



Taste of Thanksgiving Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Taste of Thanksgiving box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: CRANBERRY CRUMB BARS & HOW DO CRANBERRIES GROW

Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **learn** how cranberries grow and are harvested.
- Students will **read** Cranberry Harvest from the recipe guide.
- Younger students will **predict** what foods will sink or float.
- Younger students will **experiment** with sink or float.
- Younger students will **observe, record** and **share** their experiment results.
- Younger students will **classify** objects into categories.
- Older students will **read** about other foods that grow in unexpected ways or in unexpected places.
- Older students will **choose** one food to **research** how it grows and is harvested.
- Older students will **share** their unexpected food research.
- Students will **make** and **share** Cranberry Crumb Bars with friends and family.

RESOURCES

- **Books:**
 - Floating and Sinking (First Facts, Our Physical World) by Ellen S. Niz
 - What Floats? What Sinks? A Look at Density by Jennifer Boothroyd
 - The Magic School Bus Ups and Downs: A Book About Floating and Sinking by Joanna Cole
- **Websites:**
 - Foods that grow in unexpected places <https://foodtank.com/news/2014/09/ten-foods-that-grow-in-unexpected-places/>
 - 8 foods that grow in a surprising way <https://blog.insureandgo.com/food-and-drink/2012/05/8-foods-that-grow-in-a-surprising-way>
 - Popular Foods that Grow in Somewhat Startling Ways- <https://www.popsci.com/how-foods-grow>
 - 21 Fruits and Veggies You Didn't Know Grew Like That https://www.buzzfeed.com/jessicamisener/that-cashew-thing-though?utm_term=.bek8RBjRz9#.drRGjAOJaB
- **Videos**
 - How Does it Grow- Cranberries (5:22) https://www.youtube.com/watch?v=XZPXQ7nw_9Y



HOW DO CRANBERRIES GROW – SINK & FLOAT

Notes for the Teacher:

- The sink or float experiment is designed to be experiential. The reasoning the students use does not need to be correct. It needs to be their own thinking. It is an opportunity for the student to form a conceptual understanding that they will continue to test and modify over time as they learn about density.

Teacher Prep:

- **Collect Materials:**
 - Fresh or frozen cranberries
 - Other fruits that you have at home
 - Basin or large bowl
 - Sink or float worksheet (included)
 - Pencil, crayons or markers
 - Books for student understanding:
 - Floating and Sinking (First Facts, Our Physical World) by Ellen S. Niz
 - What Floats? What Sinks? A Look at Density by Jennifer Boothroyd
 - The Magic School Bus Ups and Downs: A Book About Floating and Sinking by Joanna Cole

Lesson: How do Cranberries Grow

- Introduction:
 - **Bring** fresh or frozen cranberries to the lesson.
 - **Ask** students:
 - What is this?
 - Do you like eating cranberries? Why or why not?
 - Can you describe the taste of a cranberry? (You can have students eat one at this time.)
 - What time of year do you usually eat cranberries?
 - How do you eat them? In what dishes?
 - Do you know where cranberries grow? How they grow?
 - **Read**
 - **Cranberry Harvest** from the recipe guide.
 - **Watch** together:
 - How Does it Grow- Cranberries (5:22) https://www.youtube.com/watch?v=XZPXQ7nw_9Y
 - **Discuss:**
 - What time of year is fall? What months? What holidays?
 - What does a vine look like?
 - What are the characteristics of a marsh or a bog?
 - How would you flood a bog? Where do you think the water would come from?



- What does it mean to chum the water? How do you think the farmers do it?
- Why do cranberries float?
- **Observe**
 - Cut a cranberry in half and have students look closely at its structure.
 - Ask students how they think that would help it to float.
- **Review**- now that students have a visual experience...
 - Characteristics of a bog.
 - Where farmers get the water from.
 - Why cranberries float.
- What is Sink or Float?
 - **Activate** prior knowledge.
 - **Ask** students: What does it mean to float? (connect to swimming or being in a bath tub)
 - **Talk** about why some objects float and some do not.
 - **Explain** about the term **prediction**. Tell students that it is a guess that they can test. Explain to students that after they test a couple of items they can use the information that they have learned to make more informed predictions about the next item to test.
 - **Describe** the term **experiment**. Help the students to understand that when they try things out to see if their ideas are correct, that is called an experiment.
 - **Tell** the students that they will be making **predictions** about what fruits float in water and which ones sink, and then **experimenting** to see if their predictions are correct.
- Sink or Float Activity Instructions:
 - **Collect** materials for the experiment.
 - **Set up** large bowl/basin filled with water.
 - **Show** students the Sink or Float worksheet (included).
 - **Explain** each of the columns and what information is in each.
 - **Support** students in **choosing** a fruit for their second item to test and in **writing** the name and **drawing** a picture.
 - Have students choose a few more items and allow them to fill in the first column with guidance as needed.
 - **Demonstrate** the experiment: use a cranberry to show the students how to do the experiment.
 - First, **ask** students what their **prediction** is and show them where to record it (in the second column).
 - Second, **test** the cranberry by dropping it in the water and **model** observing what happens.



- **Describe** for students what you are observing. For example, “When I dropped the cranberry in, it made a bloop sound and dipped a little below the water, but then it quickly popped back up to the top and stayed there. So I would say that it floats.”
 - Third, **record** the result of the experiment (in the third column.)
 - Fourth, **model** your **reasoning** of why you think it sank or floated and record your reason in the last column.
- Have students do the activity and record their predictions, results and reasoning.
- **Discuss** the results and reasoning with the students. Ask:
 - Did you find any commonalities among the items that sank or floated?
 - Can they make any general rules about what they think might sink or float?
 - For example, things that are round float?

Extension:

- Have students test their general rules with other items that are not fruit. For example, toys or items found in nature.
- Have students count how many items in the experiment did float or sink and chart or create graphs with the results.
- Make some other recipes using cranberries
 - Kid friendly cranberry recipes: <https://www.hellowonderful.co/post/10-KID-FRIENDLY-CRANBERRY-RECIPES-TO-CELEBRATE-THE-HOLIDAYS>



HOW DO CRANBERRIES GROW – UNEXPECTED WAYS OF GROWING

OLDER STUDENTS

Teacher Prep:

- **Collect Materials:**
 - Fresh or frozen cranberries.
 - Foods you have around the house that grow in unexpected ways:
 - pepper corns, chocolate, bananas, wasabi, cashews, peanuts, pineapple or any other food that you know grows in an interesting way
 - Materials for students to record how a plant grows and is harvested.
 - Writing materials
 - Art materials
 - Video equipment etc.

Some Foods Grow in Unexpected Ways

- **Ask** students:
 - Were you surprised to find out how cranberries grow?
 - Do you know of any other foods that grow in a surprising or unexpected way?
- **Talk** with students about where many of the foods that we eat come from. Highlight that one of the downsides of receiving produce from far away places is that we can't easily see how they're grown. The way in which fruits and veggies emerge from the earth can be something of a mystery.
- **Show** students some of the foods that you have in your house that grow in strange ways.
- **Ask** students to explain or guess how those foods grow.
- **Explain** to the students that they will have an opportunity to research and learn about some other foods that grow in unexpected ways.

It Grows in an Unexpected Way:

- **Tell** students to read one or more of the websites listed in order to choose the food that they would like to research further.
 - Foods that grow in unexpected places <https://foodtank.com/news/2014/09/ten-foods-that-grow-in-unexpected-places/>
 - 8 foods that grow in a surprising way <https://blog.insureandgo.com/food-and-drink/2012/05/8-foods-that-grow-in-a-surprising-way>
 - Popular Foods that Grow in Somewhat Startling Ways- <https://www.popsci.com/how-foods-grow>
 - 21 Fruits and Veggies You Didn't Know Grew Like That https://www.buzzfeed.com/jessicamisener/that-cashew-thing-though?utm_term=.bek8RBjRz9#.drRGJAOJaB
- Have students do further **research** about their chosen food and answer the following questions as a starting point:
 - Where does it grow?



- What climate does it need?
- What kind of soil and amount of water and sunlight?
- How is it harvested? What kind of machines and people power?
- Who harvests it?
- How is it packaged and shipped? (optional)
- Is any of the food wasted in the growing, harvesting, and shipping process? (optional)
- Have students **record** their new knowledge.
- Have students decide how they would like to **share** their learning about how this weird food grows and is harvested.
 - Written report
 - Drawing of the steps and processes involved.
 - Informational video like the one watched about cranberries?
 - A dance that shows all of the stages of growth and harvest.
 - Etc.

Extension:

- Have students research and debate what the impact is on farmers, consumers, and the economy when one company owns over sixty percent of the world market of one product?
- How are commercial bees used in cranberry farming?



COOKING CRANBERRY CRUMB BARS

Kitchen Prep

- Read the Cranberry Crumb Bars recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- Dry Measuring Skills**.
- Discuss kitchen safety. Specifically, oven safety (Visit Raddishkids.com/pages/safety).

Prepare Cranberry Crumb Bars

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to measure, dice, and sprinkle.
- When the Cranberry Crumb Bars are ready, eat, taste and share!
- While your friends and family are eating teach them about how cranberries grow and about the other unexpected growing food that you researched.



Lesson #2: Turkey Pot Pie & Let's Talk Leftovers

Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **investigate** their own family's practices with leftovers.
- Students will **brainstorm** what can be done with leftover food.
- Students will **apply** the ideas of reuse, reduce, recycle to food waste.
- Students will **plan** and take action to impact food waste.
- Students will **share** their new learning with friends and family.
- Students will **read** Creative Leftovers section of the Recipe Guide.
- Students will **make** and **share** Turkey Pot Pie with family and friends.

RESOURCES

- Food vocabulary: <http://kernelsoftruth.pbworks.com/w/page/51159148/Leftover%20Food%20Vocabulary>
- Composting 101: <http://blog.lib.umn.edu/mgweb/sherburne/composting.pdf>
- Recycling Food Tips from the Domestic Diva: <http://www.cpsc.edu/spark/archives/divanovember>
- Recycling Food in San Francisco: <http://www.time.com/time/magazine/article/0,9171,1813956,00.html>
- Cooking with Leftovers: http://www.lifescrypt.com/food/articles/g/great_ideas_for_cooking_with_leftovers.aspx?gclid=CPOPu_Wz6q4CF5QCQAodjRufMQ&trans=1&du=1&ef_id=x1IPXVbEIDkAA_M42:20120316024835:s
- Waste-Free Lunch Day: <http://www.epa.gov/osw/education/pdfs/wfl-inst.pdf>
- The difficulties encountered in giving away food: https://www.amazon.de/s/ref=nb_sb_ss_i_l_13?_mk_de_DE=%C3%85M%C3%85%C5%BD%C3%95%C3%91&url=search-alias%3Daps&field-keywords=hp+envy+4520+druckerpatronen&srefix=hp+envy+4520+%2Caps%2C152&crd=1FHH0G9QP6ESS



LET'S TALK LEFTOVERS

Notes for the Teacher:

- Younger students will benefit from this lesson being grounded in their own immediate experience.
- Student action should come from them if possible and be something that they can achieve with little support. It will be much more powerful for them this way.
- It is not necessary to read the entire book with students. You can pick and choose what you feel is developmentally appropriate. Support the reading with explanation of vocabulary-
<http://kernelsoftruth.pbworks.com/w/page/51159148/Leftover%20Food%20Vocabulary>

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, ingredients, and tools listed within.
 - Save leftovers from a previous meal.
 - Others materials dependent on student chosen action.
 - Books
 - Leftover Food- Dealing with Waste by Sally Morgan
 - (Optional) A Life Like Mine: how Children Live Around the World
- **Watch**
 - Food Waste: How much Food do Supermarkets Throw away (22:26) <https://www.youtube.com/watch?v=QLqkV8cP4xs>
 - Why Does almost half of Americas Food go to Waste (9:05) <https://www.youtube.com/watch?v=k8TDfjbpSBE>
 - The problems of hunger and excess food wastage TedTalk (15:56) <https://www.youtube.com/watch?v=N6d8ZANdr04>

Lesson: Let's Talk Leftovers

- Introduction:
 - **Ask**
 - Do you eat all the food on your plate after every meal?
 - What happens to your leftover food?
 - How much food do you think that you or your family waste every day?
 - **Read**
 - **Creative Leftovers** section of the recipe guide.
 - **Discuss**
 - The ideas from **Creative Leftovers** on how to use the leftover food.
 - Are there other ways to take care of leftover food?
 - Is having leftover food a problem? For who? Why?
 - All of the suggestions in Creative Leftovers involve **reusing** the leftover food. But there are other ways that we can take care of leftover food.



- Information: What are leftovers and what can we do with them?
 - **Show** students all of the leftover food from their previous meal.
 - What is this?
 - Why do we waste so much food?
 - What are other ways in which this food could be used?
 - **Read** Leftover Food- Dealing with Waste by Sally Morgan
 - **Define** new vocabulary
 - **Ask** students what other ways they learned that leftover food can be taken care of?
 - **Reduce**- the amount of food that we buy or prepare for a meal.
 - **Reuse**- turn leftovers into another meal.
 - **Recycle**- compost etc.



LET'S TALK LEFTOVERS - FOOD WASTE

YOUNGER STUDENTS

- Take action for less food waste
 - **Tell** students that today they saw how much food their family wastes after just one meal.
 - **Ask** them “How can you make a difference so that less food is wasted?”
 - **Support** students in taking action to make change. Some ideas are:
 - **Help** put away leftovers and come up with ideas on how to use them for another meal. **REUSE**
 - **Observe** and **record** how much food gets wasted at every meal or what gets thrown away from the fridge. Inform parents to buy less or prepare less. **REDUCE**
 - Create or use existing composting. **RECYCLE**
 - Have students **share** their ideas. Some possible ways are:
 - **Draw** a picture.
 - Make a shopping **list**.
 - Make a **graph** to show other family members how much food is being wasted.
 - Or any other way that students **are inspired to act** and tell about what they have learned.

Extension:

- Talk to your garbage collector about how much food waste they collect.
- Volunteer at a local food bank to see how donated food is distributed.
- Create a recipe to use leftover food from one meal.



LET'S TALK LEFTOVERS - FOOD WASTE

OLDER STUDENTS

- Food Waste From Farm, to Store, to Table
 - Watch
 - (Supermarket Perspective) Food Waste: How much Food do Supermarkets Throw away (22:26) <https://www.youtube.com/watch?v=QLqkV8cP4xs> and/or
 - (Farming Perspective) Why Does almost half of Americas Food go to Waste (9:05) <https://www.youtube.com/watch?v=k8TDfjbpSBE>
 - Have students **discuss** what they learned from the video.
 - Were you surprised how much food gets thrown away? Why?
 - What did you think about the way that Walmart replied to the questions?
 - Would you eat food from a dumpster?
 - Would you choose food in a supermarket that didn't look perfect?
 - Do you think that farmers have a responsibility to waste less food? Why?
 - Do you think that you could have an impact on how much food gets thrown away? How?
- Take action for less food waste
 - **Tell** students that today they saw different ways that food gets wasted. From the farmers that grow their food to the stores that sell them their food to their individual dinner plate.
 - **Ask:** How can you make a difference so that less food is wasted?
 - **Support** students in taking action to make change. Some ideas are:
 - **Research** what unique ways that food can be reused (Leftover Food- Dealing with Waste by Sally Morgan, p 20-25).
 - **Ask:** Is your city doing anything like this? Why or why not?
 - **Question** your local grocery store, restaurant or bakery about what they do with leftover food.
 - **Observe** and record what food gets wasted in your home and develop ways to reduce, reuse, or recycle this waste.
 - **Write** letters to supermarkets, local businesses, or government.
 - **Volunteer** to deliver food.
 - **Investigate** what local governments are doing.
 - **Set up** a composting program for at home or another venue.
 - **Interview** family members about what food waste was like when they were kids. How does it compare to today?
 - Have students **share** their ideas. Some possible ways are:
 - **Create** an informational poster.
 - **Plan** a lesson to share with other community groups.
 - **Write** letters to city officials.
 - **Question** local businesses about what they are doing and challenge them to change.



- Or any other way that students **are inspired to act** and tell about what they have learned.

Extension:

- Plan a field trip to the local recycling center/ transfer station.
- Research what companies like Panera and Starbucks are doing with their leftovers.
- Volunteer at a local food bank to see how donated food is distributed.
- Create a recipe to use leftover food from one meal.
- Delve deeper into the science of how Biogas Digesters work.



COOKING TURKEY POT PIE

Kitchen Prep

- Read the Turkey Pot Pie recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- How to Roast**.
- Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety).

Prepare Turkey Pot Pie

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to measure, dice, and mix and drop.
- When the Turkey Pot Pie is ready, eat, taste and share!
- While your friends and family are eating teach them what you learned about how much, why and where leftover food is wasted. Share with them your passion for action and invite them to get involved.



**Lesson #3: HARVEST SNACK PLATTER
& HISTORY OF APPETIZERS**
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **define** and **use** the terms appetizer and hors d'oeuvre.
- Students will **learn** the history of appetizers.
- Students will **map** appetizers from around the world.
- Students will **explore differences** and **similarities** between the intended purpose of and ingredients used in appetizers from different countries and cultures.
- Students will **read** the **Featured Culinary Skill- Guide to Appetizers** and apply that learning to their own appetizer.
- Students will **make** a Harvest Snack Platter to share with friends and family.

RESOURCES

- History- <http://www.world-foodhistory.com/2010/04/history-of-appetizers-and-hors-doeuvre.html>
- History- <https://158mainjpd.com/2014/02/19/a-brief-history-of-appetizers-or-is-that-hors-doeuvre/>
- List of hors d'oeuvre https://en.wikipedia.org/wiki/List_of_hors_d%27oeuvre
- Spanish Tapas <https://theculturetrip.com/europe/spain/articles/a-brief-history-of-the-world-famous-spanish-tapas/>
- Different types of appetizers- <https://www.happeningsmagazinepa.com/2013/02/03/theres-an-app-for-that-guide-to-appetizer-terms/>
- Mexican/Tex Mex <http://www.foodtimeline.org/foodmexican.html>
- Mexican <http://www.mexican-authentic-recipes.com/appetizers.html>
- France <http://www.theoldfoodie.com/2010/02/hors-doeuvres.html>
- French hors d'oeuvre recipes <https://www.easy-french-food.com/easy-appetizer-recipes.html>
- Italy- history of bruschetta <https://www.theinternationalkitchen.com/blogs/2015/august/a-history-of-bruschetta-italys-favorite-appetizer>
- Italy- history of cuisine <http://www.yourguidetoitaly.com/history-of-italian-food-cuisine.html>
- Greek Meze Table <https://www.thespruce.com/the-greek-meze-table-1705403>
- Arabic Mazza <http://mideastfoodfest.blogspot.de/2012/04/arabic-appetizers-maza.html>
- Russian Zakuski <http://www.ruscuisine.com/recipes/appetizers/>
- Indian Food History http://www.haldiramusa.com/History_Indian_Food.htm



HISTORY OF APPETIZERS

Notes for the Teacher:

- Read the **Featured Culinary Skill- Guide to Appetizers**. Keeping in mind the suggested tips, prepare a simple snack platter for students to observe and discuss and enjoy.

Teacher Prep:

- **Collect Materials:**
 - Prepare a simple snack platter for students to observe and enjoy.
 - World Atlas or Globe
 - Blank world map.
 - Appetizers Around the World (included)
 - Materials to show similarities and differences among world appetizers.
 - Paper, pencil
 - Chart or Venn diagram
- **Read**
 - A Brief History of Appetizers Or Is That Hors D'oeuvre?
<https://158mainjpd.com/2014/02/19/a-brief-history-of-appetizers-or-is-that-hors-doeuvre/>

Lesson: History of Appetizers

- Introduction:
 - **Ask** students:
 - What do you think an appetizer is? Can you make a definition?
 - Do you have a favorite appetizer? What do you like about it? Where do you get it?
 - When do you think people started making them? Why?
 - Where do you think appetizers started? Why?
 - **Present** students with the snack platter that you made.
 - **Discuss:**
 - the items on the platter
 - how the items look
 - is it inviting for them to pick one up? Why or why not?
 - **Snack and Read**
 - Encourage students to taste different snacks from the platter.
 - Read the **Featured Culinary Skill- Guide to Appetizers**
 - As you read each tip ask students if they see evidence of it on your platter.
 - Encourage students to ask questions about your thought process when preparing the platter.
 - Ask them to make recommendations as to how it could have been better.
- **Share:** History of Appetizers:



- Appetizers, as an idea, have been around a long time, in fact the feasting style of the Ancient Romans and Greeks included a lot of snacks that we still use today. Like fruit, olives, and cheese. However, the term “appetizers” first appeared in both England and America in the 1860's.
- What does appetizer mean?
 - It can mean bite-sized finger foods served at parties or the first course in a meal (appetizer, main course, dessert).
- What does hors d'oeuvre mean?
 - Translated from French it means “outside of the work”
 - **Ask:** Why do you think they would call it that? (It was because they were not part of the set of courses in a meal.)
- Many appetizers are salty. In fact, during the Renaissance (14th to 17th century), physicians recommended eating small pieces of salty meats before a meal to prepare the digestive system and ensure proper digestion.
- Before the nineteenth century, appetizers were served throughout the entire meal. That slowly changes as dining shifted to include a succession of courses.

- Appetizers Around the World:
 - Have students **read** Appetizers Around the World. (included)
 - **Ask** students:
 - Have you ever eaten any of those foods?
 - When were they served?
 - Did they look appetizing?
 - Were they bite-sized or plate-sized?
 - Using an atlas, have students **locate** the countries mentioned and then **label** them on a blank world map.
 - Have students **compare** and **contrast** a few of the country's approaches to appetizers. Students can **create** an Appetizer Comparison Chart to list the country, appetizer name, reason for serving, ingredients, and time of day. Or compare in another way that makes sense to them.

- Instructions: Create your own Appetizer:
 - Have students **review**:
 - **Featured Culinary Skill- Guide to Appetizers**
 - Their personal experience eating your snack platter today or other times they have eaten appetizers.
 - Appetizers Around the World
 - Have students **reflect**:
 - What is your favorite thing about appetizers?
 - What reasons are appetizers served?
 - What flavors are present?



- Keeping all of that in mind, have students **research/plan, create, shop** for (maybe just in your kitchen) **make, arrange** and **serve** their appetizer masterpiece. Take a picture and share with us!

Extension:

- Have friends over for a (Spanish, Italian, etc.) themed party. Create an appetizer platter with foods from that country. You could do traditional appetizers or use what you learned from the **Featured Skill: Guide to Appetizers** to create your own.



COOKING HARVEST SNACK PLATTER


Kitchen Prep

- Read the Harvest Snack Platter recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Discuss kitchen safety. Specifically, knife safety (Visit Raddishkids.com/pages/safety).

Prepare Harvest Snack Platter

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to peel, mix and bake.
- When the Harvest Snack Platter is ready, eat, taste and share!
- While your friends and family are eating teach them the history of where appetizers came from. Share with them your idea for your own appetizer creation.

Sink or Float?

<u>Item</u>	<u>Prediction</u> <i>What do you think will happen?</i> Sink (S) or Float (F)	<u>Result</u> <i>What did happen?</i> Sink (S) or Float (F)	<u>Why?</u> <i>Shape, size, weight, color, etc.?</i>
 Cranberry			

Item	Prediction <i>What do you think will happen?</i> Sink (S) or Float (F)	Result <i>What did happen?</i> Sink (S) or Float (F)	Why? <i>Shape, size, weight, color, etc.?</i>

Appetizers Around the World

Lebanon, Iraq, Saudi Arabia and Egypt

- These countries call their version of appetizers **mazza**.
- They are used to stimulate the appetite.
- Examples: olives, marinated vegetables, tabbouleh, hummus and flat bread
- Arabic Mazza: <http://mideastfoodfest.blogspot.de/2012/04/arabic-appetizers-maza.html>

India

- Most families in India do not serve appetizers, except for special occasions.
- In North America, though, we have adopted Indian cuisine and have categorized some Indian dishes as appetizers.
- Examples: samosas and pakoras
- Indian Food History: http://www.haldiramusa.com/History_Indian_Food.htm

Russia

- Appetizers called **zakusha** are eaten when guests are present and are more prominent among the wealthy.
- Examples: smoked salmon, pickled herring, cold meats, cheese, pickles and a variety of breads
- Russian Zakuski: <http://www.ruscuisine.com/recipes/appetizers/>

Spain

- **Tapas**, the appetizers of Spain, are a part of most Spaniards' everyday life.
- People in Spain don't usually eat dinner until 9 or 10 at night. So they get hungry in the late afternoon and early evening.
- Tapas are served to take the edge off people's hunger.
- Tapas are served in special tapas bars
- Examples: olives, bite-sized sandwiches, cured meats, and potatoes.
- Spanish Tapas: <https://theculturetrip.com/europe/spain/articles/a-brief-history-of-the-world-famous-spanish-tapas/>

Italy

- Mealtime in Italy is often a slow and extended time to visit and connect with friends and family.
- Appetizers, called **antipasto**, help to stave off your hunger so you can focus on your conversation.
- Antipasto are colorful and are artfully displayed and served before the main meal.
- Examples: salami, ham, radishes, roasted red pepper, hard-cooked eggs.
- Italy- history of bruschetta: <https://www.theinternationalkitchen.com/blogs/2015/august/a-history-of-bruschetta-italys-favorite-appetizer>
- Italy- history of cuisine: <http://www.yourguidetoitaly.com/history-of-italian-food-cuisine.html>

Mexico

- In Mexico snacking takes place throughout the day, so appetizers are part of the day's cuisine.
- These appetite-creating foods are called **antojos** (whims) or **antojitos** (little whims).
- Examples: chips, dips, and filled finger foods made from tortillas and filled with chopped meat, olives, raisins and onions.
- TexMex versions include guacamole and nachos.
- Mexican/Tex Mex <http://www.foodtimeline.org/foodmexican.html>
- Mexican <http://www.mexican-authentic-recipes.com/appetizers.html>

France

- In France food is taken very seriously.
- The term that they use for appetizers is **Hors d'oeuvres**. As we learned, it means "outside of work."
- Hors d'oeuvre can be hot or cold small dishes served for the purpose of stimulating your appetite.
- Examples: Cheese Gougeres (fluffy light biscuits), rillete (pate), vegetable tart, chicken liver mousse, olive tapenade.
- France <http://www.theoldfoodie.com/2010/02/hors-doeuvres.html>
- French hors d'oeuvre recipes <https://www.easy-french-food.com/easy-appetizer-recipes.html>

Greece

- The Greeks serve their appetizers from street vendors, cafes and at home.
- **Mezedhes or meze** is what they call these dishes.
- Examples: olives, feta cheese, dolmades, pistachios, hard-cooked eggs, shrimp, and octopus.
- Greek Meze Table <https://www.thespruce.com/the-greek-meze-table-1705403>