

Teacher's Guide for DIG, *Let's Eat*

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Teacher's Guide prepared by Betty Lou Askin, a retired elementary school principal in Toronto Ontario, prepared this guide. She continues to work and contribute to the educational field in many ways on a part-time basis.

Objectives:

- Students will gain an understanding about the type of food and its preparation used by ancient people.
- Students will gain an understanding of how important artifacts are in revealing the past.
- Students will gain an appreciation of the similarities and differences between ancient people and ourselves.

Prior Knowledge:

- Before reading the articles, record on the chalkboard any information that the students may know about the types of food and food preparation that would have been used by the ancients.
- Also, ask them how we are able to learn this information. They may be able to indicate that archaeologists dig up buried samples, but food usually would rot or disintegrate. This could lead to an interesting discussion depending on their knowledge base. Would they be able to think about the tales that poop can reveal?

Before Cookbooks (pages 6-9)

- In a paragraph, explain how archaeologists can tell what food early people ate.
- Describe ancient methods of cooking.
- Make a chart, similar to the sample, comparing early cooking methods with those of today.

Method	Then	Today
utensils		
heat		
seasoning		
Etc.		

- Use your own words to explain why stones were important in the cooking of food.
- If you go camping, compare how you prepare your food to prehistoric people.

When Poop 'Talks' (pages 10-13)

- Plan a day's menu for a Texas caveman.

- Explain why insects and rodents were nourishing foods.
- Why would the wet soils in Maine prevent the survival of **coprolites**?
- Write a descriptive passage explaining how DNA will help us to understand the people of the past.

A Smelly Business (page 13)

- Dr. Bryant does some very important research. Explain why you think that someone would choose to work with such smelly material.

Eat Like an Ancient Egyptian (pages 14-15)

- What were the favorite foods of the ancient Egyptians?
- Explain why food was placed in the tomb of a person.
- Tell why animals were force-fed.
- Make a list of the foods noted in this article. Put a check mark beside each food that you eat today.

Nectar of the Gods (pages 16-17)

- It mentions in this article that it is not known when the first human discovered the value of beehives and honey. Write a short passage describing how you think that the first human decided to raid a beehive and find honey.
- Outline the Romans' many uses of honey.
- Explain how honey can be harmful to human beings.
- Write a description telling how your daily schoolwork would change if you had to use beeswax tablets and a stylus. Illustrate your written work with pictures suitable to drawings in ancient times.
- Research the many products that industrious bees provide for our use.

Garum-A Roman Favorite (pages 18-19)

- Describe how **garum** was made.
- In Asian stores and some large chain supermarkets bottles of fish sauce can be found today. If possible, the class could sample this product. It is not pleasant to taste straight from the bottle, but does provide an excellent flavoring to other foods.

Dining in the Afterlife (pages 18-19)

- Describe the burial preparations for Lady Dai.
- Suggest why you think that Lady Dai's body and burial items were so well preserved after 2,000 years.
- Explain how an ancient custom was used in the funeral procession of Abraham Lincoln.

Cooking With the Ancients (pages 22-25)

- In a previous article, pages 14-15, we learned that the ancients ate many of the same foods that we eat today. In two paragraphs, describe why the author of this article had difficulty following the ancient cookbook.
- Enjoy following these three recipes.

All About Chocolate (pages 26-27)

- Write a report for a magazine explaining to the readers how we get chocolate from cacao beans. Make an illustration to accompany your article.
- Why was the cacao bean used as currency?

Food Fit for a King (pages 28-30)

- How do archaeologists know what food was consumed at Windsor Castle many years ago?
- Explain why royalty and other privileged persons had a more varied diet.
- There was a large number of birds eaten between the late 1100s to mid 1300s. Explain why this was the case.

Culminating Activity:

- Use the information that you have learned from these articles to create **Ancient Times Cookbook**. Make recipe lists of food. Give step-by-step instructions for the preparation and cooking of the foods. Provide illustrations to accompany your recipes.