

ACTIVITIES

INTRODUCTION:

Grades: 7 - 8, 9-12

Subjects: Family and Consumer Sciences, Geography, Global History, Social Studies, English, Journalism, Media Studies

Central Asian countries:

- Kazakhstan
- Kyrgyzstan
- Tajikistan
- Turkmenistan
- Uzbekistan
- Xinjiang

Objectives: Students will:

1. Understand how history, geography, ethnic diversity, culinary etiquette, the prevailing flavors affects the foods along the Central Asian Region.
2. Using the ingredients of the different *dumpling*, identify the regions and how it relates to the cultures.
3. Relate to how I influence dietary customs.
4. Investigate the foods and how these recipes vary throughout this region
5. Prepare a *dumpling* recipe from one of the regions to be served at a tasting fair hosted by the class; develop written explanations of the history of the foods, how it is served today.

6. Share the history and preparation of the *dumpling* and the accompanying condiments during conversation with their guests.
7. Find similarities and differences in the uses of the ingredients among the regions.
8. Learn the basic geography of this regions and the influence upon the food. Much of the land is landlocked and has rugged terrain.

MATERIAL AND RESOURCES:

1. Maps of the Central Asian Region
2. Google Images, web addresses:

ACTIVITIES/PROCEDURES:

1. INTRODUCTION TO THE LESSON:

Prior to class, have students review their social studies textbook, *Southwest and Central Asia* by Christopher L. Salter. Arrange desks into groups of four or five and put one sound-maker in the center of each grouping. Write the following cues on the board for students to consider upon entering class: "Think about foods from various cultures. How does food reflect culture? What foods are considered typical of this region, and from what country do they come? Once students have taken their seats, play the foods quiz show. Each group of students is a team. Explain that for each round of the game, each group will have one member stand up and hold the group's noisemaker. You will hold up a picture of an ethnic food or

ingredients from web images and other sources.

Students should "sound off" to identify the name of the food in the picture and its country of origin. If a group's answer is correct, they get one point. If they miss, the next group to "ring in" can answer, until a group gets the correct answer and the point. Keep a tally of points on the board.

For each round, a different student from the group should play. (You may want to have each group determine a playing order to ensure equal play.) Play until you run out of photographs. Give the winning group (or, if you prefer, every student) some candy or another treat popular from a Central Asian country.

This is an introductory activity to the history and foods of this area. After the game has ended, refer to the written questions on the board and have a class discussion. Brainstorm from the list on the board of countries that have distinct foods associated with them. Keep list for later use.

Scan through the websites and describe:

2. View Lonely Planet. © 2012 Lonely Planet Publications.

<http://www.lonelyplanet.com/uzbekistan>

- a. What are the major religions of each country?
- b. What are the holidays, feasts, days of fast and

- abstinences that these religions observe?
- c. With these religions, can you share any dietary restrictions?
 - d. What are the foods associated with these religious observances?

3. Keeping students in their original groups from the game played at the beginning of class, have each group select a country or research the foods of a particular group as written on the board:

- a. What would be a typical Kyrgys, Kazak, Tajik, Turkmen, Uigher or Uzbek meal?
- b. Are there any similarities and differences?
- c. What are some of the dietary religious traditions observed by a Muslim or an Orthodox Christian? How are they observed and practiced?
- d. What are some of the dietary religious traditions of the Muslims?
- e. What are some of the festival and how is it observed? Describe a fast.
- f. What are some of the typical ingredients associates with each religion?

4. Using all available reference materials, each group researches the history behind each *dumpling* or a menu they can find that originated in their region and their significance to the culture. Using a large piece of construction paper and some markers create their menu. The menu should include on the cover: a short explanation of the culture and the role that food plays in it. Under each item on the menu, groups write a

short explanation of the main ingredients used to make this food and any cultural significance it may have; such as its being a food specific to a certain holiday or season. Each group of students chooses one *dumpling* recipe to prepare in school or at home. This will be served at a “restaurant” that the class will host for faculty or another class. Students sign a class list indicating what they plan to make to ensure that a variety of items are prepared.

ACTIVITY AND HOMEWORK:

1. Invite other faculty members or another class to the “restaurant” in the classroom or common area. Suggested classes might be an English, news journalism, or moviemaker. Each "restaurant" should have its own table that features a sign for the front, the menu, and the dishes prepared by the students in that group. Provide utensils, plates and napkins for each restaurant. As students from the other classes patronize the restaurants, the student workers should offer explanations of each item they prepared. The patrons can write restaurant reviews of each restaurant.
2. Host a luncheon inviting faculty members for each group. As a class select an entrée, a vegetable, salad, starch, dessert and a drink. Plan, prepare, host, and serve the meal in the tradition of the culture. Table setting, decoration, and music are inspired by the culture. Conversation will be based on their research. Faculty members evaluate the food, conversation, etiquette, and table manners.

FURTHER QUESTIONS FOR DISCUSSION:

- a. What ethnic foods associated with your ethnicity is commonly eaten in your home?
- b. What is your favorite type of ethnic food?
- c. What ethnic foods have you tried and hated?
- d. What family and cultural events have food played a major role? Why do you think food plays such a central role in these events?
- e. How does the atmosphere (ambience) of a restaurant affect your behavior?
- f. What cultural practices have you seen or participated at an ethnic restaurant?
- g. Do you have dietary restrictions (medical, cultural, or religious) that prohibit you from eating certain foods? How does this restriction affect your experience with foods of different ethnic groups?

EVALUATIONS AND ASSESSEMENT:

Students will be evaluated based on participation in game, class discussions, research, creation of menus focusing on the region, preparation of food, and participation in the a luncheon.

EXTENTION ACTIVITIES:

- Each group will share the characteristics of the recipe
- What is the importance of the food besides the eating? Could this be part of a celebration, a feast, or a fast?
- What are food politics?

- What does the food say about the culture?
- What is the relationship between food and geography? For example how does the low terrain and high lands, the proximity to water allow for the grazing of animals?
- What is the relationship between food and history?
- Students work in groups to think about some of these questions and write down some examples to illustrate their answers. Discuss in class as they present their *mantis*.

Evaluation:

Assess students individual and group participation;
Give students a grade for the lab and their written article
Assess their involvement in the preparation and the capacity to communicate the significance of their particular dish, presentation, creativity and effort.
Evaluate their oral presentation based upon their clarity of voice, how they communicated and their voice projection.