

## Maritime Munchies

### Parent Guide

*Read the Directions sheets for step-by-step instructions.*

#### SUMMARY

In this activity, you and your child will prepare one recipe (or more) that was used on ships in the past. You will then talk about the shelf life of foods we enjoy today.

#### WHY

Connecting historical information to memorable experiences, like cooking from a very old recipe, brings history to life. The experience of eating food prepared from a historical recipe also helps children compare their lives to the lives of people in the past.

#### TIME

- 20-90 minutes, depending on recipe and discussion

#### RECOMMENDED AGE GROUP

This activity will work best for children in kindergarten through 4th grade.

#### CHALLENGE WORDS

- **canal:** a human-made waterway dug across land
- **hardtack:** a simple form of dried bread taken on long journeys, especially when sources of fresh food were uncertain
- **lighthouse:** a structure, often a tower on land or in the water, with a powerful light that gives a signal to guide seafarers
- **maritime:** of, relating to, or bordering a body of water
- **seafarer:** a person who operates or assists in operating a ship
- **swanky:** (historical definition) a drink from the 1800s that ended thirst and provided energy to workers on land or on the water

#### GET READY

Read *Keep the Lights Burning, Abbie* together. *Keep the Lights Burning, Abbie* is a work of historical fiction about a teenager who saves the day by running her father's lighthouse during a storm. For tips on reading this book together, check out the Guided Reading Activity ([http://americanhistory.si.edu/ourstory/pdf/water/water\\_reading.pdf](http://americanhistory.si.edu/ourstory/pdf/water/water_reading.pdf)).

#### YOU NEED

- Directions sheets (*attached*)
- Background sheet (*attached*)
- Ingredients and supplies for recipes (See Directions sheets)

More information at <http://americanhistory.si.edu/ourstory/activities/water/>



## Maritime Munchies

### Background Information

For more information, visit the National Museum of American History Web site <http://americanhistory.si.edu/ourstory/activities/water/>.

For hundreds of years, seacoasts, rivers, lakes, and **canals** have had a big impact on the ways America has changed as a country. Even Americans who have never seen an ocean are still very connected to water. Eating fish for dinner, playing at the beach, ordering goods made overseas, and other **maritime** activities continue to play an important role in our lives.

Life and work on the water—for **seafarers**, fishers, passengers, and many others—have included many big challenges and successes, and even some disasters. On shore, many other jobs are connected to **maritime** activities, like moving cargo carried by boats, making fishing nets, and running **lighthouses**.

Although many of America's waters are sources of food, the food that comes onboard with **seafarers** is very important. Today, we have refrigerators and freezers to help keep our food fresh and safe

to eat for a long time. But in the past, people living in lonely places (like some **lighthouses**) and traveling on boats to faraway places had to pack foods that would last a long time.

For more information, visit the *On the Water* online exhibition at <http://americanhistory.si.edu/onthewater>.

*What are your favorite foods? How do you keep them fresh? How long would it take for them to go bad?*

*Cook a batch of food that would last a long time while out at sea or in a far-off lighthouse in the 1800s!*



Schooner Cook's Bell  
*This brass bell was used to summon the crew to meals on a fishing schooner in the late 1800s.*



Image of Matinicus Rock Lighthouse in Maine.

Unknown date



## Maritime Munchies

*Directions, page 1 of 4*

*For adults and kids to follow together.*

### *Hardtack*

**Hardtack** was a simple kind of bread that could still be eaten for a long time after it was baked. The ingredients are very simple and do not become stale or moldy like regular bread. This **hardtack** will be fresh, since it will be fresh from the oven. After being stored for days or weeks, it becomes hard. Some sailors ate **hardtack** by softening it in soup or breaking it into small enough pieces that they could tuck in their mouths to suck on.

#### INGREDIENTS

- 4 cups flour (white, whole wheat, or mixed)
- 2 cups water
- 4 teaspoons salt

#### TOOLS

- Oven
- Knife or pizza cutter
- Cookie sheet
- Spatula
- Spoon
- Toothpick or fork
- Measuring Cups

1. Preheat oven to 375 °F.
2. Mix flour and salt together in a bowl.
3. Add just enough water (less than two cups) to make the mixture stick together. It should not be sticky at this point.
4. Use your hands to roll the dough until it is ½-inch thick and shape it into a rough rectangle.
5. Cut the dough into squares about 3 inches by 3 inches to form individual crackers.
6. Use a toothpick or one point of a fork to press (but don't punch through) 4 rows of 4 holes on each cracker. (A total of 16 holes per square.)
7. Place crackers on an ungreased cookie sheet.
8. Bake crackers for 30 minutes.
9. Turn each cracker over and bake for another 30 minutes. The crackers should be slightly brown on each side.

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*Directions, page 2 of 4*

### *Hardtack (continued)*

#### *Think About It!*

- How do you think these would taste after sitting in a wooden barrel for a week? A month?
- What ingredients could you add to the **hardtack** to add some flavor? Make sure the ingredients wouldn't rot on a long trip!
- What food(s) do we have today that are like **hardtack**?
- Take some of your **hardtack** and store it in a tin box or wrapped in a paper towel. After leaving it out for a week, try it again. How has it changed over a week?

## Maritime Munchies

*Directions, page 3 of 4*

*For adults and kids to follow together.*

### *Swanky*

**Swanky** was used in the 1800s for thirsty workers, like the crew of a ship or the harvesters on a farm. Think of it like the sports drink of the past—it can keep you from being thirsty and give you a bit of energy (through the sugar).

#### INGREDIENTS

- 5 cups water
- 1/2 cup molasses
- 1/4 cup vinegar
- 3 teaspoons ground ginger

#### TOOLS

- Measuring cups
- Drinking cups
- Bowl or clean bucket
- Spoon

Simply mix the ingredients together. You may want to add more water (up to 10 cups total).

### *Think About It!*

- Following the original recipe, what did you think of the taste?
- Did you add more water? Why might the recipe have called for less water? (Hint: There were limited quantities of fresh water on board. Drinking ocean water can make you very sick, so you would never have mixed it into a drink.)
- Does it taste like the sports drinks we have today?

## Maritime Munchies

*Directions, page 4 of 4*

### General Discussion Questions

- If you were going to go on a trip for a week, what foods would you want to pack? Would any of those foods need to keep cold? Where would you get the energy to run the refrigerator or the ice to keep it chilly?
- What kinds of technology help you protect your food today? If you lived in the past, how would you keep foods from rotting, going sour, or attracting bugs and animals? Plastic is a relatively new invention. In the past, you couldn't just wrap your sandwich in plastic wrap or put your food in a plastic box. What other ways could you use to protect your food?
- On long trips, the boat would have to pack food for everyone on board and each person only got a specific amount of each food. Congress even made a law to say what the minimum amount of food per sailor was! For example, in the early 1800s, the U.S. Navy packed the following food for one sailor for one day:
  - One pound of meat
  - Half a pound of rice or flour
  - Fourteen ounces of bread (once slice of bread weighs about one ounce)
  - Two ounces of sugar (about  $\frac{1}{4}$  cup)
  - One ounce of coffee or cocoa or a quarter of an ounce of tea
  - Half a cup of "spirits" (Water was hard to keep fresh on long voyages, so sailors were given rum or other alcoholic beverages to drink)
- Who cooks your food every day? Do you decide what you get to eat, or does someone else set the menu? Many boats had cooks on board to make the food for the sailors. Here's a sample menu for the week:
  - Sunday:** beef, potatoes, bread, flour, and rum
  - Monday:** beef, potatoes, bread
  - Tuesday:** pork, beans, bread
  - Wednesday:** fish, potatoes, bread, rum
  - Thursday:** beef, rice, bread
  - Friday:** pork, beans, bread
  - Saturday:** fish, potatoes, bread, rum



## Maritime Munchies

### *Teacher Guide*, page 1 of 3

*Read the Directions sheets for step-by-step instructions.*

#### SUMMARY

Students will cook one or more historical **maritime** recipes. They will then compare the foods they eat to what was served on ships in the past.

#### RATIONALE

Through directly encountering some recipes connected to maritime history in the 19th-century, children will gain a deeper, more memorable connection to the related historical content. This experience will also serve as the springboard for comparing the past and present and the impact of technology on lives in the past and present. Memorable experiences that are connected to academic subjects, like history, will encourage curiosity and interest, helping children to become lifelong learners.

#### OBJECTIVES

The students will be better able to:

- Follow recipes/instructions.
- Name one or more food eaten onboard ships in the past.

#### TIME

- 20–90 minutes, depending on recipe and discussion

**AGE GROUP:** K–4

#### TARGET VOCABULARY:

- **canal:** a human-made waterway dug across land
- **hardtack:** a simple form of dried bread taken on long journeys, especially when sources of fresh food were uncertain
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## Maritime Munchies

*Teacher Guide, page 2 of 3*

### MATERIALS

- Directions sheets (*attached*)
- Background sheet (*attached*)
- Ingredients and tools vary by recipe (*see Directions sheets*)

### SUMMARY

Read *Keep the Lights Burning, Abbie* together. *Keep the Lights Burning, Abbie* is a work of historical fiction about a teenager who saves the day by running her father's lighthouse during a storm. For active reading strategies to go with this book, check out the Guided Reading Activity ([http://americanhistory.si.edu/ourstory/pdf/water/water\\_reading.pdf](http://americanhistory.si.edu/ourstory/pdf/water/water_reading.pdf)).

### STUDENT PERFORMANCE CRITERIA

- Follow directions.
- Name specific dish(es) made.

### STANDARDS

#### *NCHS History Standards*

##### *K-4 Historical Thinking Standards*

- 1G. Explain change and continuity over time.
- 3H. Explain causes in analyzing historical actions.

##### *K-4 Historical Content Standards*

- 7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.
- 8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.

#### *IRA/NCTE Language Arts Standards*

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.





## Maritime Munchies

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### *21st-Century Skills*

#### *Learning and Innovation Skills*

- Critical Thinking and Problem Solving

