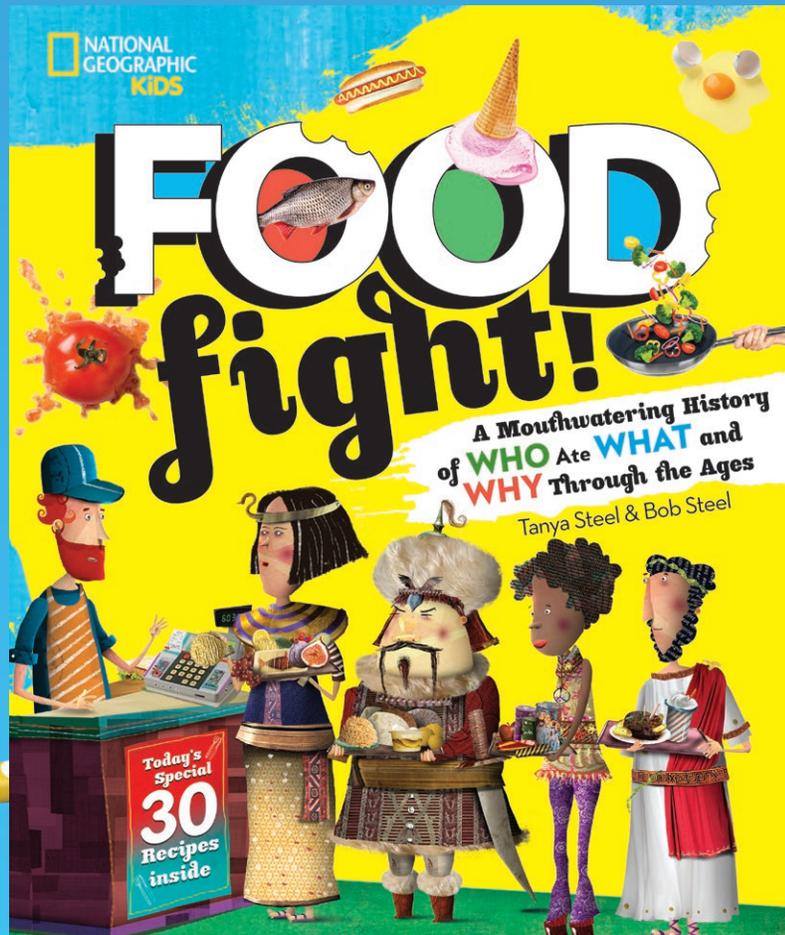




# EDUCATOR'S GUIDE

## Classroom Activities



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# FOOD fight!

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



# Activity 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.

**A BITE-SIZE history**

“Times they are a changin’,” sang Bob Dylan in 1964, a lyric that perfectly describes the transformational decade.

The 1960s were a time of questioning, a tumultuous decade that included another seemingly endless war, a short-lived but glamorous White House rock “revue” (“After King Arthur’s Camelot, a music critic just off Florida’s shores, a series of tragic, violent assassinations, and the heading of a race to the moon. More young people began to demand equality for all, and they also embraced four top-topped English hair from Liverpool in a band named after a great—can you guess who we’re talking about?”)

The decade started with great promise in the United States, as the young and newly elected president, John F. Kennedy, was elected.

Throughout the world, Kennedy warned the American public on October 22 that he was sending the navy to Cuba and was prepared to use military force to stop the Soviets from using Cuba as a military base. The world was startled: the conflict would start a nuclear war.

Soviet leader Nikita Khrushchev agreed to remove the missiles in exchange for the U.S. not invading Cuba and withdrawing American missiles from Turkey. The Cuban American missile crisis was over.

For those that afternoon with a blood splattered Jacqueline Kennedy and the former president’s body showed, the decade’s shocking violence would continue, as both King and President Kennedy’s brother Robert F. Kennedy were assassinated in 1968.

Despite a shaken country, what Kennedy had started, he signed into law the Civil Rights Act of 1964, the Voting Rights Act of 1965, which banned voter discrimination and the Fair Housing Act of 1968, which banned discrimination in renting or selling a home.

In addition to all that, a fierce war was taking place in Southeast Asia, personnel to help reconstruct South Vietnam since the mid 1950s. The Viet Cong of North Vietnam were backed by the Soviets. In August 1968, an attack on the U.S. Navy destroyer USS *Texas* was reported, the day later, Congress agreed to conduct military operations in Vietnam until officially declaring war. This was the first time the U.S. had been involved in a war since the Vietnam War would last until 1975.

Despite all of the darkness of this decade, there were also major breakthroughs and achievements. John Glenn became the first American to orbit Earth in 1968. At the end of 1968, Apollo 8 became the world’s first manned mission to the moon. And on July 20, 1969, Neil Armstrong and Buzz Aldrin became the first humans to walk on the moon. The entire world watched the black and white film of Armstrong’s first steps on the moon. The entire world watched the black and white film of Armstrong’s first steps on the moon. The entire world watched the black and white film of Armstrong’s first steps on the moon.

So did children eat a lot of moonPie, back then? Read on to find out.

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

“This was a great time,” said a young boy who lived in Bethel, New York, in 1969. He was a member of the band The Allman Brothers Band. He was a member of the band The Allman Brothers Band. He was a member of the band The Allman Brothers Band.

**Spicing Things Up!**

Things were really a change in the food world. The hot chili was led by Julia Child, a girl who had a TV show called *The French Chef*. She was a French chef who had lived in the United States for many years. She was a French chef who had lived in the United States for many years. She was a French chef who had lived in the United States for many years.

**Table matters!**

In the 1960s, many and many more families began watching TV while they ate. Food manufacturers capitalized on that with frozen TV dinners. Invented in the 1950s, they were packaged and consumed in a matter of minutes, usually with a dessert, all of which had been frozen up in the oven.

**Common foods eaten in the United States in the 1960s**

- 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)

# 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**

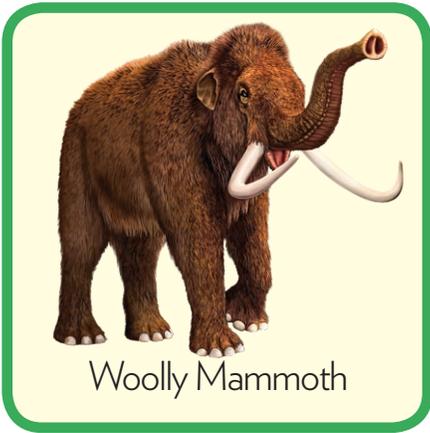
**World  
War I**

**America's  
Great  
Depression**

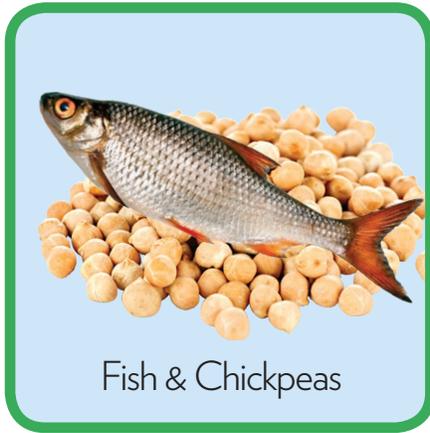
**The World  
at War  
Again  
(WWII)**

**The  
Sixties**

# Activity 3: COMMON FOODS CARDS



Woolly Mammoth



Fish & Chickpeas



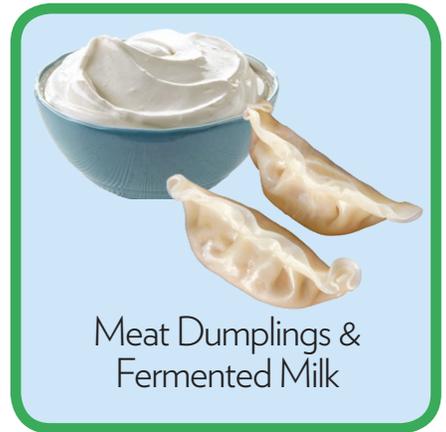
Figs, Olives, & Barley Bread



Stew in a Pot & Pasta



Barley & Meat  
(Lamb or Boar)



Meat Dumplings &  
Fermented Milk



Spices & Sugar

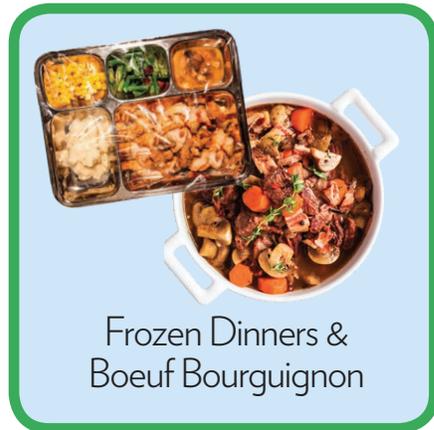


Tea & Corn



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.

