



chopped [חפט]

verb – past tense

to get hold of mentally; comprehend; understand: *I don't chop your meaning.*

HANDBOOK

YOUR CHALLENGE:

The goal of this project is for you to apply your *hilchot brachot* knowledge and skills in real life.

In just a few moments you will receive your unique mystery “basket.” Take the mystery ingredients inside your basket and turn them into one dish. Your dish must have a specific *bracha rishona* which will also be explained in your basket. Your dish must contain each of your mystery ingredients.

You may use additional pantry and refrigerator ingredients to enhance your mystery basket. However, please ensure that each mystery ingredient plays a clear role in your ultimate dish.

In addition to creating final recipes, there are a number of other components to this project:

ROUND 1

1. Identification:

Identify the *brachot* of each of your mystery ingredients in the form that they are given to you and an explanation of why that food gets that specific *bracha*.

Example 1:

If your ingredient is: **lettuce**

Bracha: **haadma**

Why: **lettuce grows in the ground and it's normal to eat it raw.**

Example 2:

If your ingredient is: **cooked lettuce**

Bracha: **shehakol**

Why: **eating cooked lettuce is considered out of the norm so even though it is technically from the ground, the bracha would be shehakol.**

2. General info about your dish:

- a. Brainstorm different dishes you can create using your mystery ingredients
- b. Is your recipe for a dish that is dairy, meat or parve?
- c. Which cookbook category best describes each of your dishes:
 - i. Soup
 - ii. Salad
 - iii. Main dish
 - iv. Side dish
 - v. Dessert
 - vi. Snack
 - vii. Other: _____
- d. In addition to the mystery ingredients, what (if any) other ingredients will you need to create your dish?

3. Planning ahead:

PLAN. Create a grocery list of all of the ingredients you think you will need to experiment with and create your recipes.

PLAN. Will you need to meet after school? If so, where? Can you arrange to get some of the work done over a shared googledoc or via chat? Who is responsible for what?

PLAN. What additional information do you still need? Where can you find it?

*#1-3 are due at the end of this week. Please submit all three parts via e-mail or on a neat and well written piece of lined paper (no fringes, dark ink only, etc.)

ROUND 2

4. Bracha Reasoning

In about a paragraph or so, justify why your dish gets that particular *bracha*. What might one have mistakenly thought the *bracha* should be? Why is that *bracha* incorrect for this dish? Your *bracha* reasoning should include *halacha* lingo such as *ikar v'tafel*.

Please submit separate *Bracha Reasonings* for each of your dishes.

*#4 is due in 1 week. Please submit it via professionally written e-mail or GoogleDoc.

ROUND 3

5. Create

Create your final recipes. Create and write up a recipe for your dish. This recipe will ultimately be included in our class cookbook. It must be submitted into our class DropBox (no handwritten recipes will be accepted).

There is a sample recipe in the back of this packet. Please follow that format so that our cookbook is more user-friendly.

There is also a worksheet that you may use (though you are not required to) to help you outline your ideas for your recipe and make sure that you include all of the relevant information.

Part of the final recipe asks for your dish to be “judged.”

Here's what that means:

Judging

I assume that all of your dishes will be excellent. “Judging” the dish is not about how delicious it is but, rather, about what *kind* of dish it is.

Once you have completed your dish, at least three people must taste it.

Taste the dish and decide which of the following best describes it:

Restaurant dish- this dish could easily make its way on to the menu of a real restaurant.

Great snack- this is the kind of dish that really hits the spot when you're craving a quick, delicious bite.

Party/hangout food- this is a great dish to serve when hanging out with friends. Many people can enjoy it.

Great for school lunch- this dish is easy to travel with and will taste good even at room temperature.

By judging your dish, you can help users of the class cookbook know when it is best or most appropriate to try your recipe.

Presentation

While, unfortunately, we cannot share our actual dishes in class, we will present our recipes so that everyone can try it at home and enjoy our creations. Our third to last and second to last *halacha* classes have been set aside for *Chopped* presentations. You will have up to 5 minutes to present your dish (10 minutes total per team). Your presentation can be simply to talk about your thought process in creating your dish and what you came up with or you can extend your creativity to a slideshow or video. Your presentation should include the information from your *Bracha* Reasoning in Round 2.

Class Schedule:

All of class time from now until approximately 3 weeks from now has been reserved for in-class work time. This is a great opportunity to collaborate on your final project. Since you will shortly be in the middle of finals, we will maximize our project time in class. I will be available to help you with anything you need during this time.

Round I:

6G1: 5/13-5/14 6G2: 5/12-15 6B2: 5/12-14

Identification, General Info About Your Dish, and Planning Ahead are due at the end of this round

Round II:

6G1: 5/20 6G2: 5/19 6B2: 5/19 *Bracha* Reasoning due by end of day

6G1: 5/21 6G2: 5/22 6B2: 5/21

Class picture for the cookbook cover

Optional meeting for anyone interested in helping with the design, format and layout decisions for the final class cookbook.

Round III:

6G1: 5/27 6G2: 5/29 6B2: 5/28 All recipes due by 9:30pm

6G1: 6/10-11 6G2: 6/2-11 6B2: 6/2-11

Cookbook distribution & presentations

6G1: 6/12 6G2: 6/12 6B2: 6/12 Final Class, Project Reflections

RUBRIC FOR ROUND 1

	3	2	1
Identification	We correctly identified the <i>brachot</i> for all 5 of our mystery ingredients and fully explained why each <i>bracha</i> is appropriate for each ingredient.	We correctly identified 4/5 of the <i>brachot</i> of our mystery ingredients and explained why each <i>bracha</i> is appropriate for each ingredient.	We correctly identified 0-3/5 <i>brachot</i> of our mystery ingredients and began to explain why each <i>bracha</i> is appropriate for each ingredient.
General Info	The "General Info" about our dish demonstrated that we are thinking with the end in mind and have a clear plan for where we are going with this project.	The "General Info" about our dish demonstrated that we are thinking with the end in mind and are beginning to have a clear plan for where we are going with this project.	The "General Info" about our dish demonstrated that we are not quite sure where we are headed with this project.
Planning Ahead	In "Planning Ahead" we demonstrated that we are dividing the work equally and making sure we have everything we need before getting started.	Our work is not equally divided but we are working on making it fairer. We are making sure we have everything we need to get started.	This project is feeling one sided and the work is not equally divided. We do not have everything we need to get started.
In class work time	We used our in class work time efficiently and did not have to do any of the work for Round 1 outside of class.	We used our in class work time to get a lot done but also got distracted sometimes.	We did not use our class time efficiently and ended up having to do some of the work at home.
Timeliness	We submitted our work by the due date.	We submitted our work a day late.	We submitted our work more than a day late.
Presentation	Our work was presented neatly and in an organized way.	Our work could have been presented a little neater and more organized	Our work was not presented in a neat or organized way.
Working together	We worked well together and respected each other's ideas	We worked okay together and respected each other's ideas most of the time	We didn't work so well together and did not respect each other's ideas

RUBRIC FOR ROUND 2

	3	2	1
Bracha Reasoning	Our Bracha Reasoning completely explains and justifies why this <i>bracha</i> is correct for our dish.	Our Bracha Reasoning did not completely explain and justify why this <i>bracha</i> is correct for our dish.	Our Bracha Reasoning did not explain and justify why this <i>bracha</i> is correct for our dish.
What one may have mistakenly thought	We addressed what one might have mistakenly thought and fully explained why that thinking would be incorrect.	We addressed what one might have mistakenly thought but did not fully explain why that thinking would be incorrect.	We did not address what one might have mistakenly thought the <i>bracha</i> would be.
Halachic Language	We used <i>halachic</i> terms to address <i>halachic</i> ideas and topics such as <i>ikar v'tafel</i>	We addressed <i>halachic</i> ideas and topics but did not use <i>halachic</i> terms.	We did not address <i>halachic</i> ideas and topics.
In class work time	We used our in class work time efficiently and did not have to do any of the work for Round 2 outside of class.	We used our in class work time to get a lot done but also got distracted sometimes.	We did not use our class time efficiently and ended up having to do some of the work at home.
Timeliness	We submitted our work by the due date.	We submitted our work a day late.	We submitted our work more than a day late.
Presentation	Our work was presented neatly and in an organized way.	Our work could have been presented a little neater and more organized	Our work was not presented in a neat or organized way.
Working together	We worked well together and respected each other's ideas	We worked okay together and respected each other's ideas most of the time	We didn't work so well together and did not respect each other's ideas

RUBRIC FOR ROUND 3

	3	2	1
Recipe Format	Our recipe included all of the following: 1. A title 2. Our names 3. Category (kind of food) 4. Category (kashrut status) 5. <i>Bracha rishona</i> 6. <i>Bracha achrona</i> And was written in the correct format	Our recipe included most of the following: 1. A title 2. Our names 3. Category (kind of food) 4. Category (kashrut status) 5. <i>Bracha rishona</i> 6. <i>Bracha achrona</i> And was written in the correct format	Our recipe included some of the following: 1. A title 2. Our names 3. Category (kind of food) 4. Category (kashrut status) 5. <i>Bracha rishona</i> 6. <i>Bracha achrona</i> But was not written in the correct format
Recipe	Our recipe listed the amounts of each ingredient used and explained the process of preparing the dish in clear, full sentence directions. Even someone unfamiliar with this dish could replicate it thanks to our directions.	Our recipe listed the amounts of each ingredient used and explained the process of preparing the dish. Even someone unfamiliar with this dish could probably replicate it thanks to our directions.	Our recipe was incomplete as not all of the ingredients and amounts were listed and the directions for preparing the dish were not clear. Someone unfamiliar with our dish would probably have trouble replicating it.
Judging	Three judges judged our dish- the result of which is included in our recipe.	Two judges judged our dish, the result of which is included in our recipe.	Our judging was incomplete. Not enough judges participated
Project Presentation	Both partners presented equally. The presentation gave thorough insight into our thought process in developing our dish and included our <i>bracha reasoning</i> .	Both partners presented. The presentation gave some insight into our thought process in developing our dish and included our <i>bracha reasoning</i> .	We did not present equally. The presentation gave some insight into our thought process in developing our dish and included our <i>bracha reasoning</i> .
In class work time	We used our in class work time efficiently.	We used our in class work time to get a lot done but also got distracted sometimes.	We did not use our class time efficiently and ended up having to do most of the work at home.
Timeliness	We submitted our work by the due date.	We submitted our work a day late.	We submitted our work more than a day late.
Presentation	Our work was presented neatly and in an organized way.	Our work could have been presented a little neater and more organized	Our work was not presented in a neat or organized way.
Working together	We worked well together and respected each other's ideas	We worked okay together and respected each other's ideas most of the time	We didn't work so well together and did not respect each other's ideas

Final recipe worksheet (optional):

Title: _____

Chefs: _____

Category (circle 1): soup salad main side dessert snack
other: _____

Category (circle 1): dairy meat parve

Bracha rishona: _____

Bracha achrona: _____

Rating by judges (circle 1):

restaurant dish great snack party/hangout food
great for school lunch Shabbat food other: _____

Ingredients (including amounts of each ingredient) as well as the *bracha rishona* that would be said if that ingredient were eaten alone:

Please put a * next to the mystery ingredients

Ingredient + Amount	Bracha Rishona
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions:

Tips (including any special presentation ideas):

Photo of the final dish (optional):



*There is an example of a final recipe card on the following page

Taco Stuffed Shells

by Chef Morah Shira Greenspan

Meal – Meat
Restaurant Dish

ברכה ראשונה: מזונות ברכה אחרונה: על המחיה

Ingredient	ברכה ראשונה
1 (12 ounce) package jumbo pasta shells cooked according to package instructions	מזונות
1 pound ground beef	שהכל
1 can of corn (drained)	האדמה
1 can of kidney beans (drained)	האדמה
3 tomatoes (chopped with seeds removed)	האדמה
1 package of taco seasoning	שהכל
1 (8 ounce) bottle of taco sauce	שהכל
2 teaspoons vegetable oil	שהכל

Directions:

1. Preheat oven to 350 F.
2. Heat vegetable oil in a frying pan over medium-high heat.
3. Add the ground beef. Use a spatula to break the meat up into small pieces. Stir until the meat has completely browned and no red/pink is left.
4. Stir in the taco seasoning and mix well. Turn off stove.
5. Add the corn, beans, and tomatoes to the meat mixture.
6. Use a spoon to stuff some of the mixture into each pasta shell. Place stuffed shells on a greased 9x13 pan.
7. Once the pan is full of stuffed shells, drizzle the taco sauce on top.
8. Bake shells for 20 minutes.
9. Allow to cool a bit and then... make a *bracha* and... enjoy!



Bracha Reasoning:

One might think that the *bracha* on these Taco Shells should be *haadama* because there are more *haadama* ingredients used than the one *mezannot* ingredient. Or maybe someone might think that they need to say a separate *bracha* on the pasta and the filling since they were technically cooked separately. The rule that cooking ingredients together makes it one unit is only the case if you want both components equally. Here the main base of the dish, what it's really all

about, is the shells. Everything else is just a filling. The pasta shells are the main component, the *ikar*. The filling and sauce are merely to enhance the pasta so they are *tafel*. If, however, one is using the pasta simply as a "utensil" to be able to eat the filling then they would probably not make a *mezannot* on this dish (but that would just be CRAZY because the pasta shells are so, SO delicious!).