

## ESY Pittsburgh Winter Cooking Program

# Groundnut Stew

Food History Lesson

February



## Map Skills

Africa

Mali

### Materials Needed:

- World Map
- Book: Tiger Soup (or Anansi story of choice)
- Mortar and Pestle
- 1 c. Sunflower Seeds (1/2 c. to grind & 1/2 c. eat whole) in Ziploc or jar
- 1 T. olive oil (or butter)
- Spoons for each student
- Photo of groundnuts, sunflower (paper or digital)
- Sunflower 'head' with seeds (optional)
- 2 Small bowls
- Hand sanitizer
- Food Journals

### Prepare Before Lesson:

- Hang up world map
- Write agenda on board

### Objectives:

1. Reinforce "all food begins with a plant" garden knowledge.
2. Introduce students to groundnuts, sunflower seeds and nut butters.
3. Practice map skills focused on Africa (continent) and Mali (country).
4. Introduce Anansi stories and the oral story-telling tradition.

## Lesson Flow

### o Engage (5 min)

Write 'story' on the board. "When I say the word 'story' what do you think of? Where do you think stories come from?" Discuss, write answers on board. "Today we are going to focus on a culture which has been telling stories aloud for generations, and next week we'll make a stew from the same culture! Let's look at today's agenda." Agenda: map skills, Anansi story, talk about nuts and seeds, make sunflower seed butter, taste test and Food Journal.

### o Map Skills (5 min)

"Let's begin by recapping all the continents and countries we have cooked from so far!" Choose students, use map. "Today we are going to find and focus on the **continent of Africa**. Can you help me locate Africa on our map? Within this continent, we're going to focus on the **country of Mali**." Ask 1-3 students to find Africa and Mali on the map.

### o Food History (15 min)

"People in Africa and Mali have been telling one another stories for generations. This is called an **oral tradition** and it can take many forms – poetry, folktales, songs etc. "Why do you think story-telling is so important in the African culture, and in our culture?" Discuss oral traditions and allow students to tell stories as desired.

Optional: Read Aloud: "Anansi is a famous story character in Africa known for being very tricky. Let's read about Anansi together." Either read story or have students act it out.

### o **Food History (cont'd)**

Groundnuts: "Groundnuts grow well in Africa." Show *groundnut photo*. "What do these groundnuts look like to you? Yes! In Africa peanuts are called **groundnuts**. Let's brainstorm why they are called groundnuts." *Think together, show photo of groundnut plant if desired*. "What do you eat that is made out of groundnuts? Since some people may be allergic to groundnuts, we're going to use sunflower seeds instead of groundnuts in our recipe. A **butter** is a pureed nut or fruit spread." Discuss how PB is made.

Nutrition Note: Peanut and sunflower seed products are high in protein and unsaturated fats, which are both good for our bodies. Protein gives you energy so you can play longer and stronger. Unsaturated fat is also known as "the good fat" our bodies need to help absorb vitamins and minerals in the foods we eat. Because of these unsaturated fats, both peanuts and sunflower seeds are great for your heart!

Fun Fact: "Can you guess how many sunflower seeds are in a 'head'? (Up to 3,000!)"

Optional Info: One Pot Stew: "Benachin means 'one pot.' It's a dish in West Africa in which you make the meat, the rice, the vegetables, and the sauce all in the same pot. We won't be making Benachin next week, but we will make our own one-pot stew!"

### o **Garden Connections (15 min)**

Sunflower Seeds: Show *photo of a sunflower, zoomed in on seeds*. "What are we looking at? How do you think farmers grow enough seeds for all the packs in the grocery stores and at baseball games?" *Talk about scale of production, one sunflower is about 3 packages of seeds*. "Do you think workers remove seeds by hand or with machines?"

Making Butter: "Today we're going to remove seeds from a sunflower and make our own 'SunButter.' How do you think we make these whole sunflower seeds into a butter?"

*Take ideas*. "Two groups are going to work on making butter while the other two groups remove seeds from the sunflower, and then we will switch. Demonstrate each job. *Split into four groups; hand out materials, complete tasks. Each Butter Group: 1 mortar and pestle with ¼ c seeds. Each Seed Group: small sunflower seed head, small bowl.*

### o **Tasting and Journaling (10 min)**

*-Optional: Add 1 T oil, 1 t salt and honey to sunbutter.* "Groundnuts and Sunflower Seeds can be made into all sorts of tasty foods. Today we're going to taste a whole sunflower seed and the sunflower seed butter we just made together. As I come around, I will put some butter on a spoon for you. Do I have two volunteers to help pass out 2 seeds to each student? Please wait to sample until everyone is served." *Sanitize hands, choose helpers and begin to pass out seeds/spoon out butter. Sample when all are served. Encourage students to compare to peanuts. As students finish sampling, talk to them about cooking next week and encourage them to begin Food Journaling.*

## **Food Journal**

Prompt: What do many Africans call peanuts and why? Draw a picture of the plant.

Challenge Prompts: 1. What is a 'butter'? How did we make sunflower 'butter'? 2. What is an 'oral tradition'? 3. Retell an Anansi story 4. Tell your favorite story and draw a picture

## **Recommended Resources**

1. Book: [A Taste of West Africa](#) by Colin Harris
2. Online Story Script: [Ready to Tell Stories from Around the World](#), Tigertail Soup by: David Holt on Google Books
3. Groundnut Photo: [http://www.123rf.com/photo\\_5438980\\_isolated-macro-image-of-groundnuts.html](http://www.123rf.com/photo_5438980_isolated-macro-image-of-groundnuts.html)
4. Music of Mali: Mouesa Doumbia: [http://youtu.be/\\_aG6Gg8k8XM](http://youtu.be/_aG6Gg8k8XM)