**Make Biscuits By Hand**

**Description**

In this activity, students will make and bake a batch of scones from scratch. The students will be able to identify the different stages of the process. They will read a basic scone recipe, formulate the recipe to yield 1 dozen units, gather ingredients and tools, measure ingredients accurately, mix, make-up, and bake the scones.

**Note**: The terms “scone” and “biscuit” (as used in North America) are interchangeable. Quick breads is a category of baked goods that use chemical leaveners to raise the product, as opposed to yeast.

For this item, the “rubbing-in” or “biscuit” method of hand mixing will be used, exposing the student to one of the basic fat incorporation methods.

## Lesson Objectives

Students will be able to:

* understand ingredients and their functions in quick breads
* calculate the amount of ingredients needed to produce the desired amount of product
* prepare and bake scones using safe food handling practices with appropriate equipment, according to recipe or formula
* apply knowledge of mixing methods to produce quick breads
* evaluate the finished product, and
* explore the history and traditions around scones.

## Safety Considerations

Basic food and kitchen safety

## Assumptions

Students will have an understanding of ingredient measurement, food handling safety, and appropriate clothing and personal attire in kitchens.

## Terminology

**Bench/counter**: A workspace of appropriate height and material for processing recipes.

**Baking sheet**: A tray/pan of specific size with shallow sides used for baked goods that do not need shape support. (Also known as sheet pan.)



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**Chemical leavener**: A leavening agent (sodium bicarbonate also known as “baking soda”) used alone or with a combination of acids (baking powder) incorporated into many baked goods in order to aerate them by the formation of carbon dioxide in the presence of heat and water.

**Circular cookie cutter**: A round tool of specific size, sometimes plain and sometimes crinkled on the circumference, used for cutting scones into a round shape.

**Egg wash**: Beaten egg used for brushing onto a baked good to deepen the finished colour and add sheen.

**Formula**: A balanced recipe containing the list and weights of ingredients, procedure, and yield. (**Note**: “formula” and “recipe” are often used interchangeably in the industry.)

**Parchment paper**: A sheet of paper with non-stick qualities and heat stability used to line a baking sheet in preparation for baking.

**Pastry brush**: A fine bristled brush used to apply egg-washes or other liquid garnishes to baked goods.

**Quick bread**: Any baked good that uses chemical leaveners to aerate the product. (Cookies, muffins, scones, some coffee cakes.)

**Rolling pin**: A cylindrical tool, sometimes with handles on bearings and sometimes in one piece used for flattening a piece of dough.

**Rubbing-in**: The controlled process by which solid fat is incorporated by hand into the flour of a bakery product to ensure the desired crumb is achieved.

**Scone/ biscuit**: A small unsweetened or lightly sweetened cake made from flour, fat, and milk and sometimes having added fruit. Originating in Scotland, it is now made with chemical leaveners.

**Yield**: The amount of product/units produced from a specific recipe or formula.

## Estimated Time

45–60 minutes

## Recommended Number of Students

This activity may be done individually or in pairs.

## Facilities

Home Economics lab or cafeteria kitchen

**Resources**

**The History Of Scones**

<http://www.thenibble.com/reviews/main/breadstuffs/scone-history.asp#history>

#### How To Make Scones

https://[www.youtube.com/watch?v=6tlQn7iePV4](http://www.youtube.com/watch?v=6tlQn7iePV4)

## Materials Needed

* As per recipe; enough ingredients for all the students.
* Digital scales (or volume measuring equipment).
* Sheet pans for all the students.
* For variety, make plain or with different inclusions.

# Demonstrate Skills and Knowledge

## Procedure

* 1. Watch video *How to Make Scones*.
  2. Review safety procedures.
  3. Divide students into pairs if necessary.
  4. Explain and explore the measuring of ingredients.

Volume measurements of baking and cooking ingredients are extremely variable; that is why weighing is the preferential method of measurement. As an example, have different students weigh cups of the same as well as ingredients of different densities to support this knowledge.

Example 1: Weigh 1 cup of white flour sifted and compare to one cup of flour unsifted. Example 2: Weigh 1 cup of brown sugar unpacked, and one cup packed down.

Example 3: Weigh 1 cup of water and compare to 1 cup of honey or molasses.

* 1. Follow the procedure as per the recipe.
  2. Have the students check the fat disbursement in the flour.
  3. Explain why the dough has to rest.
  4. During baking, explain the chemical leavening process.
  5. Wait for scones to cool before eating (in order that all the starches set; carry over baking).
  6. Score scones as per evaluation sheet.
  7. Clean up and review.

## Extension

1. Have the students write a short history of the scone.
2. Scone or Biscuit? Why the two words?
3. What is the name of the music playing in the video? What “dance craze” was in fashion at the time? Why is this significant to the scone story?
4. What are the differences in the formula in the video and the Empress formula?
5. What makes the Empress Scone recipe significant to local history?

## Evaluation Guidelines

Consider co-creating the assessment criteria with your students at the beginning of the activity/ project. You may want to include the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Performs professionally in kitchen following health and safety guidelines. |  |  |  |  |
| Applies mathematical principles to appropriately scale recipe to desired yield. |  |  |  |  |
| Measures ingredients accurately. |  |  |  |  |
| Mixes by hand, rolls out, cuts, and pans scone emphasizing uniformity and correct texture. |  |  |  |  |
| Demonstrates ability to set oven temperature and assess when product is baked. |  |  |  |  |
| Cools and stores product properly. |  |  |  |  |
| Demonstrates ability to evaluate scones for quality, taste and texture in the form of self-reflection notes. |  |  |  |  |

# Empress Hotel Famous High Tea Scone

### Yield

1800 g (24 × 75 g scones)

### Ingredients

225 g butter

210 g sugar

540 g all purpose flour 28 g baking powder

5 g salt (omit if using salted butter) 120 g raisins

200 g egg

476 g whipping cream

1 beaten egg (for egg wash)

### Preparation

1. In a large bowl, rub the butter, sugar, baking powder, and salt until a sandy texture is formed but there are still pea-sized lumps of butter in the mix.
2. Fold in the raisins.
3. Blend the cream and eggs.
4. Make a well in the dry mix and pour the liquid in, stirring until a smooth dough is formed.

#### Don’t over-mix.

1. Let rest for 10 minutes.
2. Roll out to ½" (13 mm) thickness on a floured bench.
3. Cut with round cutter to desired size. For variety roll out round but cut wedges before baking.
4. Place on cookie sheet.
5. Bake at 177°C (350°F) for approximately 15 minutes. **Don’t over-bake**.