

All about B.C. (Secondary)

Bread



For this activity you'll want to refer to the "All About B.C. Bread" poster and slides from the [Feed BC in K-12](#) website.

- Draw a circle on the map showing where you live in B.C.
- After learning more about B.C. bread, draw an 'X' where our featured farmer is located.
- Shade or colour in the region that grows the most grain in B.C.

1) Why are 90% of grain crops in B.C. grown in the Peace River region?

- A) Because of its proximity to major cities
- B) Due to fertile soils and long summer growing days
- C) Because of its mild winters
- D) Because of its high altitude

2) Match each component of bread with its role in the bread-making process:

- | | |
|-----------|---|
| 1. Flour | A) Gives the bread its chewy texture and strength by forming a network when mixed with water. |
| 2. Water | B) Provides the structure and texture of the bread. |
| 3. Yeast | C) Essential for fermentation and leavening, helping the dough rise. |
| 4. Salt | D) Enhances the flavor of the bread |
| 5. Gluten | E) Hydrates the flour, activates gluten, and helps with yeast fermentation. |



3) **Did you know?** Some Indigenous peoples in B.C. have used bracken fern rhizomes, cattail pollen, and powdered camas to make flour. There are many different types of grain that can be used to make flour.

Pick a grain used to make bread (it could be wheat, spelt, rye, or something more unique like quinoa or amaranth), and **research the following:**

- Unique Flavors: What does it taste like?
- Colors & Textures: How does it affect the appearance and texture of the bread?
- Nutritional Benefits: What are the health benefits of using this grain?

Write your findings here:

- Grain: _____
- Flavour: _____
- Color & Texture: _____
- Nutritional Benefits: _____

4) **Creative Challenge:** Imagine you're creating a new bread recipe using your grain. How would the grain change the taste and appearance of the bread? Draw or describe your unique loaf of bread below!

All about B.C. Bread – Teacher Resources



Background Information:

- [All About B.C. Bread Poster](#)
- [All About B.C. Bread Scrolling Slideshow](#)
- [Anatomy of wheat Plant](#)
- [BC at the table: Grains](#)
- [Virtual Grain Farm Tour](#)

Answer Key:

1) B) Due to fertile soils and long summer growing days

2)

- Flour – B) Provides the structure and texture of the bread.
- Water – E) Hydrates the flour, activates gluten, and helps with yeast fermentation.
- Yeast – C) Essential for fermentation and leavening, helping the dough rise.
- Salt – D) Enhances the flavor of the bread.
- Gluten – A) Gives the bread its chewy texture and strength by forming a network when mixed with water.

3) Answers will vary.

4) Answers will vary.

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Curriculum Connections – Secondary

Applied Design, Skills and Technologies

Food Studies

- Local food systems (8,9)
- Variety of eating practices (8)
- First Peoples food use and how that use has changed over time (8,9)

Culinary Arts

- Food products available locally via agriculture, fishing, and foraging, and their culinary properties (10)
- B.C. agricultural practices (11)
- Characteristics and properties of culinary ingredients (12)
- Identify, analyze and evaluate the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies (8-12)

Science

- The relationship of micro-organisms with living things (8)
- First Peoples ways of knowing and doing (Environmental Science 11)
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Science 8,9,10, Life Sciences 11, Environmental Science 11,12, Anatomy and Physiology 12)
- Express and reflect on a variety of experiences, perspectives, and worldviews through place (Life Sciences 11, Environmental Science 11,12)

Social Studies

- Relationship between First Peoples and the environment (Human Geography 12)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. (8-12)

English Language Arts

- Strategies and processes; reading strategies; oral language strategies; writing strategies (7-9)
- Synthesize ideas from a variety of sources to build understanding (8&9)
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (8&9)
- Transform ideas and information to create original texts. (8&9)
- Respond to text in personal, creative, and critical ways (8&9)
- Express an opinion and support it with credible evidence (9)

Physical and Health Education

- potential short-term and long-term consequences of health decisions, including those involving nutrition (8&9)
- sources of health information (8&9)
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour (9)