

## Kansas Products

# Kansas Stone Soup

### **Geography, Reading, Life Skills (Teamwork)**

#### **Materials**

Crock Pot  
Pot Holders  
Ladle  
Beef chuck roast, cubed  
2-3 strips bacon  
Seasoning (salt, pepper, etc.)  
At least three of the commonly grown Kansas vegetables: tomatoes, carrots, corn, potatoes, green beans, peppers, okra, squash, onion.

#### **Overview**

Through the story of the traveling cowboy and his stone soup recipe, students will learn more about where their food comes from and the value of team work.

#### **Objectives**

Students will learn geography and cooking skills.  
Students will learn about different foods that are grown in Kansas.

#### **Preparation**

Meat products should be cooked prior to the lesson to reduce time needed in class. Have students read or read to them, "The Story of the Traveling Cowboy and his Kansas Stone Soup." Ask the students the assessment questions listed on page two.

#### **Background Information**

##### **The Story of the Traveling Cowboy and his Kansas Stone Soup:**

Times were rough back in the early days of Kansas. People didn't always have enough to eat. One day a cowboy rode into a settlement and began asking questions, as 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 Kansas Stone Soup to share with all of you."

He pulled an iron pot from his saddle bag, filled it with water, and built a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a leather bag and dropped it into the 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 tomatoes-that's hard to beat."

#### **Grade Level:**

K-6th

#### **Time:**

About 2 hours  
(cooking)

#### **Standards:**

Geography  
Reading

# Kansas Stone Soup

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

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

The local butcher managed to find some beef...and so it went, through potatoes, onions, carrots, okra, 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. From that time on they reminisced about the finest soup they’d ever had.

## **Instructional Format**

Experiential Learning Model

## **Procedures**

1. Cook the bacon in a large cooking pot. Put the bacon aside and brown the onion in the bacon fat. Add the beef and stir until it is browned on all sides.
2. Transfer all to a crock pot. Add two cups of water and let it cook while students decide which vegetables they want to add. Encourage students to try vegetables that they have never tasted.
3. Prepare the vegetables and add them to the pot.
4. Let the soup cook in the crock pot on high for 2-3 hours.
5. Serve with crackers, corn bread or fresh bread.

## **Conclusion Questions (Assessment)**

Activity: Literal Comprehension, Inference, analyze

Students should read the story and answer the following comprehension questions:

What did the cowboy cook the soup in?

What did “with great ceremony” mean in paragraph 4?

When the cowboy said, “of course, stone soup with tomatoes-that’s hard to beat.”, what was he suggesting?

Was it the magic stone that caused the soup to taste good? If not, what was it?

## **Resources**

Picture books to check out:

*Stone Soup* by Marcia Brown

*Tumbleweed Stew* by Susan Stevens Crummel

## **Want More? Extensions**

Have students explore various different types of soup from their family history as a way to share cultural differences.

Students could each bring a favorite family soup recipe to compile into a class soup recipe book.

Compare and contrast two different books similar to the story in this lesson.

Adapted from: Oklahoma Ag in the Classroom, a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education ([www.agclassroom.org/ok](http://www.agclassroom.org/ok))