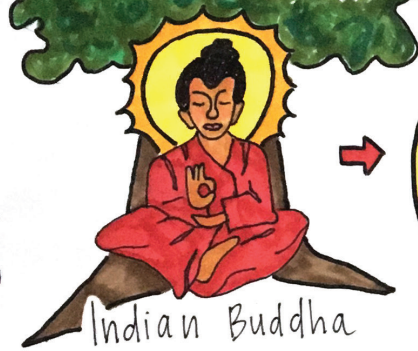
# Silk Road

What INDIA gave:

DRUGS

GOODS

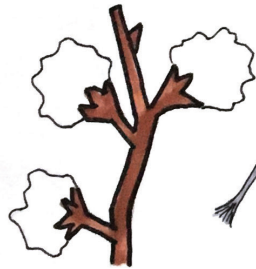
FOODS



Indian Buddha



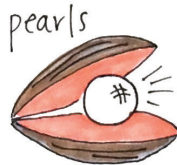
Chinese Buddha



Cotton



Ivory



pearls



cucumber

mango



Spices



ginger



eggplant



The WESTERN Silk Road connected KASHGAR to ROME and EGYPT through the PAMIR MOUNTAINS.

Merchants traveled via YAK and once they reached the MEDITERRANEAN SEA they traveled to ROME via ship



The EASTERN Silk Road connected KASHGAR to LUOYANG (China's capital) Merchants traveled through the TAKLIMAKAN DESERT via CAMEL

Merchants carts were searched on the way out of CHINA to prevent SILK WORM SMUGGLING



# INDIA and the Silk Road

An Edible Schoolyard Lesson

## INDIAN VEGETABLE CURRY

### For the Vegetable Curry

2 tablespoons olive oil  
1 onion, peeled and diced  
2 tablespoons curry spice mix  
4 carrots, peeled and sliced  
6 potatoes, diced  
1 cup cooked garbanzo beans  
2 cups coconut milk  
4 cups vegetable stock  
1 bunch of greens  
Salt and pepper to taste

### For the Curry Spice Mix

½ tablespoon coriander seeds  
2 cardamom pods  
½ tablespoon mustard seeds  
⅛ teaspoon black peppercorns  
½ tablespoon cumin seeds  
¼ teaspoon chili flakes  
½ tablespoon ground turmeric

### Other Ingredients

Brown basmati Rice

### Directions

In a dry skillet over medium high heat, toast the coriander, cardamom, mustard seeds, peppercorns, and cumin until fragrant (about 1 minute).

Combine the toasted spices in a mortar and pestle, add the chili flakes and turmeric, and grind to a powder. Set aside.

Heat the olive oil in a large pot and add the diced onions and curry spice mix.

Sauté over medium heat for 3–5 minutes. add the carrots, potatoes, garbanzo beans, and coconut milk.

Bring to a simmer and add the vegetable stock. Simmer until the potatoes are tender.

Add the greens and season with salt and freshly ground pepper. Serve over brown basmati rice.

Serves 10 students as a tasting portion.

Traveling along the Silk Road, students stop in Kashgar to make a Vegetable Curry and discover the ideas, good, and foods that people there shared with other regions along the major trans-Eurasian trade route.

## WHAT ARE STUDENTS LEARNING?

### Communication

With a focus on spices, students discuss their own preferences and negotiate with others to determine the best curry mix for the group.

### Sustainability

With a focus on climate and geography, students explore which particular crops can be grown in different regions.

### Cooking Skills

Students learn to toast and grind fresh spices to produce more intense flavors, and that cooking spices in oil can help extract and further intensify those flavors.

### Nourishment

Students devour a flavorful, satisfying, and healthful vegetable curry prepared with freshly toasted and ground spices served with steamed brown rice.

### Academics

Students study the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire.

*This fulfills: History & Social Science content standards; Common Core State Standards (ELA) for integrating information presented in different formats, following a multistep procedure, integrating quantitative or technical information, collaborative discussion, speaking and listening, and language.*



For the full lesson plan please visit [edibleschoolyard.org/tortillas](http://edibleschoolyard.org/tortillas)

# the ARABIAN

- OASIS
- DESERT
- MOUNTAINS
- COASTAL PLAINS



# PENINSULA



How do GEOGRAPHY and CLIMATE influence FOOD and CULTURE?

**الجبان**

Food-farming  
architecture

**MOUNTAINS**

**ساحل**

transportation  
architecture  
food

**the COASTAL PLAINS**

**صحراء**

food-farming  
transportation  
architecture

**DESERT**

**واحة**

food-farming  
architecture

**the OASIS**

# the ARABIAN PENINSULA

An Edible Schoolyard Lesson

## MIDDLE EASTERN MEZE PLATTER

### For the Hummus

2 cups cooked garbanzo beans	2 tablespoons lemon juice
1 clove garlic	2 tablespoons parsley [how??]
2 tablespoons tahini	Salt and pepper

Combine garbanzo beans, garlic, tahini, lemon juice, and parsley in a blender or food processor until smooth. Add salt and pepper to taste and add water to thin, as needed. Serve with pita or fresh vegetables.

### For the Pita Bread

1½ cups all purpose flour	1 teaspoon salt
1 cup whole wheat flour	2 teaspoons olive oil
1 teaspoon yeast (½ package)	1 egg
1 tablespoon sugar	1 cup water

Combine ingredients in a mixing bowl and knead until well mixed. Let stand one hour. Heat oven to 550\* or broil. Divide dough into equal size balls. Press or roll each ball into a very flat disk. Place on a cookie sheet and bake for 4-5 minutes until lightly toasted.

### For the Yogurt Sauce

¾ cup plain yogurt  
½ cup radish, carrot, or cucumber, grated  
1-2 cloves garlic, pounded to a paste with mortar and pestle  
5 sprigs mint leaves, chopped

Pour yogurt into medium mixing bowl. Mix in grated radish, carrot, or cucumber. Mix in pounded garlic and chopped mint leaves. Salt to taste.

Serves 10 students as a tasting portion

A Middle Eastern meze platter offers a taste of the four climatic regions of the Arabian Peninsula and a chance to learn how geography and agriculture influenced the lives of people from each region.

## WHAT ARE STUDENTS LEARNING?

### Communication

Students work in small teams to complete a multi-dish meal, while also coordinating timing and dividing responsibility overall.

### Sustainability

Students learn how landscapes and weather patterns determine agricultural practices and regional diets. The interdependence of people and nature is exemplified by the climate-dependent crop the date palm, which nomadic people of the Arabian Peninsula used to feed, clothe and shelter themselves.

### Cooking Skills

Students learn to safely operate and clean an immersion blender, and how to prepare crudité's, a simple snack of raw sliced vegetables.

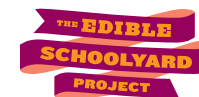
### Nourishment

Students delight in making fresh hummus—a popular healthy snack food that many eat at home but have never made themselves—and baking whole wheat pita bread with flour ground by students in Edible Schoolyard garden classes.

### Academics

Students discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries.

*This fulfills: History & Social Science content standards; Common Core State Standards (ELA) for collaborative discussion, integrating information in different formats, speaking and listening; Health & Wellness standards for making healthy food choices, safe food handling, and preparing nutritious foods.*



For the full lesson plan please visit [edibleschoolyard.org/mezeplatter](http://edibleschoolyard.org/mezeplatter)