## Lesson - How did the Europeans Use and Influence the Development of Chocolate?

### Objectives
- Explore the introduction of chocolate to Europe
- Identify how the Europeans consumed chocolate
- Identify how European consumption of chocolate impacted the chocolate and sugar trade

### Materials
- Unsweetened baking chocolate
- Map of cacao trade routes (appendix)
- Picture of 1700s European chocolate houses (appendix)
- Art supplies for chocolate house project (construction paper, markers, glue, etc.)

### Lesson Plans

#### Background Activities:
1. Distribute a small piece of baking chocolate to each student, but do not tell them what it is.
2. Tell students that you have found a mysterious substance in the back of your desk drawer. Ask them to make observations about the substance (color, texture, size, shape, smell, etc.) to help you guess what it is.
   - Students will probably identify the substance as chocolate. Do not confirm or deny their hypothesis.
3. Once students have completed making their observations, compile them into a class list (possibly listing them on a large sheet of paper in the shape of a piece of chocolate).
4. Based on their observations, ask students what they think the mystery substance is.
5. Allow students to taste the chocolate. Did this change their hypothesis?
6. Ask students to guess what is different about the chocolate they have eaten compared to the chocolate they usually eat.

#### Instructional Activities:
1. Tell students that the Maya and Aztec did not sweeten their chocolate with sugar, and it tasted something like the baking chocolate they just consumed. Ask students if they can guess why the Maya and Aztecs didn’t use sugar.
2. Show students a map of where sugar grows indigenously. Discuss the environmental conditions needed to grow sugar. Compare them to the conditions needed to grow cacao.
   - Could sugar and cacao be grown in the same location?
   - Did they originate in the same regions?
   - What could the Maya and Aztecs have used to sweeten their chocolate, since sugar was not available?
3. Help students identify Europe on the map. Ask students how they think the Europeans obtained chocolate and sugar. Identify the trade routes through which the Europeans obtained chocolate and sugar.
4. Discuss the introduction of chocolate to Europe and their addition of sugar. We suggest reading *Chocolate: Riches from the Rainforest* by Robert Burleigh.
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Lesson Plans (continued)

5 Tell students about the chocolate houses of Europe.
   - Who do they think frequented these chocolate houses?
   - Why was chocolate only for the elite?

6 Ask students to think of a modern business that is similar to one of the European chocolate houses (coffee shop, ice cream parlor, cigar bar, country club, etc.)

7 Have students list the similarities and differences.

8 Ask students to imagine that they are going to open one of these chocolate houses.
   - What would they serve?
   - What would their shop look like?
   - How would they make their shop inviting?

9 Projects (you can assign one, or allow students to choose one):
   - Create a menu of what your chocolate house would serve. Research various chocolate beverages and baked goods to obtain just the right chocolate combination. Make sure the items on your menu and its design reflect the spirit and ambiance of your chocolate house.
   - Create a poster advertising your chocolate house based on a 1700s design. What will draw customers into your business? Will you have a special promotion or “gimmick”?
   - Create a model of your chocolate house (either 2 or 3 dimensional). Include a view of both the interior and exterior. What will you do to make your shop comfortable and inviting?

Things to Consider:

Students can also try adding sugar to baking chocolate until they find a mixture that tastes good. Have them prepare 5 cups of chocolate (without sugar). Then have them add the following amounts of sugar to each cup and decide which one they think tastes the best: 1/4 tsp., 1/2 tsp., 1 tsp., 2 tsp., 1 tbsp.

Students can also try flavoring baking chocolate with substances other than sugar (honey, jelly, vanilla, and etc.). Have students conduct a “taste test” to see if other students in the class can guess what was used to flavor the chocolate.