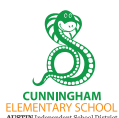


EMPANADAS AND JAM



Lesson Title: Empanadas and Jam		
Grade: 4	Lesson Number: 4	
Estimated Time: 45 mins.	Season: Fall	Type: Cooking
👤 Teacher Background and Lesson Description:		
★ Lesson Objectives: FP.4.3 Demonstrate ability to make simple recipes inspired by world cultures. CFT.4.1 Review basic sensory attributes of flavors KTE.4.4 Practice various tool techniques with increasing independence.		
📖 Academic Standard Connections: Social Studies Cultural Traditions Social Studies Diversity and Community	🏥 Health Standard Connections: National Health Education Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
? Essential Questions: How can we adapt recipes to make them easier to facilitate? How can we make fruit jam?		
📖 Vocabulary: empanadas, Latin America, Hispanic Heritage Month, jam		



<p>Materials:</p>		
<p>Lesson Introduction:</p> <ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> - Monica Brown • Discuss and share how the book was inspired by a librarian near La Gloria, Colombia who used a biblioburro to bring books to children 	<p>Equipment:</p> <p>Empanadas</p> <ul style="list-style-type: none"> • Empanada molds • 4 cans of refrigerated honey butter biscuits (5 count) • Forks • Pastry brush <p>Berry jam:</p> <ul style="list-style-type: none"> • Cutting boards and paring knife • Canning funnel • Jars for jam • Candy or instant-read thermometer • Oven mitts or pot holders • Juicer or reamer • Measuring cups • Grater or rasp • Pot 	<p>Ingredients:</p> <p>Empanadas</p> <ul style="list-style-type: none"> • 4 cans of refrigerated honey butter biscuits (5 count) • 2 eggs for egg wash <p>Berry jam:</p> <ul style="list-style-type: none"> • 4 pints fresh strawberries, halved • 5 cups of sugar • Juice and zest of one lemon
<p>Materials for Enjoying Food:</p> <ul style="list-style-type: none"> • Plates & forks 	<p>Materials for Cleaning Up:</p> <ul style="list-style-type: none"> • Trash, recycling, and compost bins 	
<p>Assessment:</p> <p>Observations</p>		
<p>Teacher Prep:</p> <ul style="list-style-type: none"> • Open the biscuit containers and have them ready on plate for students to separate • Have empanada molds readily available • Have equipment ready to go for cooking lesson 		
<p>Additional Resources:</p> <ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> 		

<p>Prep to Cook:</p> <ul style="list-style-type: none"> • Have students tie hair back, wash hands (review steps if necessary), put on aprons (if relevant) and find their cooking station (these may be pre-assigned).
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 **Recipe:**

- Empanadas:
 - Heat oven to 375°F. Lightly grease cookie sheet with shortening or cooking spray. Separate dough into 10 biscuits. Press or roll each to form 5-inch round. Place on cookie sheet.
 - Bake 10 to 14 minutes or until golden brown after filled with filling
- Jam:
 - 1. Combine the fruit, sugar, lemon juice and lemon zest in an 8-quart stock pot. Stir to dissolve and then bring to a boil over medium-high heat. Maintain at a full rolling boil until the jell point is reached, 220 degrees F. This may take a while—depending on your cooktop. Use your thermometer to make sure it comes up to the proper temperature. While the mixture cooks, stir it occasionally so the fruit does not stick to the bottom of the pan. You can test the jam by spooning a small amount onto a cold plate; if it has cooked long enough, a skin will form on the surface as it cools.
 - 2. Remove jam from the heat, skim off any impurities that have risen to the top.
 - 3. **(for leftover)** Using a canning funnel, ladle the fruit into the hot sterilized jars. Fill the jars, leaving 1-inch from the top of the jars for headroom, and wipe the rims well with a clean damp paper towel. 4. Seal the jars. They should pop and seal as they cool if they seal properly. (Any jars that do not seal properly should be refrigerated and used within several weeks.)

 **Review Familiar Skills:**

- Ask students what tools they have used so far in the kitchen (at school or at home) and write a list on a piece of chart paper in one color.
- Then ask students what other tools they can think of that chefs use and add that to the chart paper in a different color. If no one mentions knives, add knives to the list.

 **Enjoy:**

- Students may have to take empanadas back to their classroom to allow to cool down

 **Clean Up:**

- Have a couple of students pick up dirty knives, cutting boards, and measuring cups from each table/ station and place them in the sink. Explain to students that the teacher/TA will clean them later, but we are taking a respectful approach.
- Have two more students wipe down counters, and two others use the broom and dustpan to make sure the floor is clean.
- Model the appropriate clean-up instructions (including collecting food scraps for the compost bucket) and have each student practice following the instructions as they finish eating.

 **Connections to Garden Lessons:**

Use fresh fruit from the garden. As students enjoy, trace ingredients back to their source. Bring compost out to garden.

 **Possible Extensions:**

Classroom: Read From Strawberry to Jam by Lisa Owings. Then create your own version of a "How to" Guide based on your own recipe. Community: Interview local restaurants on how their menu changes through the seasons.



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