# Let’s Make Soup!!!!

## Description

In this activity students will use previously made stock to make either a clear chicken vegetable soup or a creamy potato chowder following a standardized recipe. They will then taste, compare, and contrast the finished products for correct seasoning, texture, and consistency.

## Lesson Objectives

Students will be able to:

* identify the difference between a clear soup and a thick soup and the methods of preparing them
* describe the characteristics of clear soups and thick soups
* identify the ingredients and techniques that are used to make a soup thick
* taste, season, and adjust finished soups, and
* taste and compare their finished soup with a soup prepared by another group.

## Assumptions

* Students have received orientation on the subject of kitchen and food safety.
* Students have received orientation on the subject of measuring and conversion.
* The teacher will become familiar with and utilize correct soup-making techniques using appropriate resources.
* The teacher will provide a variety of ingredients for the soup-making activity.

The following Activity Plans are to be completed prior to this Activity Plan:

* Introductory Knife Skills
* Workstation Set-up
* Recipe Comprehension
* Stock

## Safety Considerations

* Ensure the use of required personal protective equipment.
* Ensure safe knife handling and use.
* Students will follow correct tasting procedures (e.g., one-use spoon).
* Students will use proper cooking equipment, temperature, and tools in the soup preparation.
* Students will cook soup to the required temperature of 74°C.



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## Terminology

**broth**: A broth is a thin liquid consisting of meat, vegetables, poultry, or fish simmered for long periods of time.

**clear soup**: A clear soup is a broth-based, clear liquid that is generally flavourful, and is made by simmering meat, vegetables, poultry or fish for long periods of time.

**garnish**: To garnish is to decorate a plate or dish to make it more visually appealing.

***mirepoix***: *Mirepoix* (Fr.) is a mixture of diced/chopped onions, carrots, and celery used for flavouring.

**soup**: Soup is a liquid food made by boiling meat, fish, vegetables, and seasonings in stock or water.

**stock**: Stock is a liquid made by boiling meat, vegetables, fish, or other food. It is used as a base for making soups, sauces, etc. More technically, stock refers to a liquid prepared by simmering bones.

**thickened soup**: Thickened soup is made by adding a thickening agent such as flour, cornstarch, potatoes, or cream to a soup.

**thickening agent**: A thickening agent is used to increase the density of a soup or other dish. Examples are flour, cornstarch, potatoes, or cream.

## Estimated Time

2 60–75-minute classes

## Recommended Number of Students

Up to 24

## Facilities

Home Economics teaching lab and/or Culinary Arts teaching kitchen

## Tools

* + chef’s knife
  + cutting board
  + heatproof spatulas
  + large stockpots
  + paring knife
  + soup ladle and serving bowls
  + vegetable peeler

## Materials

* copies of the standardized recipe for chicken vegetable rice soup (Gisslen, p. 235) or comparable recipe
* copies of the standardized recipe for potato chowder (Gisslen, p. 253) or comparable recipe

## Resources

Draz, John, and Christopher Koetke. *The Culinary Professional*. 3rd ed. Goodheart-Willcox, 2017. Pages 403–410.

Gisslen, Wayne. *Professional Cooking for Canadian Chefs*. 8th ed. John Wiley & Sons, Inc., 2014. Hoboken, New Jersey

# Demonstrating Skills And Knowledge

## Procedure

### Day 1: Teacher-led Activity

1. The teacher will discuss the classifications of soup and their differences.
2. The teacher will lead the class in reviewing the standardized recipes, including measurements and conversions.
3. The teacher will divide the class into small groups (2–4).
4. The teams will decide on which recipe they would like to prepare, with one-half of the groups preparing the clear chicken soup and the other half creating the potato chowder.
5. The team members will work together to create a work plan, including an equipment list and ingredient list.
6. The teacher will review the work plans and help the students make comparisons and corrections in order to create plans that will be successful in the kitchen lab.
7. The students will set up their kitchen stations, complete with sanitation equipment.
8. The students will *mise en place* their equipment and ingredients, utilizing their previously completed knife cuts and stock.
9. The students will label and store their *mise en place* in anticipation of making the soup in the next class.
10. The students will clean and sanitize their workstations.

### Day 2: Student-led Activity

1. The groups of students will review their recipes and set up their kitchen workstation complete with their previously completed *mirepoix* and sanitation.
2. The students will prepare the soup following the steps in the recipe that they have chosen.
3. The students will taste and adjust the seasoning of the soup that they have created.
4. The students will ladle out small portions of the completed soup into bowls for each of the other groups to taste. (For example, if there are six groups participating each group will ladle out six bowls for sharing.)
5. The students will be encouraged to taste each of the soup samples created, but will not be evaluated.
6. The students will analyze the soups for garnish, temperature, texture/thickness, and taste.
7. The students will compare and contrast the similarities and differences between the clear and the creamy soups.
8. The students will vent, label, and store in the fridge any leftover soup.
9. The students will clean and sanitize their workstations.

## Evaluation Guidelines

Students will be evaluated on participation, teamwork, and the successful completion of the task, including:

* clarity of clear soup
* consistency of thickened soup (chowder)
* consistency of knife cuts (vegetables) in the soup
* flavour of the soup
* texture of the soup
* choice of garnish
* temperature of soup
* student participation and teamwork
* adherence to recipe procedure
* completion in given timeframe, and
* food safety and sanitation practices.

A self-evaluation chart could be created for the student to fill in as well as an area for each student to evaluate the members of their group. This should be more of a reflection on participation and not a number or letter grade mark.

## Extension Activities

Students could expand into discovering and creating different types of soups. Examples:

* puree soups
* cream soups
* bisques
* consommé
* specialty and national soups
* soups for special diets and dietary restrictions