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

Divide 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.
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.
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

Print 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

<table>
<thead>
<tr>
<th>Historical Period</th>
<th>Common Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Prehistoric Era</td>
<td>Woolly mammoth</td>
</tr>
<tr>
<td>Egypt</td>
<td>Fish and chickpeas</td>
</tr>
<tr>
<td>Greece</td>
<td>Figs, olives, and barley bread</td>
</tr>
<tr>
<td>Rome</td>
<td>Stew in a pot and pasta</td>
</tr>
<tr>
<td>Medieval Times</td>
<td>Barley and meat such as lamb or boar</td>
</tr>
<tr>
<td>Mongols and the Silk Road</td>
<td>Meat dumplings and fermented milk</td>
</tr>
<tr>
<td>The Renaissance</td>
<td>Spices and sugar</td>
</tr>
<tr>
<td>American Revolts</td>
<td>Tea and corn</td>
</tr>
<tr>
<td>The French Revolution</td>
<td>Snails and cheese</td>
</tr>
<tr>
<td>The Industrial Revolution</td>
<td>Potatoes, bottled beans, and gruel</td>
</tr>
<tr>
<td>World War I</td>
<td>Canned tuna, canned meat, and liberty dogs</td>
</tr>
<tr>
<td>America’s Great Depression</td>
<td>Spam and bread</td>
</tr>
<tr>
<td>The World at War Again (WWII)</td>
<td>Victory garden vegetables</td>
</tr>
<tr>
<td>The Sixties</td>
<td>Frozen dinners and boeuf bourguignon</td>
</tr>
</tbody>
</table>
Activity 3: HISTORICAL PERIOD CARDS

<table>
<thead>
<tr>
<th>The Prehistoric Era</th>
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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

- Potatoes, Bottled Beans, & Gruel
- Canned Tuna, Canned Soup, & Liberty Dogs
- Spam & Bread
- Victory Garden Vegetables
- Frozen Dinners & Boeuf Bourguignon
Activity 4:
Cook It Up!

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

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

Have 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.