

Chapter 22

Salads, Casseroles, and Soups



Salad Maker
Prepares salads, fruits, melons, and gelatin desserts.

Soup Cook
Prepares, seasons, and cooks soups and other foodstuffs for consumption in eating establishments.

Spice Sales Representative
Sells spices to retail food stores, wholesale grocers, restaurants, hotels, or institutions.

Discoff's

Terms to Know

salad
temporary emulsion
permanent emulsion
casserole
stock soup
bouillon

consommé
herb
spice
blend
bouquet garni
gourmet

Objectives

- After studying this chapter, you will be able to
- explain how to prepare salad ingredients and assemble a salad.
 - list the basic ingredients in a casserole.
 - prepare nutritious salads, casseroles, and stock-based soups.
 - distinguish among herbs, spices, and blends.

Meeting Special Needs

Challenge academically gifted students in your class to attain the following higher-order objectives as they study the chapter:

- prepare salad ingredients and assemble a salad.
- create a casserole from a set of basic ingredients.
- evaluate the flavors, textures, and colors of nutritious salads, casseroles, and stock-based soups.
- compare the uses of herbs, spices, and blends.

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Salad

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Kinds

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Salads, casseroles, and soups add versatility to menus. You may serve them as the main course or as an accompaniment to a meal. These combination dishes are nutritious as well as economical. They include a variety of ingredients, and preparing them can be a way to use leftovers.

Salads

What is a salad? A **salad** is a combination of raw and/or cooked ingredients, usually served cold with a dressing. The vegetables, fruits, and protein foods salads contain contribute important nutrients to the diet. Depending on the ingredients, you can serve salads as any part of a meal—appetizer, main dish, accompaniment, or dessert.

Kinds of Salads

Most salads fit into one of five groups.

Protein salads make up one group. Some protein salads have small pieces of protein food combined with a dressing. Chicken, ham, crab, and egg salads are examples of this type. Other protein salads have strips or slices of protein food arranged on a plate with cold vegetables or fruits. A chef salad is an example of this type.

Pasta, vegetable, fruit, and gelatin are the other four groups of salads. A **pasta salad** is a combination of cooked pasta, vegetables, possibly a protein food, and a dressing. You can make **vegetable salads** from salad greens; raw vegetables; or cold, cooked vegetables. Tossed salad, coleslaw, and three-bean salad are examples of vegetable salads. Canned, frozen, or fresh fruits served on a bed of greens or in a hollowed fruit shell make a refreshing **fruit salad**. You can use commercial fruit-flavored gelatin or mix fruit and vegetable juices with unflavored gelatin to make a **gelatin salad**. Almost any fruits, vegetables, and/or protein foods can be added to the gelatin for nutrition and variety.

Preparing Salad Ingredients

Most fruits and vegetables used in salads are very perishable. Preserving their freshness is important to keep colors bright, textures crisp,

Q: Is it true that you can't put pineapple in a gelatin salad?

A: Fresh and frozen pineapple contain an enzyme that will keep gelatin from setting. Fresh and frozen kiwi, ginger-root, papaya, figs, and guava will keep gelatin from setting, too. However, feel free to use cooked and canned forms of these fruits. The heat used in cooking and canning deactivates the enzymes that affect gelatin.

and flavors full. Treating fruits, vegetables, and salad greens carefully will also help protect nutrients.

Trim all bruised and inedible portions on fresh salad ingredients. Discard outer leaves of greens and wash all fresh produce carefully to remove soil and pesticide residues. Avoid soaking fresh ingredients to prevent loss of water-soluble nutrients. Drain fresh salad ingredients well.

To prevent nutrient losses, it is best not to clean fresh salad ingredients too far in advance. Wrap cleaned greens loosely in plastic film or a damp cloth or store them in a vegetable keeper. You can store washed greens for a few hours in the refrigerator. They will be crisp when ready to serve and will still retain important vitamins and minerals. See 22-1.

The size of pieces of food in a salad should be easy to manage. Tear salad greens into bite-sized pieces. Do not cut greens with a knife, as this will cause bruising. Avoid mincing other salad ingredients to keep them from forming a paste when mixed with the dressing.

Treat fresh cut apples, peaches, bananas, and pears with lemon juice. This will prevent enzymatic browning, making your salad look fresher and more attractive.

You may serve canned peaches and pears in large pieces because they are easy to cut with a fork. Be sure to drain liquid from canned fruits and vegetables. Extra liquid will make salads look and taste watery.

Varying the shapes of pieces will add interest to the appearance of a salad. You will

Vocabulary Builder

The word **salad** is derived from a Latin word meaning salt.

Activities

- Have each student find a recipe for each type of salad.
- Have students practice using a salad spinner to wash and drain salad greens. Ask students to evaluate the effectiveness of this tool.

Interdisciplinary Connections

Work with the language arts department to develop a unique unit focusing on the SCANS foundation skill of thinking creatively. Emphasize to students in your classes how they can be creative as they combine ingredients and use herbs and spices to prepare salads, casseroles, and soups. In language arts classes, students can study examples of poems, stories, and plays with culinary themes before completing a creative writing assignment centered on food.

Resource

Salad Recipes, recipe master 22-1, TR. Have students use the recipe master and additional recipes, as desired, to plan a salad lab. Have each lab group complete a *Market Order Sheet* (TR) and a *Time-Work Schedule* (TR).

FYI

For variety when making a basic French dressing, try using different oils and vinegars. Olive, walnut, hazelnut, and sesame oils have rich flavors. Wine, balsamic, herb, and fruit vinegars can provide flavor interest.

Activity

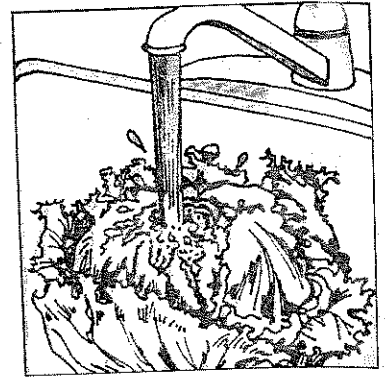
Have students visit the Association for Dressings and Sauces Web site at dressings-sauces.org. Ask students to review the definitions, facts, tips, and recipes related to salad dressings. Go around the room and ask each student to share something he or she learned with the rest of the class.



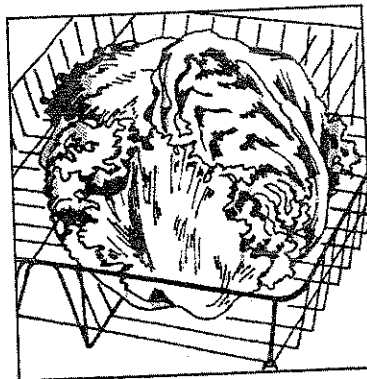
A—Grasp the head firmly. Strike the core end sharply against a counter or wooden cutting board.



B—Pull the core from the head with a twisting motion.



C—Run cold water into the hole left by the core to thoroughly wash the head.



D—Drain lettuce well, using a colander or dish rack.



E—Place cleaned and drained lettuce in a loosely closed plastic bag. Store it in the refrigerator.

adapted from Western Iceberg Lettuce

22-1 When cleaning iceberg lettuce, follow these step-by-step directions.

usually section citrus fruits. You might cut tomatoes and hard-cooked eggs into wedges. You could slice or shred carrots. You will usually dice meats and poultry. Flake fish with a fork. You might crumble cheese or cut it into strips.

Preparing Salad Dressings

There are three basic types of salad dressings: French, mayonnaise, and cooked.

Good Manners Are Good Business

Some salad makers do not tear their greens into bite-sized pieces. Do not be unnerved if someone serves you such a salad at a business meal. You should not try to stuff a large piece of lettuce into your mouth. Most salad greens are tender enough to cut with your salad fork. However, if you have trouble, feel free to use your knife to help you cut one bite at a time.

All three types are examples of *emulsions*, which are combinations of two liquids that ordinarily will not stay mixed. In the case of salad dressings, these liquids are usually oil and vinegar, lemon juice, or some other water-based liquid.

You make a true *French dressing* by combining oil, vinegar, and seasonings. When you agitate (shake) the dressing, an emulsion forms. When you stop the agitation and allow the dressing to stand,

Think Outside the Box

Ask students how they would identify which fork to use for eating a salad. Have students practice the guideline in "Good Manners Are Good Business" as they sample food products made in a salad lab.

the oil and water-based liquid separate, and the emulsion breaks. Therefore, French dressing is considered a **temporary emulsion**. You must shake or stir French dressing to mix it each time you use it.

You make *mayonnaise* from vinegar (or lemon juice), oil, seasonings, and egg yolk. Mayonnaise is an example of a **permanent emulsion**.

This type of emulsion will not separate on standing. This is because the egg yolk acts as an **emulsifying agent**. This is an ingredient that surrounds the droplets of oil and keeps them suspended in the liquid (vinegar or lemon juice).

A *cooked salad dressing* looks like mayonnaise. However, you thicken it with a food starch, such as cornstarch or flour. It also contains milk or water, an acid ingredient such as lemon juice, and a small amount of oil. Egg and butter are optional ingredients. Cooked salad dressings are permanent emulsions.

You can add other ingredients to mayonnaise or basic cooked dressing. For a fruit salad, you might add whipped cream and crushed pineapple. For Thousand Island dressing, add catsup, pickle relish, and chopped hard-cooked egg.

Assembling a Salad

Assemble salads as close to serving time as possible. Consider flavor, texture, and color when you choose salad ingredients. Avoid too many strongly flavored foods and foods that are all crisp or all soft. Colors should complement each other.

Most salads have three parts: a base, a body, and a dressing. Begin assembling the salad with the **base**. This is the foundation on which you place the main salad ingredients. It provides a contrast in color with the body of the salad. It also keeps the serving dish from looking bare. The base should not extend over the edge of the plate or serving dish.

Think Outside the Box

Have students sample several flavors of salad dressings in full fat, lowfat, and fat free varieties. Ask students to evaluate the flavors and textures of the lowfat and fat-free dressings in comparison to the full-fat dressings.

Healthy Living

The dressing can add a lot of fat and calories to a salad. To avoid this, you might try some of the lowfat or fat-free dressings that are available. You can even make your own lowfat dressing. Yogurt can substitute for dressing on many salads. Its texture is similar to mayonnaise, but it is much lower in fat. You can flavor plain yogurt with herbs and use it on vegetable salads. Vanilla and fruit-flavored yogurts make creamy toppings for fruit salads.

You will often use salad greens to make the salad base. Many people think of iceberg lettuce when they think of a salad. However, a combination of three or four types of greens can add flavor, color, and texture variety to salads. Romaine, Boston bibb, watercress, spinach, escarole, endive, and leaf lettuce are some of the many salad greens

available. See 22-2.

Arrange the salad **body**, or main part of the salad, on top of the base. Be artistic but natural.

If the body of your salad is molded gelatin, you must unmold it before serving. Quickly dip the mold into warm water or cover it with a warm, damp cloth for a few seconds. (Be sure not to keep the mold in the water too long, or the gelatin will lose its shape.) Invert the loosened salad onto a serving plate.

The **dressing** is a sauce served on or with a salad to add flavor. You will usually pour the dressing over the salad just before serving. Avoid using too much dressing. The dressing should not mask the flavors of the other salad



National Chicken Council

22-2 A combination of red and green lettuce varieties serves as a colorful base for this fruited chicken salad.

Enrich

- Have each student suggest ingredients to add to mayonnaise or cooked salad dressing to create a new salad dressing flavor. Ask students to describe the types of salads on which they would serve their dressings.
- Have each student visit the Leafy Greens Council Web site at leafy-greens.org to investigate information about a specific type of salad greens. Have students compile their findings and compare the nutritional value of iceberg lettuce with that of other salad greens.

Resources

- *Salad Dressing Recipes*, recipe master 22-2, TR. Have students use the recipe master to prepare basic salad dressings and variations of basic dressings to serve with the salad lab planned in strategy 7. Students should add ingredients for the dressings to their *Market Order Sheet* (TR). They should include preparation steps for the dressings on their *Time-Work Schedule* (TR). After preparing their recipes and sampling their salad and salad dressing products, have each lab group complete a *Lab Evaluation Sheet* (TR).
- *Salads*, Activity A, SAG. Students are to complete exercises about salads as described on the worksheet.

Enrich

Invite a caterer to your class to demonstrate for students how to make a variety of salad garnishes, such as carrot curls and radish roses.

Break It Down

Have students review the meanings of the terms *salad*, *temporary emulsion*, and *permanent emulsion*. Have students answer questions 1–4 under *Review What You Have Read* and complete activity 1 under *Build Your Thinking Skills* at the end of the chapter.

Vocabulary Builder

Casseroles get their name from the type of dish in which they are often prepared. Another definition of casserole is a deep, round baking dish.

Activity

Have students find a casserole recipe and identify the protein food, vegetable, starch, and sauce ingredients.

Resource

Casserole Ingredients, color transparency CT-22, TR. Use this transparency to illustrate the five basic components used in casseroles.

Q: Won't eating spinach salad help build muscles?

A: Thanks to old Popeye cartoons, such myths about spinach are common. Popeye may have been misled by the fact that spinach is a source of iron. Getting enough iron in the diet can help you avoid the fatigue and weakness associated with a lack of iron. However, iron cannot build muscles or make you strong. For that, you need to participate in strength training exercise.

ingredients. Instead, it should complement them. You may also wish to serve dressings separately and allow diners to dress their own salads. For some salads, you will combine the salad ingredients with the dressing several hours before serving to give the flavors a chance to blend.

Some salads have a fourth part—the *garnish*. The main purpose of a garnish is to add eye appeal. It should be simple and should complement the other salad ingredients. Grated hard-cooked egg yolk, pimiento strips, and vegetable curls are popular salad garnishes.

You will serve a few salads, such as German potato salad, hot. Serve most other salads well chilled. Allow a frozen fruit salad to soften slightly before serving. This will give the individual flavors a chance to mellow.

**Casseroles**

A **casserole** is a combination of foods prepared in a single dish. Casseroles are quick and easy to prepare. A simple salad and dessert are all you need to accompany them. Most casseroles freeze well, so you can prepare them ahead of time for emergency meals.

Casseroles are a great way to emphasize plant foods in your diet. Casseroles often include a variety of vegetables and grains and only small amounts of meat. Many hearty casseroles can be made without any meat at all. Tasty combinations

of rice and legumes or vegetables and pasta can become nutritious entrees. See 22-3.

Casserole Ingredients

Most casseroles are a combination of a protein food, a vegetable, a starch, and a sauce. Many have a topping made of crumbs, cheese, or chopped nuts.

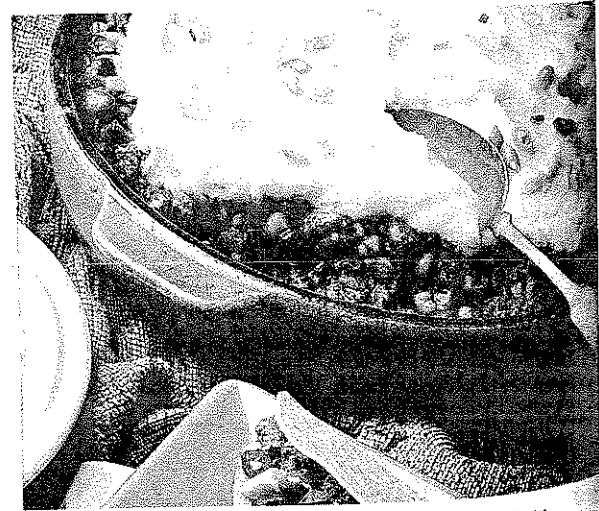
One or several foods high in protein can form the basis of a casserole. Turkey, chicken, ground beef, ham, luncheon meat, cheese, hard-cooked eggs, and seafood make good casserole bases.

You can use any canned, frozen, or cooked fresh vegetable in a casserole. Try peas, green beans, carrots, spinach, or a combination of vegetables.

You can combine starchy foods, such as potatoes, rice, and pasta, with a variety of protein foods and vegetables. Starchy ingredients help make casseroles filling.

A casserole sauce can be as simple as a can of condensed soup or as fancy as a homemade cheese sauce. Experiment with cream of tomato, shrimp, mushroom, or asparagus soups. As an alternative, try adding grated Swiss cheese and a sprinkle of nutmeg to a basic white sauce.

Extras can add crunch, color, and flavor to a casserole. Bean sprouts, Chinese noodles, celery, almonds, and French-fried onion rings



Bush's Chili Magic Chili Starter

22-3 Onions, tomatoes, corn, beans, and mashed potatoes help a little ground beef go a long way in this tasty, nutritious casserole.

Strengthening Family Ties

Ask each student to develop a unique family casserole recipe. Students should ask each of their family members to choose the specific food that will be used for each of the five key ingredients in the casserole: protein food, vegetable, starch, sauce, and topping. Students should combine the suggestions from their family members into a casserole, serve it for a family meal, and evaluate family members' responses.

add crunch. Tomato wedges, green pepper rings, chopped parsley, and pimiento add color. Horseradish, chili sauce, and chopped onions add flavor.

Toppings help keep a casserole from becoming dry. They also add color, flavor, and texture. Buttered bread crumbs are one popular topping. You might want to try crushed cereals, potato chips, or corn chips mixed with a little melted margarine. Dumplings, biscuits, and cornbread squares also make good toppings.

As you prepare casseroles, be aware of the fat and sodium content of sauces and other ingredients. You can adapt many casserole recipes to make them more healthful. For instance, you can easily use reduced-fat mayonnaise or low-sodium condensed soup in place of traditional ingredients. Such changes will make casseroles more nutritious without having much effect on flavor.

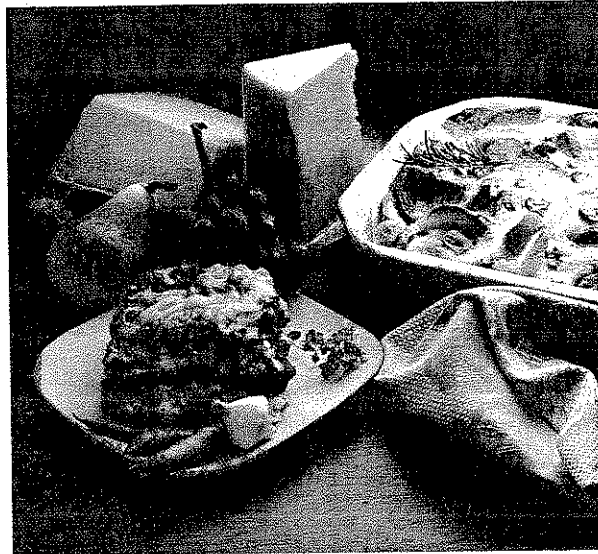
Putting It Together

The key to putting a casserole together is combining ingredients that complement each other. Personal likes and dislikes will guide you. Experience will also help.

Until you have become experienced in making casseroles, you probably will want to choose just one item out of each group. Use seasonings sparingly at first. Also avoid using too many highly seasoned foods at one time.

Cleanup of baked casseroles will be easier if you put the casserole in a greased dish, 22-4. You can bake most casseroles in a moderate oven until they are brown and bubbly. Cooking time will depend on the size of the dish and the starting temperature of the casserole. The topping may begin to brown before the casserole heats through. A piece of aluminum foil placed loosely over the top will keep it from getting too dark.

You can prepare some casseroles on top of the range. They are just as quick and easy as oven casseroles. However, they may require



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22-4 Greasing the baking dish before layering in the ingredients will make casseroles easier to serve and clean up.

some stirring and a bit more attention during the cooking period.

Unlike soufflés and rare roast beef, most casseroles can wait for latecomers. Some casseroles even improve when they are held for a while. This is because their flavors have a chance to blend. When you will not be serving a casserole right away, cover it tightly and keep it warm in a low oven.

Microwaving Casseroles

Dinners can be ready in minutes when you assemble

casseroles from leftovers and heat them in a microwave oven. The microwave oven is also excellent for reheating and defrosting casseroles.

Make casseroles for the microwave with precooked ingredients. You can prepare and serve most of them in the same dish. This saves time and effort in cleanup.

Be a Clever Consumer

Making casseroles can help you stretch your food dollars. Starchy foods and vegetables help extend more costly protein ingredients. Because you need to precook casserole ingredients, casseroles can also help you make use of leftovers. Most casseroles are easy to prepare, so they save time as well as money. They are an economical choice when serving a crowd, too.

Reflect

Ask students to describe their favorite casseroles.

Discuss

Ask students why seasonings and seasoned ingredients should be used with moderation. (to avoid overpowering the flavors of the other ingredients)

Resources

- *Casserole Preparation Guide*, Activity B, SAG. Students are to complete a chart with examples of casserole ingredients and then answer the questions that follow.

- *Casserole Recipes*, recipe master 22-3, TRB. Have students use the recipe master and additional recipes, as desired, to plan a casserole lab. Have each lab group complete a *Market Order Sheet* (TR) and a *Time-Work Schedule* (TR). After preparing their recipe and sampling their casserole product, have each group complete a *Lab Evaluation Sheet* (TR).

Break It Down

Have students review the meaning of the term *casserole*. Have students answer questions 5-6 under *Review What You Have Read* and complete activity 2 under *Build Your Basic Skills* at the end of the chapter.

Think Outside the Box

Ask students what casserole recipes they would choose to serve at a family gathering. Have them explain how the ingredients of the casserole will meet the preferences of the various people eating it.

Stock Soups

FYI

You can prepare a vegetarian stock from fruit and vegetable scraps and peelings. Simply place scraps in a large pot, cover with water, bring to a boil, reduce heat and simmer for an hour, then strain. Use a variety of scraps, but limit cabbage, broccoli, cauliflower, and celery, and avoid eggplant, banana peels, and citrus rind.

Resources

- *Stock Soups*, Activity C, SAG. Students are to match stock soup terms with their definitions. Then they are to identify the correct order of steps for preparing bouillon.
- *Stock Soup Recipes*, recipe master 22-4, TR. Have students use the recipe master and additional recipes, as desired, to plan a stock soup lab. Have each lab group complete a *Market Order Sheet* (TR) and a *Time-Work Schedule* (TR). After preparing their recipe and sampling their soup product, have each group complete a *Lab Evaluation Sheet* (TR).

People throughout the world serve soup in many forms. It can be hot or cold, hearty or light. It can be an appetizer or a main dish. You can eat it alone or serve it with other foods. Soup is most popular in the United States as an appetizer or luncheon dish.

You can make soup in two ways. You make **stock soups** with rich-flavored broth in which meat, poultry, or fish; vegetables; and seasonings have been cooked. You make **cream soups** with milk instead of broth. This chapter discusses stock-based soups. Chapter 17 discusses milk-based or cream soups.

Make stocks from less tender meat cuts, poultry, and fish. You might want to add vegetables such as celery and carrots for flavor.

Preparing Stocks

Stocks obtain their flavor from the flavors of their ingredients. Meats, poultry, fish, and vegetables release their flavors slowly. To make stocks rich and flavorful, cook them over low heat for a long time.

To make a stock more flavorful, you will want to increase the amount of surface area exposed to the cooking liquid. To do this, cut the meat, poultry, fish, and vegetables for a stock into small pieces. Also, crack any large bones that you put into a stockpot.

If you are making a **brown stock**, begin by browning the meat. If you are making a **light stock**, use poultry, fish, or unbrowned meat, 22-5.

To prepare a stock, place all the ingredients in a large pan with a tightly fitted lid. Cover them with cold water, and cook them slowly for several hours at a simmering temperature. The liquid should never boil.

During the first stage of cooking, foam will rise to the surface. Skim it from the stock. You can use a wooden spoon or paddle for skimming.

During the final stages of cooking, fat will rise to the surface of the stock if you have used fatty meats. You can remove the fat with a baster while the stock is hot. You can also remove fat after it congeals on chilled stock.

After cooking, strain the stock. **Straining** separates the broth from the solid materials.

Community Interactions

Have students organize a canned and packaged food drive for needy people in your community. Have students place cans of protein foods, vegetables, and cream soups in bags with packages of rice or pasta. Then have students write recipe suggestions for combining the food items in each bag into a casserole. Distribute the foods through a local relief agency.



National Chicken Council

22-5 Chicken soup is made with a light stock.

You can serve the meat, poultry, or fish separately or add it back to the stock to make soup. You can also add vegetables, rice, noodles or other pasta, and seasonings, if desired.

Preparing Bouillon and Consommé

Clear broth made from stock is called **bouillon**. Bouillon is most often made from beef stock. Clear, rich-flavored soup made from stock is called **consommé**. Both bouillon and consommé are low in calories. They make excellent appetizers and snacks for all age groups.

For both bouillon and consommé, you must first **clarify** the stock. You can clarify strained stock by adding a slightly beaten egg white and a few pieces of eggshell to the boiling broth. As the egg protein coagulates, it traps any solid materials. Strain the clarified stock to remove the egg, solid materials, and eggshell.

To prepare bouillon, reduce the strained and clarified stock in volume by further cooking. This additional cooking concentrates the stock, making it richer and more flavorful.

Prepare consommé by simmering the strained and clarified stock still longer. It has a richer flavor than bouillon.

Microwaving Soups

Stocks are best when prepared on a conventional range top. Long, slow cooking allows flavors to blend. Once you have made stocks

Q: Because herbs are natural products, wouldn't herbal supplements be safe?

A: Natural and safe are not synonyms. (Remember, poison ivy is a natural product!) Herbal supplements are not regulated, and the concentrations of herbs used in supplements vary. Much research is still needed to fully evaluate the safety and effectiveness of these products. If you choose to use herbal supplements, do so with caution. Also, be sure to tell your doctor about any herbal supplements you are taking. Some can interact with medications.

into soups, however, you can heat them in a microwave oven in a matter of minutes. You can also prepare convenience soups in a microwave oven.

Microwave most stock soups on high power. Refer to a microwave cookbook for specific instructions. You may want to heat some soups on a lower power to allow ingredients to simmer.

Choose containers of ample size when microwaving soups to avoid boilovers. Cover soups and stir them during the microwaving period to promote more even cooking.

Herbs and Spices

Herbs, spices, and blends can greatly enhance the flavors of salads, casseroles, soups, and all other foods. **Herbs** are the leaves of plants usually grown in temperate climates. Basil, bay leaf, and mint are examples of herbs, 22-6. You can purchase some herbs fresh, but most are sold dried.

Spices are the dried roots, stems, and seeds of plants grown mainly in the tropics. Cinnamon, allspice, pepper, and ginger are examples of spices. Sometimes people use the word *spice* to mean "hot" or pungent. Not all

spices are hot, however. Most just give flavor. Spices are sold in whole or ground forms.

Blends are combinations of ground herbs and spices. Poultry seasoning and pumpkin pie spice are examples of blends.

Using Herbs and Spices

You can use herbs fresh or dried. Fresh herbs such as dill sprigs and basil leaves make attractive garnishes. Fresh herbs are not as concentrated as dried herbs. You need to use about three times more to get the same flavor. Unless the recipe tells you otherwise, use dried herbs when you cook.

You can use a microwave oven to dry fresh herbs for use in recipes. Simply microwave $\frac{1}{2}$ cup (125 mL) fresh herbs on high power for two minutes.

Ground spices release their flavor immediately when added to food. Add them toward the end of cooking. Whole spices release their flavor more slowly, so you can add them at the beginning of cooking.

You might want to place whole spices and herbs in a cheesecloth bag before adding them to food. This is called a **bouquet garni**. After the herbs and spices have released their flavors, you can easily remove them from the food.

Gourmet Cooking

Gourmets are people who enjoy being able to distinguish the complex combinations of flavors that make up foods. Some people think gourmet cooking requires hours of work and ingredients that are hard to find. However, this is not necessarily the case. Gourmet food is simply food that is expertly seasoned. Creative use of herbs and spices can make gourmet dishes out of some of the simplest foods.

Becoming familiar with a range of herbs and spices can help you prepare foods with a gourmet touch. As you work with seasonings, you will learn that some herbs and spices go especially well with certain foods. For instance, many recipes for custard call for nutmeg. Rosemary and mint complement the flavor of lamb. People often add cinnamon to apple dishes. See 22-7.

Using herbs and spices well requires practice and skill. When learning to use seasonings, start with small amounts. Ideally, herbs and spices should enhance food, not overpower it.

Break It Down

Have students review the meanings of the terms *stock soup*, *bouillon*, and *consommé*. Have students answer questions 7-8 under *Review What You Have Read* and complete activity 1 under *Build Your Basic Skills* at the end of the chapter.

Activity

Have students follow the directions given in the text to dry some fresh herbs in a microwave oven.

Resource

Herbs, Spices, and Blends, Activity D, SAG. Students are to complete a chart by listing all the seasonings available in the foods laboratory and identifying whether each seasoning is an herb, a spice, or a blend. Then they are to give examples of foods in which each would be used.

Interdisciplinary Connections

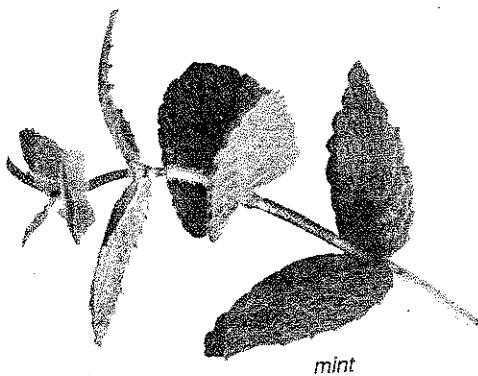
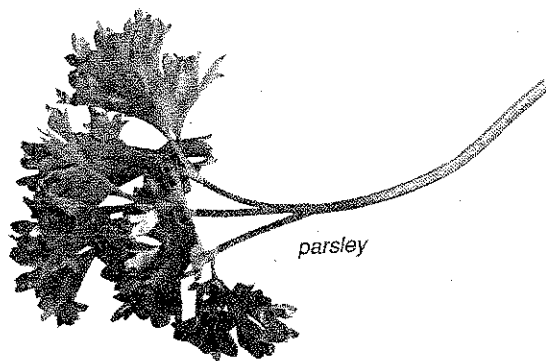
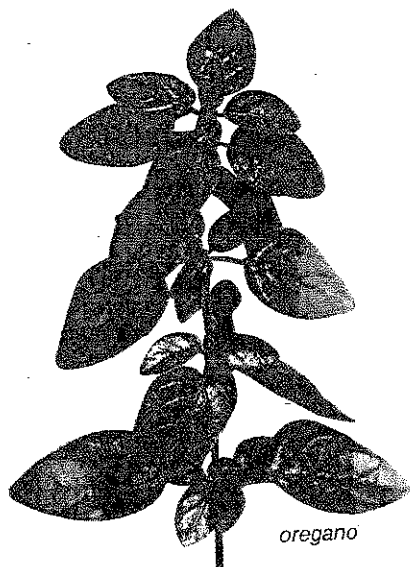
Integrate a history lesson into the study of this chapter. As you discuss using and storing herbs and spices, ask a history teacher to describe the role spices played in the establishment of early trade routes and the exploration of new lands.

Reflect

- Ask students if they have ever seen the pictured herbs sold fresh in a grocery store. Ask what other fresh herbs they have seen for sale.
- Ask students what herbs, spices, and blends are used to flavor some of their favorite foods.

Discuss

Ask students to name dishes in which each of the pictured herbs would be used. (oregano—Italian dishes; sage—poultry; parsley—garnish; mint—lamb; rosemary—fish)



22-6 Leaves of plants used to flavor foods are called herbs.

Online Resource

Have students visit the ASTA World of Spice Web site at astaspice.org/spice/frame_spice.htm. Ask each student to find a tip for buying, storing, or using spices or a spice history fact to share with the class.

Seasoning Suggestions	
Beef	Basil, bay leaves, cayenne, cloves, garlic, ginger, oregano, pepper, sage, tarragon, thyme
Fish	Allspice, cayenne, dill weed, garlic, ginger, mint, paprika, rosemary, sage, thyme
Lamb	Mint, rosemary
Pork	Cloves, cumin, garlic, ginger, sage
Poultry	Rosemary, sage, tarragon, thyme
Eggs	Basil, cayenne, chives, oregano, paprika, tarragon
Vegetables	Allspice, basil, bay leaves, cayenne, cloves, dill weed, garlic, ginger, nutmeg, oregano, paprika, rosemary, tarragon, thyme
Fruits	Allspice, cinnamon, cloves, ginger, nutmeg
Breads and stuffings	Cayenne, cinnamon, dill weed, rosemary, sage, thyme
Desserts	Allspice, cinnamon, cloves, ginger, mint, nutmeg

22-7 Learning which seasonings complement various food items can give you the confidence to be creative when combining ingredients and cooking new dishes.

Storing Herbs and Spices

Always store herbs and spices in a cool, dry place away from light. Keep the containers tightly closed.

Buy herbs and spices in small amounts for ordinary cooking. Most spices and herbs will keep their flavor and aroma for about a year

when properly stored. However, they lose their strength as they age, so date all containers. Whole spices will last longer than ground spices. You can tell if a spice or herb has lost its strength. Simply rub a little of it between your hands and smell it. If it has little or no odor, you have stored it too long.

Food Science
Seasoning Cooked Food, food science master 22-5, TR. Have lab groups complete the experiment as directed on the master. Students will be conducting a blind comparison to determine the optimum time to add whole and ground seasonings to food during cooking.

Activity
 Have students try the test described in the text to evaluate the strength of three herbs, spices, or blends in the foods lab.

Break It Down
 Have students review the meanings of the terms *spice*, *blend*, *bouquet garni*, and *gourmet*. Have students answer questions 9–10 under *Review What You Have Read* and complete activity 2 under *Build Your Thinking Skills* at the end of the chapter.

Online Resource

Have students visit the home cooking section of the About.com Web site at homecooking.about.com. Ask each student to find a recipe for a homemade spice blend. Have students compare the lists of ingredients for their selected recipes with the ingredients lists on commercial seasoning blends. Have the class vote on which recipe to prepare. After preparing the recipe, have the students sample the blend in an appropriate food product. For instance, you might mix the blend with cream cheese and have students spread it on plain crackers. Students should also sample the commercial version of the blend so they can compare the flavors of the two blends.

Resources

• **Chapter 22 Study Sheet**, reproducible master 22-6, TR. Have students complete the statements as they read the chapter.

• **Chapter Review Games CD**. Have students play the chapter review game according to the instructions that appear on the screen.

Summary

You can serve a salad as almost any part of a meal, from appetizer to dessert. There are five main types of salads—protein, pasta, vegetable, fruit, and gelatin. To prepare most salads, you will begin with a base of washed and trimmed salad greens. Cut ingredients for the body of the salad into bite-sized pieces. Salad dressings may be temporary or permanent emulsions. When assembling a salad, keep flavor, texture, and color in mind.

Casseroles are both easy and economical to prepare. They generally contain a protein food, vegetable, starch, sauce, and topping. Although you cook some casseroles on the rangetop, you cook most casseroles in a conventional or microwave oven.

You make stocks by covering meat, poultry, or fish with water and simmering it for a long time. You may also add vegetables for extra flavor. After cooking, you can strain a stock and add ingredients to make a hearty soup. You can also clarify stock and then reduce it through further cooking to prepare bouillon or consommé.

Herbs, spices, and seasoning blends are important ingredients in many foods. With practice, you will learn to use them to enhance the flavor of almost any dish.

Review What You Have Read

Write your answers on a separate sheet of paper.

1. Give an example of each of the five main types of salads.
2. Give two tips for preventing nutrient losses when preparing salad ingredients.
3. What are the three basic types of salad dressings?

4. What are the three main parts of a salad?
5. List five components of a casserole and give an example of each.
6. Give three guidelines you can follow when preparing casseroles.
7. What is a soup stock and how is one made?
8. How does bouillon differ from consommé?
9. List three common herbs and three common spices.
10. When should ground spices be added to food? When should whole spices be added?

Build Your Basic Skills

1. **Math.** Calculate and compare the cost per serving for instant, canned, and homemade bouillon. Taste samples of each and discuss when you might choose to use each product in cooking.
2. **Writing.** Write a paragraph about a real or fictional family and the activities in which each member is involved. In a second paragraph, describe a time during the week when all the family members share a meal. Write two dinner menus featuring meat, fish, or poultry entrees the meal manager might prepare for this meal. Write a third paragraph describing another time during the week when the meal manager has little time to prepare a meal. Then write two more menus featuring casseroles the meal manager could make with the leftovers from the first two menus.

Build Your Thinking Skills

- Plan.** Plan and prepare a class salad buffet. Each lab group should prepare one type of salad greens and one type of dressing. Each lab group should also choose a different type of salad to prepare. Coordinate recipe choices with other lab groups to plan for a variety of flavors, textures, colors, sizes, shapes, and temperatures.
- Propose.** Smell samples of three herbs and three spices. Use the aromas to propose a food item whose flavor would be enhanced by each herb or spice. Sample your proposed flavor combinations and summarize your conclusions in writing.

Apply Technology

- Prepare two versions of a soup recipe—one made with salt and the other made with a salt substitute. Compare and evaluate the two products.
- Investigate how and why spices are irradiated.

Using Workplace Skills

Sandy is the soup cook at The Country Hearth restaurant. The restaurant is known throughout the area for its delicious homemade soups and European-style, hearth-baked breads. Sandy's employer expects her to prepare three soup recipes each day of the week.

To be a successful employee, Sandy needs basic reading skills. Put yourself in Sandy's place and answer the following questions about your need for and use of these skills:

- How will you use your reading skills as a soup cook?
- How might customers of the restaurant be affected if you do not have adequate reading skills?
- How might other people who work at the restaurant be affected if you do not have adequate reading skills?
- What is another skill you would need in this job? Briefly explain why this skill would be important.

Career Path

Have students reread the career descriptions of a salad maker and a spice sales representative that appear at the beginning of the chapter. Ask students why people working in these occupations might need basic reading skills.

Answer Key to Review What You Have Read questions

- (Give one example of each. Student response.)
- (List two:) treat ingredients with care, avoid soaking ingredients, do not clean fresh ingredients too far in advance
- French, mayonnaise, cooked
- base, body, dressing
- protein food, vegetable, starch, sauce, topping (Examples are student response.)
- (List three. Student response.)
- A soup stock is seasoned liquid made from meats, poultry, fish, and vegetables. Ingredients are placed in a large pan, covered with cold water, and cooked slowly for several hours at a simmering temperature. After cooking, the fat is skimmed from the surface, and the stock is strained.
- Bouillon is clear broth made from stock. Consommé is clear, rich-flavored soup made from stock. Consommé is simmered longer than bouillon.
- (List three of each. Student response.)
- Ground spices should be added to food toward the end of cooking. Whole spices should be added to food at the beginning of cooking.