



# Chocolate History

## Social Studies and Language Arts

### Brief Description:

Students will explore the long history of chocolate from the New World to the old and back again. This exploration will involve Mayans, Aztecs, Spanish, Dutch, French, English and American cultures. It will explore ancient methods of production and processing and modern technological processes.

### Objectives:

 Students will be able to:

1. Identify the first people to use cacao beans for chocolate.
2. Describe the development of chocolate throughout history.
3. Identify significant inventions and people who aided the development of chocolate.
4. Use the Internet to obtain information about chocolate production.

### Life Skills:

1. Acquiring, Analyzing and Using Information
2. Understanding Systems

### Time:

two, 45 minute class periods, plus time for Internet research

### Materials:

- Copies of *A "Bite" of Chocolate History* and *Chocolate on the Web* (create double-sided) activity sheet for each student
- Access to Internet, if Internet is not available make copies of *Chocolate's History*, one per student
- Pencils/pens
- Paper

### Preparation:

- Make copies of *A "Bite" of Chocolate History* activity sheet for each student.
- Arrange class time with school computer lab, for students to have access to the Internet. If Internet is not available make copies of *Chocolate's History*, one per student.

### Vocabulary:

- Aztecs
- Mayans
- Olmecs
- Cacao
- Chocolate
- Chocolate liquor
- Cocoa
- Originate
- Theobroma
- Customs agent

## **Introduction:**

1. Ask the students:
  - \*How many candy bars can you think of that don't have chocolate in them? Write student responses on the board. (*Payday and Bit-O-Honey are two examples.*)
  - It's hard to think of many isn't it?
2. Indicate that as they've previously learned, chocolate is a main ingredient in just about all candy bars. Ask the students:
  - \*What do you know about chocolate's history?
  - \*Where did it originate, who discovered it and who put it into the form of a candy bar?
3. Indicate that chocolate's history is the focus of this lesson.

## **Activity One:**

1. Pass out copies of *A "Bite" of Chocolate History* activity sheet, paper and pencils/pens to each student.
2. Instruct students to research the material using the websites listed on the *Chocolate on the Web* side of activity sheet to answer the questions on *A "Bite" of Chocolate History*. If the Internet is not available use copies of *Chocolate's History*.
3. Discuss answers with students. Ask:
  - \*How did Hernando Cortez change the lives of the Spanish when he returned with cocoa among other new foods? (*Answers will vary.*)
  - \*How did Daniel Peter and Henri Nestle change life for us all?
  - \*How did Milton Hershey forever change the development of Derry Church, Pennsylvania (also known today as Hershey, Pennsylvania)? (*Answers will vary.*)
  - \*How do you think Milton Hershey's influence affected the city economically and socially? (*Answers will vary.*)
  - \*How does agriculture fit into today's business of chocolate? (*Answers will vary.*)
  - \*What products used in candy production could come from Florida? (*Milk, eggs, peanuts, and sugar*)



### **Activity Two:**

1. Have students create a timeline showing the development of chocolate throughout history from the information they have gathered.
2. Have them include significant individuals and inventions.

### **Extensions or Alternatives:**

1. Have the students create maps that identify where cacao is produced today.
2. Have students discuss and identify how the agriculture industry plays a large role in the making of chocolate. (*Through the production of cacao beans, milk production and distribution, supplying other ingredients such as almonds, peanuts, etc...*)
3. Instruct students to search for other chocolate websites on the Internet.

### **Evaluation Options:**

1. Have the students select a person or persons (if they were partners) key in the movement of cocoa across the globe or in the development of the chocolate industry as we know it today, research them further and write a paper about their lives and impact.
2. Have the students create a flow chart as to the path cocoa made as it was introduced around the world, beginning in Central America and ending up in the United States. Have them include dates, countries, and key people.
3. Have the students research the cultural impact of chocolate and write a summary of their findings.
4. Have the students investigate what is happening in the world of chocolate today. Pose the question: Are there any problems? If so, what is being done to solve those problems?

