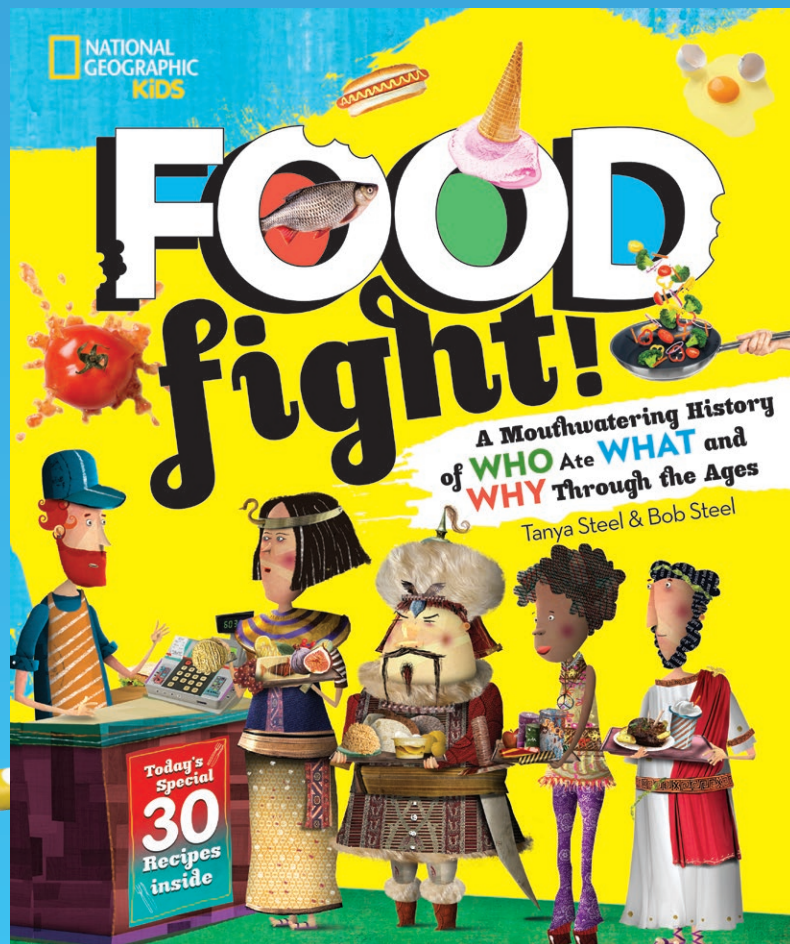




# EDUCATOR'S GUIDE

## Classroom Activities



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# FOOD fight!

A Mouthwatering History of  
**WHO** Ate **WHAT** and  
**WHY** Through the Ages  
By Tanya Steel

# Activity 1:

## Time Period Debate – Which Time Period Would Have Been Better to Live In?

**MATERIALS:** Copies of the book, paper, and pens

**OPTIONAL MATERIALS:** Poster board and markers

**D**ivide the children into pairs or two teams. Ask one child or group to research life during one historical period and the other child or group to research life in a different historical period. Children can choose their respective historical periods or they can be assigned different periods. Invite the children to read the following sections for their specific era: “A Bite-Size History,” “A Day in the Life,” “Spicing Things Up,” and “Table Manners.” Allow children time to take notes and remind them to record the main facts. Encourage them to include information such as government structure, accomplishments of the country or civilization, societal problems, and structure of daily life.

**EXTENSION:** If there is time, students can create posters to display this information.

After the children have completed their research, ask each partner or group to share their information about their historic period. After both partners or groups have completed sharing, ask them to discuss which historical period would have been better to live in. Encourage the children to ground their arguments in facts from the book.

**The Prehistoric Era: Cave Kids, Catching Dinner, and Camp Cookouts**

**A BITE-SIZE history**

**A DAY in the Life: Africa, 10,000 BC**

**Spicing Things Up!**

**Table matters!**

**Common foods eaten at the time:**

- Birds
- Buffalo
- Rhinoceroses
- Mastodons
- Woolly mammoths
- Bears
- Seals
- Deer
- Rayfish
- Catfish
- Salmon
- Oysters
- Chickpeas
- Wheat
- Rye
- Insects
- Fruits
- Nuts
- Vegetables

**Cheese was so valued in Germany that it could be used to pay rent.**

# Activity 2:

Finish the Book – Add the Current Time Period

**MATERIALS:** Copies of the book, pens, and markers

**OPTIONAL MATERIALS:** Access to computers and a printer

Have children read a few sections of the book. After they have done so and have a sense of the structure of the book, invite them to update the book for the current time period. Explain to them that the book ends (before the future world predictions) with the 1960s. Ask them to create their own section of the book for the 2010s. Encourage the children to write their own version of the sections “A Day in the Life,” “Spicing Things Up,” and “Table Manners,” describing their own daily life in the present time.

Children can describe their typical day, what they commonly eat, what spices are used in the food they eat, and how they usually consume their food. Children can write (or type) their descriptions and draw their own illustrations. Have students share their information and experiences with the group. Encourage students to notice both the similarities and the diversity represented in these descriptions even when students live in the same geographical area! These new and current pages can be put in a binder as a supplement to the book.

**Let's cook up a storm!**

**The Sixties: Flower Power, Apollo, and Space Age Food**

**A BITE-SIZE history**

**A Day in the Life: Bethel, New York, 1969**

**Spicing Things Up!**

**Table matters!**

**Common foods eaten in the United States are the ones:**

- Frozen dinners
- Frozen and canned fruits and veggies
- Frozen fish sticks
- Diet sodas
- Canned and frozen pastas
- Frozen: dried drinks, soups, and desserts
- Processed cheese and cold cuts
- Brown rice
- Veggies
- French classics such as bouillabaisse and coq au vin (beef and chicken stews)

**4**

# Activity 3:

## Can You Match This Food?

**MATERIALS:** Photos of food from each historical period, names of each historical period, copies of the answer sheets

**OPTIONAL MATERIALS:** Timer

**P**rint out several sets of the worksheet below, which displays the name of common foods from each historical period and the name for each historical period. Cut up the cards and shuffle them. Divide children into pairs or teams and give them a set of the cards. Ask the groups to match the photos of the food to the specific period. Children can reference the book as they work, to help them complete this activity. Upon completion, have the pairs or groups check their work against the answer sheet.

**EXTENSION 1:** Complete this activity contest style! Set a timer for children to work, and when time runs out, have students score their answers. Whichever group has correctly matched the most foods to historical periods wins.

**EXTENSION 2:** In addition to matching the common foods to historical periods, have students put the cards in chronological order.

MATCH THIS FOOD - WORKSHEET	
Historical Period	Common Foods
The Prehistoric Era	Woolly mammoth
Egypt	Fish and chickpeas
Greece	Figs, olives, and barley bread
Rome	Stew in a pot and pasta
Medieval Times	Barley and meat such as lamb or boar
Mongols and the Silk Road	Meat dumplings and fermented milk
The Renaissance	Spices and sugar
American Revolts	Tea and corn
The French Revolution	Snails and cheese
The Industrial Revolution	Potatoes, bottled beans, and gruel
World War I	Canned tuna, canned meat, and liberty dogs
America's Great Depression	Spam and bread
The World at War Again (WWII)	Victory garden vegetables
The Sixties	Frozen dinners and boeuf bourguignon

# Activity 3: HISTORICAL PERIOD CARDS

**The  
Prehistoric  
Era**

**Egypt**

**Greece**

**Rome**

**Medieval  
Times**

**Mongols  
and the  
Silk Road**

**The  
Renaissance**

**American  
Revolts**

**The French  
Revolution**

# Activity 3: HISTORICAL PERIOD CARDS

**The  
Industrial  
Revolution**

**World  
War I**

**America's  
Great  
Depression**

**The World  
at War  
Again  
(WWII)**

**The  
Sixties**

# Activity 3: COMMON FOODS CARDS



Woolly Mammoth



Fish & Chickpeas



Figs, Olives, & Barley Bread



Stew in a Pot & Pasta



Barley & Meat  
(Lamb or Boar)



Meat Dumplings &  
Fermented Milk



Spices & Sugar



Tea & Corn



Snails & Cheese



# Activity 3: COMMON FOODS CARDS



## Activity 4:

Cook It Up!

**MATERIALS:** Copies of the book, paper, and pencil

**OPTIONAL MATERIALS:** Photocopier, printer, poster board



**H**ave children browse the book. Encourage children to read the sections covering the historical period they are most interested in learning about. Allow students to choose which recipe or common foods for their respective eras that they most want to try. Children can check out the book to take home, photocopy the specific recipe page, or take notes on the recipe they want to try. Remind children to ask their adults at home if they can eat some of the common foods or cook the recipe.

**EXTENSION:** Have children take photos of the food and the experience as they eat or cook the food! Encourage children to share copies of these photos for a poster board display.

