

Oklahoma Stone Soup

Objective

Students will learn about the history of soup. Students will learn about volume while making soup. Students will conduct surveys to compare favorite types of soups.

Background

Soup is an ancient food, prepared for 6,000 years in many different ways around the world. In ancient India, parched barley was ground with juices to make one kind of soup. Ancient Mayans used maize in various liquid foods. Early North American Indians made a broth of hickory nut milk. Yosemite Indians shredded fungi for mushroom soup and also cooked horse chestnut gruel. The Greeks made soups of beans, peas or lentils. Some were made from a black broth of pork, blood, vinegar, salt and seasonings.

In early times, soup was called “pottage” (from pot and the Latin *potare*, meaning, “to drink”), but by the Middle Ages, the word “soup” had replaced “pottage” in most European languages. The word soup is thought to have come from the sound made by slurping hot liquid from a spoon. Some variations of the word are soop, sopa, sope, soepe, suppa, soppe, soep, suppe, soppa, soper, soupe, chupe, zuppa, and zup. To sup was to eat the evening meal, at which soup was traditionally served. Eventually the meal itself became “supper.”

As immigrants arrived in the US from countries around the world, they brought their own national soups. German immigrants living in Pennsylvania were famous for their potato soups.

Commercial soup became popular with the invention of canning in the 19th Century. Dr. John T. Dorrance, a chemist with the Campbell Soup Company, invented condensed soup in 1897. Most soups have stock as a base. Stock is made by simmering various ingredients in water, usually for a long period of time. Often the ingredients are less desirable cuts of meat, bones and vegetable trimmings. Herbs and spices add more flavor. The flavor of bone stock comes from the cartilage and connective tissue in the bones. The gelatin in bone broth has many health benefits. Connective tissue has collagen in it, which gets converted to gelatin that thickens the stock.

The use of what to some might appear as trash for making stock—bones and vegetable trimmings, may have been the basis for the old story, “Stone Soup.” Stone Soup is a Grimm Brothers tale in which strangers trick a starving town into giving them some food. The fable is about cooperation amid scarcity. In different traditions,

Oklahoma Academic Standards

KINDERGARTEN

Speaking and Listening: R.1,2,3,4; W.1,2. Phonological Awareness: 2. Reading and Writing Process: R.1,3. Critical Reading and Writing: R.4. Number & Operation: 1.1,2,5,8; 2.1; 3.1. Algebra: 1.1,2. Measurement: 2.1,2,3,4. Data & Probability: 1.1,2,3. Economics: 3. Geography: 1,2,4

GRADE 1

Speaking and Listening: R.1,2,3,4; W.1,2. Reading and Writing Process: R.1,3. Critical Reading and Writing: R.4,5. Number & Operation: 1.1,2,3,4,8; 2.1. Measurement: 2.1,3,5. Data & Probability: 1,2,3. Geography: 3

GRADE 2

Speaking and Listening: R.1,2,3,4; W.1,2. Reading and Writing Process: R.1,2,3. Critical Reading and Writing: R.4,5. Number & Operations: 1.1. Measurement: 2.1,3. Data & Probability: 1,2,4

GRADE 3

Speaking and Listening: R.1,2,3; W.1,2. Reading and Writing Process: R.1,3. Critical Reading and Writing: R.4. Data & Probability: 1,2

GRADE 4

Speaking and Listening: R.1,2,3; W.1,2. Reading and Writing Process: R.1,3.. Critical Reading and Writing: R.4. Measurement: 2,5

Vocabulary

absorb—to take in or suck or swallow up

barley—the seed of a cereal grass used especially in malt beverages, in foods (as soups and cereals) or as feed for livestock

broth—liquid in which **cartilage**—an elastic tissue which composes most of the skeleton of the vertebrate embryo and much of which is changed to bone later in life food has been cooked

commercial—of or relating to the buying and selling of goods

condensed—changed from a less dense to a denser form

fungi—any of a kingdom of living things (as molds, rusts, mildews, smuts and mushrooms) that lack chlorophyll, are parasitic or live on dead or decaying organic matter, and were formerly considered plants

garnish—something added to food for decoration or flavor

gruel—a thin food made by boiling cereal (as oatmeal or cornmeal) in water or milk

lentils—the flattened, edible seeds of a Eurasian plant of the legume family

maize—Indian corn

Mayan—a member of a group of Indian peoples of the Yucatan Peninsula and neighboring areas

parched—toasted by dry heat

soup—a liquid food with a meat, fish, or vegetable stock as a base and often containing pieces of solid food

the stone is replaced with other common objects; therefore, the fable is also known as “Button Soup,” “Wood Soup,” “Nail Soup,” and “Axe Soup.”

According to the Grimm Brothers’ story, some travelers come to a village, carrying nothing more than an empty pot. The travelers are hungry, but the villagers are reluctant to share their food. The travelers fill the pot with water, drop a large stone in it, and place it over a fire in the village square. One of the villagers becomes curious and asks what they are doing. The travelers answer that they are making “stone soup.” They tell the villager the soup is delicious but tastes even better with a little bit of garnish, which they are missing. The villager doesn’t mind parting with just a little bit to help them out, so her contribution gets added to the soup. Another villager walks by, inquiring about the pot, and the travelers again mention their stone soup, which hasn’t reached its full potential yet. The second villager hands them a little bit of seasoning to help out. More and more villagers walk by, each adding another ingredient. Finally, a delicious and nourishing pot of soup is enjoyed by all. In a French version of the tale, the three travelers are soldiers returning home from the Napoleonic wars.

A more modern version of the story occurred during the Great Depression, when some families were unable to put food on the table every day. It became a practice to place a large and porous rock in the bottom of the stock pot. On days when there was no food, the stone was boiled up, and the flavor would come out of the stone into the water, producing a weak soup, which was at least better than not eating anything.

Materials

- crock pot
- 2 cups water in a pitcher
- bowls
- spoons
- measuring cups
- food thermometer
- beef chuck roast, pork roast or chicken, cubed
- At least three of the following vegetables commonly grown in Oklahoma gardens:
 - tomatoes
 - carrots
 - corn
 - potatoes
 - green beans
 - peppers
 - okra
 - squash
 - onion

Procedures

1. Send home the parent letter included with this lesson requesting ingredients for stone soup.
2. Read and discuss background and vocabulary.
3. Hand out copies of the story “Oklahoma Stone Soup,” included with this lesson.
 - Students will take turns reading the story out loud.
 - Hand out copies of the sequencing worksheet.
 - Students will answer the questions on the worksheet.
4. On the day before soup-making day, gather the ingredients for the soup, and bring samples of the whole vegetables to show students.
 - Students will write descriptions of each whole vegetable.
5. Students will develop appropriate charts for recording observations of each soup ingredient before and after cooking.
 - Provide diced samples of each vegetable for students to taste raw.
 - Students use taste, sight and smell to write observations about vegetables.
 - Students vote on their favorite raw vegetables and graph the results.
 - Students predict what raw vegetables will look like after they have cooked in the crock pot for four hours.
 - Show students the raw meat to be used (diced and well-sealed in plastic bags.)
 - Students will describe the raw meat and predict what it will look like after it has been cooked in the crock pot for four hours.
6. Students will classify vegetables—roots (potatoes, carrots, onions), leaves (greens), stems (celery), fruit (Can a fruit be a vegetable? tomatoes, peas, etc.)
7. Students calculate the volume of diced vegetables and record measurements.
 - Students add up volume of all vegetables.
 - Students calculate the volume of diced meat. Students will add the volume of the meat to the total volume of all vegetables.
8. On soup-making day, set up the crock pot in front of the class. Provide water and a clean stone.
 - Students will calculate the volume of water and add the water volume to the total of ingredients measured earlier.
9. Read the story of “Oklahoma Stone Soup” again while students act out the story by taking turns adding ingredients as the story progresses.
 - Discuss the story. Why were the settlers more willing to share their food after the cowboy started cooking the stone soup? What lesson do students take from the story? Discuss how everyone’s contribution is needed in a community, just as all the contributions to the soup made enough for everyone to eat
10. Allow the soup to cook four hours on the crockpot’s high setting.
 - Students will taste the soup and vote on their favorite cooked ingredient. Graph the results.
11. Students will list the vegetables they used in their soup.
 - Create a graph showing all of the vegetables.
 - Survey students to determine which vegetable is the class favorite.
 - Students will each survey 10 people outside of class to see which of the vegetables is the favorite.
 - Tally the votes as a class. Record the results on the graph.
 - Students will compare their own favorite vegetable in the soup with the favorite vegetable of the people they surveyed. Students will consider the following questions:
 - a) What is the most favorite vegetable in soup of the outside survey group?
 - b) What is the least favorite vegetable in soup of the outside survey group?
 - c) What is the most favorite vegetable in the class?
 - d) What is the least favorite vegetable in the class?
 - e) Does the class like the same vegetables as the outside survey group?

- f) Is there evidence that if you like one vegetable you tend to like another? For instance, if you like corn do you tend to like potatoes?
12. After reading “Oklahoma Stone Soup” students will answer the following comprehension questions:
 - What does “with great ceremony” mean in paragraph 4? (made a big deal or big show of it)
 - What was the cowboy suggesting when he said, “Of course, stone soup with tomatoes – that’s hard to beat.”? (that someone should get some tomatoes to add to the soup)
 - Was it the magic stone that caused the soup to taste good? If not, what was it? (the variety of items they all put in and that they all worked together to make it)
 13. Read *Stone Soup*, by Marcia Brown.
 - Create a Venn diagram or T chart to compare/contrast “Oklahoma Stone Soup” and *Stone Soup*.
 14. Read *Who Grew My Soup?* by Tom Darbyshire.
 - Discuss the term “onomatopoeia” (words that sound like the object they name or the sounds those objects make).
 - Students will identify the onomatopoeic words found in *Who Grew My Soup?* (Yikes, zoom, whoosh, whir, boom, pop, whiz)
 - Students will create onomatopoeic art. For ideas, use an online search engine and search “onomatopoeia images.”
 15. While reading *Who Grew My Soup?*, pause at the end of rhyming stanzas to see if students can complete the rhyme.
 - Make a list of the rhyming words found in the book.
 - Encourage students to think of other words that rhyme with each word on the list.
 16. Discuss the figurative language found in *Who Grew My Soup?*
 - Farmer Perez is described as having “thumbs that are quite green.”
 - They traveled “in the blink of an eye.”
 17. Provide copies of the chart “Soups Around the World” included with this lesson.
 - Students will read the chart and discuss the different ingredients used in soups from around the world.
 18. Students will use information from the chart to answer the following questions:
 - Name the soups that have chicken as an ingredient. (ajiaco, avgolemono, egg drop, pho)
 - Name the soups that have potatoes as an ingredient. (ajiaco, borscht, caldo verde, cullen skink)
 - Name the soups that have tamarind as an ingredient. (tom yam)
 - Which soups are from countries in Europe? (avgolemono, borscht, bouillabaisse, caldo verde, cullen skink, erwensoep, fasolada, gazpacho, goulash, minestrone, Scotch broth, solyanka, tarator)
 - Which soups are from countries in Africa? (fufu and egusi)
 - Which soups are from countries in the Americas? (ajiaco, fanesca)
 - Which soups are from countries in Asia? (egg drop, tom yam)
 19. Students will list all the unfamiliar ingredients on the chart and look online or in a dictionary to find out what they are.
 20. Students will list all ingredients and create a graph to show how often each ingredient is used.

Extra Reading

Brown, Marcia, *Stone Soup*, Live Oak, 2004.

Darbyshire, Tom, *Who Grew My Soup?*, Publications International Ltd, 2009

Ehlert, Lois, *Growing Vegetable Soup*, Red Wagon, 2007.

Royston, Angela, *Proteins for a Healthy Body*, San Val, 2003.

Solheim, James, and Eric Brace, *It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History*, Aladdin, 2001.

Oklahoma Stone Soup

Times were rough back in the early days of Oklahoma Territory, and people didn't always have enough to eat. One day a cowboy rode into a settlement and began asking questions, as if he planned to stay for the night.

“There's not a bite to eat in the whole place,” he was told. “Better keep moving on.”

“Oh, I have everything I need,” he said. “In fact, I was thinking of making some Oklahoma Stone Soup to share with all of you.”

He pulled an iron pot from his saddle bag and built a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a leather bag and placed it carefully in the bottom of the pot before filling the pot with water.

By now, hearing the rumor of food, most of the settlers had come to see what was going on. As the cowboy sniffed the “broth” and licked his lips in anticipation, hunger began to overcome their skepticism.

“Ahh,” the cowboy said to himself rather loudly, “I do like a tasty stone soup. Of course, stone soup with potatoes—that's hard to beat.”

Soon a settler approached hesitantly, holding some potatoes she had gathered from her garden and added them to the pot.

“Wonderful!” cried the cowboy. “You know, I once had stone soup with potatoes and a bit of meat as well, and it was fit for a king.”

The local butcher managed to find some meat. . . .and so it went, through tomatoes, onions, carrots, okra, corn and so on, until there was indeed a delicious meal for all. The settlers offered the cowboy a great deal of money for the magic stone, but he refused to sell and traveled on the next day. And from that time on they talked about the finest soup they'd ever had.

Name _____

Stone Soup: Sequencing

1. When were the potatoes added to the soup?
 - a. after the okra
 - b. after the meat
 - c. after the stone

2. When was the meat added?
 - a. after the stone
 - b. after the tomatoes
 - c. after the potatoes

3. What was added after the onions?
 - a. okra
 - b. the stone
 - c. carrots

4. Put these sentences in the correct order by numbering them 1-3.

_____ The settlers offered to buy the stone from the cowboy.

_____ The settlers added potatoes, onions, carrots, okra, and so on.

5. What would you have added to the soup?

6. What would you have left out?

Date _____

Dear Parents,

On _____ our class will be learning about the history of soup, soup around the world, and soup ingredients that are grown in Oklahoma. We will be making soup and reading the story, "Oklahoma Stone Soup." To make the soup, we will need the following fresh ingredients:

cubed beef, pork or chicken
tomatoes
carrots
corn
potatoes
green beans
peppers
okra
squash
onion
fresh herbs

We need fresh ingredients so students can compare these foods before and after they are cooked. We will be weighting, measuring and comparing by taste, sight and smell. If you can provide any of these fresh ingredients, please let me know. The ingredients should be diced and secured in quart-size plastic bags.

Thanks for your help.

Soups Around the World

SOUP NAME	INGREDIENTS	COUNTRY OF ORIGIN
ajiaco	chicken, corn, potatoes, sour cream, capers, avocado, guasca	Columbia
avgolemono	chicken, lemon, egg	Greece
borscht	beets, beef, onion, carrots, potato, cabbage, sour cream	Russia, Ukraine
boullabaisse	fish and shellfish, garlic, orange peel, basil, fennel, saffron	France
caldo verde	potatoes, collard greens, cabbage, kale, sausage	Portugal
cullen skink	smoked haddock, potatoes, onions and cream	Scotland
egg drop	eggs, chicken broth	China
erwensoep	peas	Netherland
fanesca	cod, feta cheese, lentils, carrots, corn, squash, heart of palm	Ecuador
fasolada	white beans, olive oil, vegetables	Greece
fufu and egusi	vegetables, meat, fish, balls of wheat gluten	Ghana
gazpacho	bread, tomato, pepper, garlic, olive oil	Spain
goulash	beef, onions, red peppers, paprika	Hungary
minestrone	pasta, beans, onions, celery, carrots, tomatoes	Italy
pho	beef or chicken, onion, ginger, basil, spices	Vietnam
Scotch broth	barley, beef or lamb, carrots, turnips, cabbage, leeks	Scotland
solyanka	meat, fish or mushrooms and pickled cucumbers, cabbage, dill	Russia
tarator	yogurt, cucumbers, garlic, nuts, dill	Bulgaria, Macedonia
tom yam	lemongrass, lime leaves, galangal, shallots, lime juice, fish sauce, tamarind, chilis	Thailand