

Subtopic: Cooking with Hawaiian Plants

Activity sequence number: 1

Name of Activity: Simple Boiled Bread Fruit

Learning Goal:

(What do you want the children to learn?)

To experience another ethno botanical (social science) use of the 'ulu by preparing a new dish to eat.

1.) Activity description: Simple Boiled Breadfruit:

3 cups of water (salted)

4 cups diced green breadfruit.

4 tablespoons of butter.

1. Boil water in a large pot.
2. Add salt and the diced breadfruit.
3. Boil for an hour, or until tender.
4. Drain and season with salt, pepper, and add a liberal amount of butter.
5. Serve in place of rice or potatoes. Enough for four people. (Adjust to your class size).

Activity title: Simple Boiled Bread Fruit

Learning objectives: To experience a traditional ethno botanical (social science) use of the 'ulu by learning how to boil *'ulu*.

Related standards¹:

8a. Agriculture

- Most food comes from farms either directly as crops or as the animals that eat the crops; to grow well, plants need enough warmth, light, and water, crops also must be protected from weeds and pests that can harm them (Bredekemp and Rosegrant: 1995).

(Taken from: Reaching Potentials: Transforming Early Childhood Curriculum and Assessment Volume 2).

- In our Montessori prepared environment this activity falls under practical life. Practical life activities are commonly referred to as the exercises of daily living which include the physical care of the self and the environment. Food preparation (cooking activity for this lesson) and sewing fall under the caring for the environment category.

- Offering and serving the finished product to others in the classroom falls under grace and courtesy which is the fourth and final category of practical life. Lessons of grace and courtesy help to develop social skills in young children. These social skills include greeting people.

Place-based connection(s):

We have three 'ulu trees growing on our campus.

What will the children and teacher do?

- Go over the recipe orally and using a recipe chart (LLD)
- Put the ingredients in the pot. (IC) (MD) (JPA)
- Children will be excused to their work period to choose activities while the 'ulu boils. (CDA)

How will learning objectives be assessed?

- Forms of assistance: Modeling, questioning, and feed backing.

Connections to other areas:

'Ono Stuff Song.

3 Part Nomenclature Vocabulary Cards of the parts of the 'ulu.

Parts of the 'ulu Vocabulary and writing booklet.

Resources/materials needed:

'Ulu, Hot plate, pot, knives to cut the 'ulu, butter, salted water, pepper, and salt.

How will the CREDE standards be incorporated into this activity?

JPA

Joint Productive Activity: Everyone will get a chance to try cutting the 'ulu and putting the ingredients into the pot

LLD

Language & Literacy Development: Recipe Chart and new vocabulary introduced in the lesson.

CTX

Contextualization: Questions to ask: Did you ever eat / cook 'ulu before? What did you make?

IC

Instructional Conversation: Ongoing with the food prep process and as we make discoveries during the lesson.

CT

Complex Thinking: Questions will be asked from our 'ulu time line. Going back to how is *Mei* prepared in the Marquesas.

(Where do we get our food from?)

(Where did we get the 'ulu from?)

(What do you think will happen to the 'ulu when we boil it?)

MD

Modeling: Teacher will model how to cut the 'ulu to prepare it for the project.

CDA

Child Directed Activity: Children will have a chance to pick the 'ulu we use to boil from our low child accessible tree on campus. Keiki will be given the choice to contribute to the activity through, cutting the 'ulu and putting the 'ulu into the pot.