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Time to complete: 2 hours

National Content Standards	
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Standard 8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
Objective 8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
Objective 8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

Objectives
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Upon completion of this lesson, students will be able to:

- ☆ Identify how gluten plays an active role in the creation of pasta.
- ☆ Know how to make a French white sauce without scalding the butter and flour.
- ☆ Demonstrate the correct way to create home-made pasta.

Overall Goal
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My overall goal for this lesson plan is to give students a basic understanding of French cooking and introduce Julia Child's cookbook. In this unit we will be choosing different foods from her cookbook to give a sense of culture and creativity.

Multiple Intelligences
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- ☆ For this particular lesson I have incorporated the bolded intelligences, verbal, kinesthetic and naturalist.
1. **Verbal Intelligence**- These students learn through listening, reading, writing and discussing. This lesson plan involves reading a recipe as well as listening to instruction.
  2. **Logical Mathematical**- These students encompass three interrelated fields; mathematics, science and logic.
  3. **Kinesthetic Intelligence**- These students prefer a "hands-on" activity. Labs are a great way to incorporate this. In this lesson the students will be making their own pasta from scratch.
  4. **Visual-Spatial Intelligence**- These students perceive and produce mental images and think in pictures. To accommodate for these students, providing pictures on a PowerPoint or handout could be very beneficial to them.
  5. **Musical Intelligence**- These students learn best through sound and music. For these students I will be playing some French music while they are cooking.

6. **Interpersonal-** These students prefer to work with others. To accommodate them they will be placed in groups in kitchens to work on making pasta or sauces together.
7. **Intrapersonal Intelligence-** These students prefer to work independently. These students could work individually creating their own pasta and sauce.
8. **Naturalist Intelligence-** These students explore their environment and want to know “how things work.”

#### Visual, Kinesthetic, Auditory

This lesson plan particularly targets kinesthetic and auditory learners. The auditory learners will benefit as we give them instruction on how to create the pasta, and explain a background on French cooking. The kinesthetic learners will benefit greatly because this particular lesson plan focuses on making their own pasta from scratch and emphasizes the kinesthetic aspect of learning.

#### Response to Intervention Recommendations

Tier I recommendation would be to document behaviors, learning outcomes and social interactions. Be sure to utilize multiple intelligences strategies and change your teaching strategies. This not only benefits that particular student but also the rest of the class. In this lesson, I gave each group a recipe to follow along with, and talked about some history of Julia Child’s cooking. Tier II of RTI indicates that the student has not responded to differentiated instruction and needs more specific instruction within the general education classroom. This could include providing an alternate assignment, specific seating, placing a struggling student with a “model” student, or providing lecture notes to that student. Tier III of RTI indicates that your interventions have been unsuccessful and calls for a referral for special education and the student is given instruction from a specialized education teacher.

#### Links to Core Subjects

In this lesson I integrated a great deal of science. We will be discussing, during the pasta making process, how flour is important in creating pasta, and its effects on pasta. We will discuss the function and purpose of gluten and its formation in holding together the dough needed to make the pasta. We also will be using mathematics in measuring the ingredients for the pasta dough and in creating the sauces. This lesson will also incorporate a different culture, and an enthusiasm for diversity. French cooking is very elegant and Julia Child brought that into America through this cookbook.

#### Focusing Event

When the 4-Hers walk into the room we will have French music playing, and once most of the 4-Hers have arrived we will play a trailer from Julie and Julia to introduce the

theme for this years 4-H foods lesson. This draws them in and gets them focused on what they are about to do.

### Introduction

Students should have an idea of who Julia Child is, and why we have decided to use her style of cooking and why we have chosen to base our 4-H foods lessons with this theme. Turns out Julia Child introduced the French cuisine to America in 1961 with her cookbook “Mastering the Art of French Cooking.” Julia was born in Pasadena California in 1912 and was the oldest of three children. She was six feet two inches tall and played sports while attending Smith College where she graduated in 1934 with a Bachelors degree in History. She married Paul Child in 1946 following World War II and they had no children of their own. She then attended the famous Le Cordon Bleu in Paris, and the studied privately with other master chefs. She then joined a women’s cooking club where she met two other, soon to be, great friends that were writing a book. These two women, Simone Beck and Louisette Bertholle, encouraged her to help them write the book as she knew English and could make the book appealing to Americans. This is where we get the book today. It was not until the 1970’s and 80’s that she aired on the television with her own shows Julia Child & Company and Dinner at Julia’s. She was a great chef and a very noted chef at that. She passed away August 13, 2004 in Montecito in an assisted living home from kidney failure, two days before her 92<sup>nd</sup> birthday.

In the movie, Julie and Julia, it tells the story of Julie Powell who has a rather dull job answering phone calls from victims of the September 11 attacks. To liven up her life she decides to cook every recipe in the Julia Child cookbook that we are using for 4-H foods. She then blogs everyday on her progress, and has a year to do all the recipes in the cookbook. AS she goes through the cookbook she faces many challenges, as did Julia, and part of the plot is to make their challenges seem very similar. In the end when Julia Child finds out about Julie Powell’s blog she is ultimately unimpressed by the blog and thought her determination to cook every recipe in the book in a year to be a type of stunt.

We will be using this cookbook during these next few weeks and it will be a fun way to start off the 4-H foods year.

### Body

When 4-Hers, or students, first start coming in have them sign in, turn in any paperwork that we sent them. Be sure to create a receipt for them or their parents, and so we can keep track of who has paid and who has not. This will be very important, and very necessary to keep up on.

Before beginning this lesson, make sure all students are placed in a kitchen with a group. We will determine groups based on ability level, or age in the project. The 4-Hers with the most experience may want to make the pasta, as they may understand the process a little more. Then show the movie trailer of Julia and Julia, if they have not already seen it, so the students understand why we are doing this particular lesson. Then hand out the recipes to the students and clarify what we will be doing in this lesson. Now allow students to work collaboratively on their given recipes, if they have questions on any of

the instructions or recipes, we will be walking around helping each kitchen with all of their questions.

#### Conclusion

Be sure all students have completed their recipes and have fully made the recipe they have been assigned. Allow time to taste the pasta with each sauce created. This should be a time when students are asked to “blog” about what they have learned and what they did during the lesson. They will be given folders and paper to complete their “blog” for this lesson. The blog should include what they learned, and what they did.

#### Assessment

My assessment for these students is to have them create their own pasta and sauces. They should have a general understanding of how gluten works in the formation of various foods, including pasta. They should be able to read and understand a recipe and follow the instructions given on the recipe. If they need assistance, we will be walking around helping all students with their recipes. They need to complete their blog before they leave for the evening, but can leave their materials for the blog in the kitchen until they come the next week.

#### Materials

- ☆ Video Clip from Julie and Julia
- ☆ French Music CD
- ☆ Recipes for Pasta and White Sauce and Tomato Sauce.
- ☆ Pasta Makers
- ☆ All utensils in kitchen.
- ☆ Butter
- ☆ Flour
- ☆ Milk
- ☆ Salt
- ☆ Eggs
- ☆ Water
- ☆ Lemon Juice

#### Buffer Activity

- ☆ Teacher can hold a bingo game with words from the Julia Child Cookbook.
- ☆ Allow students to play hangman using cooking terms
- ☆ Crossword puzzle following this lesson plan.

#### Resources

- ☆ “Mastering the art of French Cooking
- ☆ <http://www.youtube.com/watch?v=vjvJHsJD8ic> Julie and Julia Trailer
- ☆ <http://www.biography.com/articles/Julia-Child-9246767> A biography on Julia Child.
- ☆ <http://www.imdb.com/title/tt1135503/>. The plot to Julie and Julia information