What’s Cooking?

Early 19th-Century Foodways & Open Hearth Cooking

Resource Packet

Riversdale House Museum
Office: 6005 48th Avenue | Riverdale Park | MD | 20737
Museum: 4811 Riverdale Road | Riverdale Park | MD | 20737
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Introduction

Program Theme
Without the tools, appliances, and resources we have today, procuring and preparing food in the early 1800s was much more time-consuming and difficult. This program is designed to use Riversdale House Museum’s reproduction open hearth as a lens for students to explore the effects of technology and the concept of change over time. Students will employ critical analysis and mathematics skills to gain an understanding of the people and tasks involved in acquiring, cooking, and serving food on an early nineteenth-century plantation.

Program Objective
Students who participate in the program, “What’s Cooking? Early 19th-Century Foodways & Open Hearth Cooking” at Riversdale, will:

- Use the reconstructed open hearth and period-appropriate cooking tools to make 19th-century cupcakes
- Use 19th-century techniques to make butter (students will taste with teachers’ permission)
- Use archaeological techniques and analytical skills to identify plant seeds and interpret the Riversdale garden
- Take a 19th-century foodways tour of Riversdale House Museum

Overview of Standards
The What’s Cooking? Early 19th-Century Foodways and Open Hearth Cooking Program covers an extensive number of curriculum standards for grades 1-5, including Common Core Standards in English/Language Arts, as well as Maryland State Standards and benchmarks for English, Mathematics, Social Studies, and Science. The National Council for the Social Studies (NCSS) National Curriculum Standards and the C3 Framework objectives have been integrated into the methodologies used in the development of this field trip. Field trips have been purposely designed to encourage flexibility and interdisciplinary learning. Please note that additional standards that have not been highlighted may be covered during this program. Further information and an outline of standards can be found on pages 3-12.
## Common Core Standards: English/Language Arts

### Standards for Reading Literature

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<thead>
<tr>
<th>Grade 1</th>
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<tbody>
<tr>
<td><strong>Key Ideas &amp; Details:</strong></td>
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<td><strong>Key Ideas &amp; Details:</strong></td>
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<tr>
<td>1. Ask &amp; answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</td>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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### Reading Standards for Informational Text

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<td><strong>Key Ideas &amp; Details:</strong></td>
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<tr>
<td>1. Ask &amp; answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</td>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Identify the main topic &amp; retell key details of a text.</td>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>1. Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.</td>
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<tr>
<td>3. Describe the connection between 2 individuals, events, ideas, or places of information in a text.</td>
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### Standards for Writing

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<tbody>
<tr>
<td><strong>Research to Build and Present Knowledge:</strong></td>
<td><strong>Text Types and Purposes:</strong></td>
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<td><strong>Text Types and Purposes:</strong></td>
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<tr>
<td>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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### SPEAKING & LISTENING STANDARDS

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<tr>
<td><strong>COMPREHENSION &amp; COLLABORATION:</strong></td>
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<td><strong>COMPREHENSION &amp; COLLABORATION:</strong></td>
</tr>
</tbody>
</table>
| 1. Participate in collaborative conversations with diverse partners about topics with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions.  
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
   c. Ask questions to clear up any confusion. | 1. Participate in collaborative conversations with diverse partners about topics with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions.  
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.  
   c. Ask questions and for clarification as needed. | 1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly.  
   a. Come to discussions prepared.  
   b. Follow agreed-upon rules for discussions.  
   c. Ask questions to check understanding, stay on topic, and link comments to the remarks of others.  
   d. Explain their own ideas & understanding. | 1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly.  
   a. Come to discussions prepared.  
   b. Follow agreed-upon rules for discussions.  
   c. Pose & respond to specific questions to clarify or follow up on info and make comments that contribute to the discussion and link to remarks of others.  
   d. Review key ideas expressed and explain their own ideas & understanding. | 1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly.  
   a. Come to discussions prepared.  
   b. Follow agreed-upon rules for discussions.  
   c. Pose & respond to specific questions to clarify or follow up on info and make comments that contribute to the discussion and link to remarks of others.  
   d. Review key ideas expressed and draw conclusions. |
<p>| 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 2. Recount or describe key ideas or details from text read aloud or information presented orally or through other media. | 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3. Ask and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 3. Ask and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues. | 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 3. Identify the reasons and evidence a speaker provides to support particular points. | 3. Identify the reasons and evidence a speaker provides to support particular points. |
|         |         |         |         |         |</p>
<table>
<thead>
<tr>
<th>Grade 1</th>
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<tbody>
<tr>
<td><strong>VOCABULARY ACQUISITION AND USE:</strong></td>
<td><strong>VOCABULARY ACQUISITION AND USE:</strong></td>
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<tr>
<td>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
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**Common Core Standards: Mathematics**

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<tr>
<th>Grade 1</th>
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<tr>
<td><strong>REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION:</strong></td>
<td><strong>REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION:</strong></td>
<td><strong>SOLVE PROBLEMS INVOLVING MEASUREMENT AND ESTIMATION OF INTERVALS OF TIME, LIQUID VOLUMES AND MASSES OF OBJECTS:</strong></td>
<td><strong>SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FOR A LARGER UNIT TO A SMALLER UNIT:</strong></td>
<td><strong>CONVERT LIKE MEASUREMENT UNITS WITHIN A GIVEN MEASUREMENT SYSTEM:</strong></td>
</tr>
<tr>
<td>1.O.A.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. by using objects, drawings and equations with a symbol for the unknown number to represent the problem.)</td>
<td>2.O.A.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).</td>
<td>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract or multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units.</td>
<td>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.</td>
<td>5.MD.A.1 Convert among different sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real world problems.</td>
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### Maryland State Standards: Social Studies

#### STANDARD 2.0: PEOPLE OF THE NATIONS AND WORLD

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<thead>
<tr>
<th>Grade 1</th>
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</thead>
</table>
| A. Elements of Culture  
   1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community.  
   a. Observe and describe ways that people in their school and community meet human needs for food, clothing, shelter and other commonalities such as recreation, music and stories. | A. Elements of Culture  
   1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community.  
   a. Use fiction and nonfiction to compare the elements of two different cultures, and how they meet their needs for food, shelter and other commonalities such as recreation, music and stories. | A. Elements of Culture  
   1. Analyze and describe elements in a multicultural setting.  
   a. Use fiction and nonfiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music and language. | | B. Cultural Diffusion  
   1. Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development.  
   b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology |

#### STANDARD 3.0: GEOGRAPHY

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<thead>
<tr>
<th>Grade 1</th>
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<th>Grade 5</th>
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</thead>
</table>
| A. Using Geographic Tools  
   1. Use geographic tools to locate and describe places on Earth.  
   a. Use photographs and pictures to describe a place. | A. Using Geographic Tools  
   1. Use geographic tools to locate and describe places on Earth.  
   d. Describe a place using birds’ eye view and satellite images, photographs and pictures. | | | |
<table>
<thead>
<tr>
<th>Grade 1</th>
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<tbody>
<tr>
<td>A. Scarcity and Decision Making</td>
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<td>A. Scarcity and Decision Making</td>
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<tr>
<td>2. Describe the production Process.</td>
<td>2. Explain the production process.</td>
<td>1. Explain that people must make choices because resources are limited relative to unlimited wants for goods &amp; services.</td>
<td>1. Explain that people must make choices because resources are limited relative to unlimited wants for goods &amp; services in Maryland, past &amp; present.</td>
<td>1. Explain that people must make choices because resources are limited relative to unlimited wants for goods &amp; services in Maryland, past &amp; present.</td>
</tr>
<tr>
<td>a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses.</td>
<td>a. Identify natural &amp; human resources used in production.</td>
<td>a. Explain why people must make economic choices.</td>
<td>a. Explain why people must make economic choices.</td>
<td>a. Explain why people must make economic choices.</td>
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<tr>
<td>b. Describe the skills people need for their work in the home, school and community.</td>
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<td>2. Describe the Production Process.</td>
<td>2. Describe the Production Process.</td>
<td>2. Describe the Production Process.</td>
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<tr>
<td>3. Explain how technology affects the way people live, work and play.</td>
<td>3. Explain how technology affects the way people live, work, and play.</td>
<td>3. Explain how technology affects the way people live, work, and play.</td>
<td>3. Explain how technology affects the way people live, work, and play.</td>
<td>3. Explain how technological changes have affected production &amp; consumption in Maryland.</td>
</tr>
<tr>
<td>a. Describe how tools and products have affected the way people live, work and play.</td>
<td>a. Identify examples of technology used by consumers.</td>
<td>a. Identify examples of technology used by consumers.</td>
<td>a. Describe how tools and products have affected the way people live, work and play.</td>
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<tr>
<td>b. Analyze why consumers use technology in daily life.</td>
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<td>b. Analyze why consumers use technology in daily life.</td>
<td>b. Describe how changes in technology have affected the lives of producers.</td>
<td>b. Describe how changes in technology have impacted the lives of consumers.</td>
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### STANDARD 5.0: HISTORY

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<tbody>
<tr>
<td>A. Individuals and Societies</td>
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<td>Change Over Time</td>
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<tr>
<td>1. Examine differences between past and present time.</td>
<td>2. Describe people, places and artifacts of today and long ago.</td>
<td>2. Investigate how people lived in the past using a variety of primary and secondary resources.</td>
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<tr>
<td>b. Classify events as belonging to past or present.</td>
<td>a. Gather and interpret information about the past from informational sources and biographies.</td>
<td>a. Collect and examine information about people, places or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents.</td>
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</tr>
<tr>
<td>2. Compare people and objects of today and long ago.</td>
<td>b. Collect and examine photographs of the past and compare with similar, current images, such as old photographs of the school and community.</td>
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<tr>
<td>a. Construct meaning from informational text and text features about the past.</td>
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<tr>
<td>b. Collect and examine photographs of the past and compare with similar, current images, such as old photographs of the school and community.</td>
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### C3 Framework for Social Studies (NCSS)

#### GRADES K-2

<table>
<thead>
<tr>
<th>Constructing Supporting Questions (D1)</th>
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<tbody>
<tr>
<td><strong>D1.3.K-2</strong> Identify facts and concepts associated with a supporting question.</td>
</tr>
<tr>
<td><strong>D1.5.K-2</strong> Determine the kinds of sources that would be helpful in answering compelling and supporting questions.</td>
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</tbody>
</table>

#### Applying Disciplinary Concepts and Tools (D2)

<table>
<thead>
<tr>
<th>Economics</th>
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<tbody>
<tr>
<td><strong>D2.Eco.1.K-2</strong> Explain how scarcity necessitates decision making.</td>
</tr>
<tr>
<td><strong>D2.Eco.3.3-5</strong> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td>
</tr>
<tr>
<td>D2.Eco.3.K-2</td>
</tr>
<tr>
<td>D2.Eco.4.K-2</td>
</tr>
</tbody>
</table>

**Geography**

| D2.Geo.2.K-2 | Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. |
| D2.Geo.9.K-2 | Describe the connections between the physical environment of a place and the economic activities found there. |
| D2.Geo.11.K-2 | Explain how the consumption of products connects people to distant places. |

**History**

| D2.His.2.K-2 | Compare life in the past to life today. |
| D2.His.4.K-2 | Compare perspectives of people in the past to those of people in the present. |
| D2.His.10.K-2 | Explain how historical sources can be used to study the past. |
| D2.His.11.K-2 | Identify the maker, date and place of origin for a historical source from information within the source itself. |
| D2.His.12.K-2 | Generate questions about a particular historical source as it relates to a particular historical event or development. |

| D2.His.2.3-5 | Compare life in specific historical time periods to life today. |
| D2.His.4.3-5 | Explain why individuals and groups during the same historical period differed in their perspective. |
| D2.His.9.3-5 | Summarize how different kinds of historical sources are used to explain events in the past. |
| D2.His.10.3-5 | Compare the information provided by different historical sources about the past. |
| D2.His.11.3-5 | Infer the intended audience and purpose of a historical source from information within the source itself. |
| D2.His.12.3-5 | Generate questions about multiple historical sources and their relationships to particular historical events and developments. |
| D2.His.16.3-5 | Use evidence to develop a claim about the past. |
Evaluating Sources and Using Evidence (D3)

D3.1.K-2
Gather relevant information from one or two sources while using the origin and structure to guide the selections.

D3.1.3-5
Gather relevant information from multiple sources while using the origin and structure to guide the selection.

D3.4.3-5
Use evidence to develop claims in response to compelling questions.

Communicating and Critiquing Conclusions (D4)

D4.5.K-2
Ask and answer questions about explanations.

Maryland State Standards: Science

STANDARD 1.0 Skills and Processes

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<tbody>
<tr>
<td><strong>A. Constructing Knowledge</strong></td>
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</tr>
<tr>
<td>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</td>
<td>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</td>
<td>1. Gather and question data from many different forms of scientific investigations which include reviewing appropriate print resources, observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.</td>
<td>1. Gather and question data from many different forms of scientific investigations which include reviewing appropriate print resources, observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.</td>
<td>1. Gather and question data from many different forms of scientific investigations which include reviewing appropriate print resources, observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.</td>
</tr>
<tr>
<td>b. Seek information through reading, observation, exploration and investigations.</td>
<td>b. Use tools such as thermometers, magnifiers, rulers or balances to extend their sense and gather data.</td>
<td>b. Select and use appropriate tools, hand lens or microscope, centimeter ruler, spring scale, balance, Celsius thermometer, graduated cylinder and stop watch to augment observations of objects, events and processes.</td>
<td>b. Select and use appropriate tools, hand lens or microscope, centimeter ruler, spring scale, balance, Celsius thermometer, graduated cylinder and stop watch to augment observations of objects, events and processes.</td>
<td>b. Select and use appropriate tools, hand lens or microscope, centimeter ruler, spring scale, balance, Celsius thermometer, graduated cylinder and stop watch to augment observations of objects, events and processes.</td>
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<tr>
<td>c. Use tools such as thermometers, magnifiers, rulers or balances to extend their sense and gather data.</td>
<td>c. Use tools such as thermometers, magnifiers, rulers or balances to extend their sense and gather data.</td>
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</tr>
<tr>
<td>g. Use whole numbers and simple, every day fractions in ordering, counting, identifying, measuring and describing things and experiences.</td>
<td>g. Use whole numbers and simple, every day fractions in ordering, counting, identifying, measuring and describing things and experiences.</td>
<td>g. Use whole numbers and simple, every day fractions in ordering, counting, identifying, measuring and describing things and experiences.</td>
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<td>g. Use whole numbers and simple, every day fractions in ordering, counting, identifying, measuring and describing things and experiences.</td>
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</tbody>
</table>
### C. Communicating Scientific Information
1. Ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question.
   a. Describe and compare things in terms of number, shape, texture, size, weight, color and motion.
   b. Draw pictures that correctly portray at least some features of the thing being described and sequence events.
   c. Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean.

### D. Technology
1. Design and make things with simple tools and a variety of materials.
   b. Recognize that tools are used to do things better and more easily and to do some things that could not otherwise be done at all.

### STANDARD 4.0 Chemistry

<table>
<thead>
<tr>
<th>A. Structure of Matter</th>
<th>A. Structure of Matter</th>
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</thead>
<tbody>
<tr>
<td>1. Cite evidence from investigations that all things are made from parts.</td>
<td>1. Identify ways to classify objects using supporting evidence from investigations of observable properties.</td>
</tr>
<tr>
<td>a. Examine a variety of</td>
<td>a. Classify objects</td>
</tr>
</tbody>
</table>
objects, such as toys, Legos or Tinker Toys to identify and describe the parts from which they are made.

D. Physical and Chemical Changes
   1. Provide evidence from investigations to identify processes that can used to change physical properties of materials.
      a. Based on investigations, describe what changes occur to the observable properties of various materials when they are subjected to the process of wetting, cutting, bending and mixing.

Next Generation Science Standards (NGSS)

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGINEERING DESIGN:</strong></td>
<td><strong>MATTER AND ITS INTERACTIONS:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K-2 ETS 1-1</td>
<td>5-PS-1-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</td>
<td>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</td>
<td></td>
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</tbody>
</table>
Guidelines for Your Visit

Before Your Visit

Pre & Post-Visit Activities
This packet includes several pre and post-visit lesson plans and ideas to familiarize students with Riversdale and allow them to begin making connections to the site event before their visit and continue their exploration after they leave. While teachers are encouraged to utilize at least one of these lessons, staff understands that classroom time is a premium.

Even if time does not permit for pre-visit activities, it is highly recommended that students view the Welcome to Riversdale PowerPoint Slide Presentation.

PowerPoint and lesson plans available for download from Riversdale’s Dropbox via this link: http://bit.do/RiversdalePreVisit. Please note the PowerPoint graphics will work when downloaded. Teachers do not need to create an account to view and download documents.

Behavior in a Museum

Students
Museum educators will go over these “museum manners” when students arrive, but please help staff by familiarizing students with these rules prior to your tour. There will be plenty of time to ask questions, get up close in the museum, and handle hands-on objects, but as a 200 year old historic house museum, it is the responsibility of staff and all the students who visit each year to help protect the home. Museum teachers reserve the right to stop a program based on inappropriate conduct.

- Please DO raise your hand to ask a great question or give an answer.
- Please DO show respect to your museum teachers, fellow students, teachers, and chaperones.
- Please DO stay together with your group.
- Please DO NOT touch objects in the museum (unless you are handed something by museum staff).
- Please DO NOT run, stomp, shove, or push.
- Please DO NOT eat or drink any food or gum while on your tour.

Chaperones

- Please DO aid teachers and museum teachers in disciplining students not exhibiting appropriate behavior.
- Please DO actively engage in the tour and workshop.
- Please DO feel free to take photos (no flash) during the field trip and workshop.
- Please DO NOT take calls/texts (unless an emergency) during the field trip and workshop.
- Please DO NOT ask many questions that do not relate to the field trip program. (Staff is more than happy to ask and answer chaperone questions as time allows, but given the time constraint of the program, the focus will be primarily on student questions and inquiries. Students will receive free vouchers to return with their families for a full tour.

Logistics for Teachers

- Prior to arrival, please divide your class into three groups. This will save time and allow the tours to start promptly.
- Please remind bus drivers that they can proceed up the driveway to drop students off in front of the museum. There is a parking lot where the buses can remain during the tour.
Background for Teachers

History of Riversdale

Wealthy Flemish financier Henri Joseph Stier of Antwerp fled Europe with his family during the French Revolution. In 1799, Stier's younger daughter, Rosalie Eugénie, married planter George Calvert of Prince George’s County, a descendant of the 5th Lord Baltimore. In 1800, Stier bought 729 acres near the port of Bladensburg and commissioned the building of Riversdale. The Stiers moved into their partially built house in 1802.

In 1803, Mr. and Mrs. Stier and their older children returned to Antwerp. George and Rosalie Calvert moved into Riversdale and completed construction by 1807. The correspondence between Rosalie Calvert and her family survives and is the basis for Mistress of Riversdale: the Plantation Letters of Rosalie Stier Calvert, edited by Margaret Law Calcott (Baltimore: Johns Hopkins University Press, 1991). These letters provide a rich source for the restoration and interpretation of the house. Mrs. Calvert never returned to Europe. She died at Riversdale in 1821 at age 42 having borne nine children; five lived to maturity. George Calvert did not remarry and died in 1838.

Charles Benedict Calvert, the Calverts’ second son, continued living at Riversdale. A progressive farmer, he founded the Maryland Agricultural College (now the University of Maryland, College Park) and, as a U.S. congressman, sponsored legislation establishing the U.S. Bureau of Agriculture, forerunner to today's department. He died in 1864.

Riversdale's success was largely dependent on the labor of enslaved African-Americans such as Adam Francis Plummer. Born into slavery in 1819, Plummer was moved to Riversdale at the age of ten. Unlike most enslaved workers, he could read and write, and in 1841, shortly after his marriage to Emily Saunders Arnold, he began keeping a diary. This diary is one of few first-hand accounts of slavery and emancipation in Maryland.

Following Charles Benedict Calvert’s death, Riversdale began to decline. In 1887, the estate was sold to developers who used the house as their headquarters as they built the commuter suburb of Riverdale Park. The mansion served as a boarding house before being purchased by local builder William Pickford. He leased the house to U.S. Senator Hiram Johnson, former governor of California, in 1917. In 1926, Pickford sold Riversdale to Arkansas Senator Thaddeus Caraway. The Caraways lived at Riversdale until Thaddeus died in office in 1931. His widow, Hattie, went on to become the first woman elected to the Senate. The last private owner of the house was Abraham Walter Lafferty, an Oregonian who served two terms in the U.S. House of Representatives (from 1911 to 1915). He bought Riversdale in 1932, after Pickford had repurchased it at a sheriff’s auction following Hattie Caraway’s default.

In 1949, Lafferty sold the property to The Maryland-National Capital Park and Planning Commission, and Riversdale was used as office space. Restoration began in 1988 and the house was opened to the public as a museum in 1993.
About the Dependency Outbuilding
All open hearth cooking programs take place in the dependency building located to the east of the mansion. Many outbuildings, including the open hearth, served the mansion throughout the Calverts’ residence. Prior to restoration, it was believed the dependency building dated to the early nineteenth century. However, the excavation revealed the current building is the second iteration of the building and was constructed on top of the old one. It has been described as a summer kitchen or quarters for slaves, an overseer, or other servants. This building is presently referred to by the generic term “dependency,” or outbuilding, because it is a smaller building “dependent” on the main house. Other dependency buildings that existed on Riversdale’s property included icehouses, washhouse, and a smokehouse. The southern half of the dependency has been fitted as a period kitchen, complete with open hearth, open shelving, and a large worktable.

The Calverts at Table
Domestic Education at a Young Age
According to her letters, Rosalie Stier Calvert, the Mistress of Riversdale, did not enjoy spending much time cooking. However, as mistress of a large estate, she was responsible for overseeing that all work was completed efficiently and properly. Additionally, the mistress of the household held the keys to the closets, pantries, and cupboards containing expensive imported ingredients, such as tea, sugar, spices, coffee, and chocolate. These items were carefully measured and distributed daily by the mistress to her servant staff. To succeed in managing a large household, mistresses like Mrs. Calvert needed to be properly trained in all of the domestic arts.

Young Rosalie did not look forward to the drudgery of the domestic sphere but accepted that it could be interesting and was an inevitable part of being groomed to be a grand lady. Interestingly, some years later at Riversdale, she seems to have made peace with her domestic role in the kitchen, accepting her duties and being involved with each aspect of production.

At Table
Hosting and attending dinner parties was something that was expected of a family of the Calverts’ rank and wealth. Here is a description of a dinner the Calverts attended in March of 1819 at the President’s House:

Yesterday we dined at the President’s House. I have never seen anything as splendid as the table—a superb gilt plateau in the center with gilt baskets filled with artificial flowers. All of the serving dishes were solid silver; the dessert spoons and forks and knives were silver-gilt. The plates were fine French porcelain. The guests were thirty in number—all the [foreign] Ministers with their wives and their secretaries. My husband and I and General and Mrs. Mason were the only ones from here—all the other guests were European (Caroline was not included as young people are not invited to these dinners). I was seated at the table between the English Minister, Mr. Bagot, and the Russian Minister, Mr. D’Ashkof. It was a great
honor for us to be included in such a distinguished company, and both Mrs. Monroe and the President received us with the most flattering kindness, in such a way that I spent a very pleasant evening (as they dine at 6 o’clock).

Rosalie Stier Calvert to H.J. Stier
13 March 1819

The meals served at Riversdale were generally less elaborate than the state dinner at the President’s House. Meals were most likely produced entirely on the premises by Sam, the enslaved Riversdale cook, and kitchen workers.

**Purchasing Goods**

To create the most fashionable meals at Riversdale, Mrs. Calvert requested goods from her family in Belgium and purchased groceries purchased Benjamin Lowndes’ shop in Bladensburg. Some of the items Mrs. Calvert ordered from Belgium included anisette and Curacao liqueurs, anchovies, herrings, Champagne, and Claret wine. Purchases at Lowndes’ store in Bladensburg included lots of salt and salt petre for preserving foods, ginger, potatoes, loaf sugar, whiskey, Young Hyson tea, pepper, beer, mace, nutmeg, and allspice. If the Calverts ever wanted to purchase prepared foods from cities such as Washington or Baltimore, they could have learned about what was available by reading advertisements in the local papers of the day. In Baltimore in 1804, A. Zeumer, Confectioner, sold ice creams of all flavors and an extensive assortment of every article in the confectionary line. Also in 1804, N. Berteau, baker, advertised his new bake house in Light Lane in Baltimore. Berteau sold loaf, pilot, and ship’s bread, biscuits, crackers, and all kinds of cakes—interestingly, he also advertised the baking of meats for private families with less means than the Calverts. The newspapers, American & Commercial Daily Advertiser and the Baltimore Patriot are useful resources for discovering grocery items available to the general American public. Here are some examples of items available for purchase in the first two decades of the nineteenth century:

<table>
<thead>
<tr>
<th>Olive Oil</th>
<th>Palm Oil</th>
<th>Pickling Vinegar</th>
<th>Limes</th>
<th>Lemons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinnamon</td>
<td>Cloves</td>
<td>Ground Ginger</td>
<td>Pepper</td>
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<td></td>
<td></td>
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<td>Honey</td>
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<tr>
<td>Codfish</td>
<td>Fish</td>
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<td>Anchoyces</td>
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<td>Herrings</td>
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<tr>
<td>Pickles</td>
<td>Juniper Berries</td>
<td>Sugar from Havana, St. Croix, Barbados</td>
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<td></td>
</tr>
<tr>
<td>Potatoes</td>
<td>Almonds</td>
<td>Boston Beef</td>
<td>Flour</td>
<td></td>
</tr>
<tr>
<td>Mustard</td>
<td>Filberts</td>
<td>Muscovado Sugar</td>
<td>Bacon</td>
<td></td>
</tr>
<tr>
<td>Welsh’s Chocolate</td>
<td>No. 1, 2, &amp; 3 Chocolate</td>
<td>Ham</td>
<td>Jamieson’s Crackers</td>
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</tbody>
</table>
Mrs. Calvert frequently made references to her garden in her letters. She described various fruit trees, vegetables, and flowers. From these letters, it is known the garden most likely contained cherry trees, currants, raspberries, apple trees, pear trees, lemon trees, many “excellent vegetables”, peas, Brussels sprouts, scorzonera, salad greens, and Flemish carrots. In the 19th century, those living at Riversdale were tied to eating primarily what was grown or readily available in the garden. In the winter months, pickled and preserved produce and meats were a staple. Thomas Jefferson, also an avid gardener, outlined a seasonal calendar of produce in his 1824 Garden Book.

### A Statement of the Vegetable Market of Washington, During a Period of 8 Years, wherein the Earliest & Latest Appearance of Each Article within the Whole 8 Years is Noted

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<tbody>
<tr>
<td>corn, salad, radishes, sorrel, asparagus, broccoli, cucumbers, cabbage, strawberries, peas, turnips</td>
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<tr>
<td>potato, Irish, artichokes, carrots, saffron, raspberries, squashes, Windsor beans, beets, currants, parsnips, watermelons, corn, tomatoes</td>
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<tr>
<td>melons, mushrooms, Limabean, grapes, endive, celery, eggplant, cauliflower cress</td>
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*These eight years involved are those of Thomas Jefferson's terms of presidency: 1801–1809* (Randall, *Jefferson* 1: pl. facing p. 44.)
Foodways of Riversdale’s Enslaved African-American Workforce

The workforce at Riversdale consisted of free and enslaved labor. Food traditions for the working class and enslaved included recipes using staples of cornmeal and salt pork, common rations given to enslaved workers in Maryland. This type of diet did not provide adequate nutrition and calories and many Maryland slaves supplemented their meager rations by hunting, gathering, and farming their own crops in small plots of land near the slave quarters. In this way, a variety of nuts, berries, wild game, and fruits and vegetables could be brought to table. In this area, rockfish, catfish, terrapin, possums, rabbits, squirrels, deer, and many other types of fish and game were procured. In addition, gardens provided potatoes, melons, greens, cabbage, beets, turnips, and peppers, just to name a few.

While this variety and bounty may have been available, harvesting these items could only be done at night and on the slaves’ one day off per week.

Accounts of slavery reveal that the condition of life as an enslaved person, including the quality of food allotted, differed greatly from plantation to plantation. Some accounts tell of great plenty, while others reveal extreme scarcity of food. Interestingly, Adam Francis Plummer, an enslaved farm worker at Riversdale, apparently was given the use of some land on which he could grow produce that he sold for his own profit. In addition, Plummer was able to earn money by providing services for people other than his owner, Charles Benedict Calvert. In a daybook Plummer kept, he recorded the following:

In the year A.D. 1859 Joseph Jones employ Adam Plummer to enclose his garden for him for 11 dollars by the first of March but he failed in so doing and pay 10 dollars and employ me to enclose a chicken yard for him for 3 dollars and pay full of all debt due

The diary also contains references to food items he purchased with his earned wages. For example, there is a list of food gifts he gave to his mother, Mrs. Sally Plummer, in 1852. The gifts include expensive items such as flour, sugar, coffee, and tea. He also used wages to purchase high-quality provisions for his own family. In 1851, Plummer took an inventory of the possession belonging to his wife, Emily Saunders Plummer, at the Three Sisters Plantation where she was the enslaved cook. The inventory includes two nutmeg graters, a salt cellar, a sugar bowl, a soup tureen, one coffee mill, a waffle iron, a pickle dish, and a stove, among many other possessions. Possession of this amount and these types of items was unusual for an enslaved woman and attests to the family’s perserverance to attaining a higher quality of domestic life than otherwise expected of an enslaved family.
References to Foodways in Mrs. Calvert’s Letters

As for me, dear Sister, I could become an excellent housekeeper if I wanted to (Mama says I do it very well). However, I find it is a calling much beneath my grandeur . . . and it wastes too much time which could be better employed. Meanwhile our household is coming along—it couldn’t be better. Fanny is an excellent cook. She can make all sorts of cakes, pastries, sausages, bread, etc. By the way, Papa bought two pigs which we have salted. It is a pleasure, my dear Sister, to see that done, and then from the lard they make some pies which are better than those made with butter, and from the head they make something whose name I don’t know and which you would take for a block of granite, but which is excellent [served] cold for breakfast . . . What do you think of my knowledge of cooking? Mama says I do it well, but that’s not really true. I only occupy myself with it in the morning, up til 10 o’clock, then I get dressed and am a grand lady for the rest of the day.

Rosalie Stier to Isabelle van Havre
8 January 1796

We often give small dinners. The roads are so good now that coming here is no problem.

Rosalie Stier Calvert to Mme. H.J. Stier
[n.d.] November 1803

We have some excellent restaurant-keepers, confectioners, pastry shops, but all that is a disadvantage for those who live in the country and it unavoidably increases the expense one has to make . . .

Rosalie Stier Calvert to H.J. Stier
25 January 1805

I am always present during the making of sausages, jams, pickles, etc. At this point, I’ll wager that you think am exaggerating, but I assure you it is the pure truth...

Rosalie Stier Calvert to Isabelle van Havre
6 May 1807

. . . they [the servants] come to ask me for mustard for a ragout or sugar for a pastry, for you know that we American ladies are, alas, our own housekeepers.

Rosalie Stier Calvert to Isabelle van Havre
10 December 1807

I am glad I bought the cook—he is doing very well, and I think he will easily learn what he doesn’t know since he is willing. He stews extremely well.

Rosalie Stier Calvert to H.J & Mme. Stier
28 June 1803

I get up every morning at daybreak and when the weather is nice, I go out to the garden. We are very busy putting it in order. I have some superb salad in the beds. My gardener John works as hard as four people—he is a good man.

Rosalie Stier Calvert to Mme. H.J. Stier
[n.d.] November 1803
Lesson Plan 1: Uncommon Goods

Grade Level: This is appropriate for 2nd grade and up (teachers can modify it for pre-readers and scaffolding options are included).

Objective: Technology has changed the way goods are purchased, transported, and produced. Today, with just a click on a phone, people can order goods from all over the world and have them shipped to arrive the following day. Grocery stores are easily stocked with out of season produce imported from other countries. 200 years ago, things were a bit different. Without telephones or the internet, goods were advertised in print newspapers and then requested by letter. Mrs. Calvert wrote to her family to request goods from Europe. Sometimes, it took the letter months to arrive and then many more months for the goods to be purchased and sent to her via ship. Instead of large grocery stores, general stores, carried a smaller variety of imported goods like fruits, spices, sugars, and fabrics. Mrs. Calvert purchased many goods from Benjamin Lowndes store in Bladensburg. Students will demonstrate change over time and understand the differences in food purchase and preparation during the 19th century and the present day.

Estimated Time: 80 minutes

Activity Options:
Activity 1: Cooking Then & Now Matching
Activity 2: Stocking the 19th Century Pantry
Activity 3: Shopping in Baltimore
Activity 1: *Cooking Then & Now Matching*  
This activity will introduce students to some of the tools and kitchen items they will use and see in the open hearth kitchen.

**Estimated Time**: 20 minutes  
**Supplies Needed Per Student:**  
- *Cooking Then & Now* worksheet *(page 22)*  
- Answer Key *(page 23)*  
- Pencil

Activity 2: *Stocking a 19th Century Pantry*  
Using the 19th century woodcut, students will learn about the types of consumer goods available for purchase in the early 1800s and their origins by matching products with their points of origin.  
**Scaffolding Options**: Teachers can use a modern world map to point out the places of origin.  
- After completing the matching sheet, have students color in the products in different colors based on the area of the world from which they originate.

**Estimated Time**: 30 minutes  
**Supplies Needed Per Student:**  
- *Let's Go Shopping!* worksheet *(page 24)*  
- *Geography for Beginners* woodcut *(page 25)*  
- Pencil  
- World Map (optional)  
- Crayons/Colored Pencils (optional)

Activity 3: *Shopping in Baltimore*  
In many letters to her family, Rosalie Calvert often requested that they send her certain products that were hard to find in Maryland. However, there were a number of goods that could be purchased in shops in DC and Baltimore. Use *The American & Commercial Daily Advertiser* to learn about goods for sale in March, 1809 Baltimore. Many words and abbreviations will be unfamiliar to students, so this is a great activity to do together as a class.  
**Scaffolding Options**: Link to Activity 2 and have students search for items found in the woodcut.  
- Give students a scenario (preparing for a party, going on a trip) and find items they would need to purchase.  
- Play vocabulary detective and have students find words they aren’t familiar with. Use context clues or dictionary searches to find word meaning.

**Estimated Time**: 30 minutes  
**Supplies Needed Per Student:**  
- *Advertiser* worksheet *(page 26)*  
- Dictionary (optional)  
- Pencil and paper (optional)
**Cooking Then & Now**

**Directions:** 200 years ago, cooking was a bit different than it is today. Electricity was not invented yet and many of the tools and appliances we use today were not available. Look at the pictures and read the descriptions of **modern tools** in the left column. Then, read the description of **19th century tools** in the right column. Choose the modern tool we use today that is similar to the 19th century tool and write the name on the appropriate line.

<table>
<thead>
<tr>
<th>MODERN TOOLS</th>
<th>19th CENTURY TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stove top</strong></td>
<td>Foods could be cooked or baked over the <strong>fire</strong> at different temperatures. The closer to the fire, the higher the cooking temperature.</td>
</tr>
<tr>
<td><strong>Oven</strong></td>
<td><strong>Wooden spoons, whisks, or even your hands</strong> were the best tools for mixing ingredients, beating eggs, or making dough.</td>
</tr>
<tr>
<td><strong>Refrigerator and Freezer</strong></td>
<td><strong>Weights</strong> were used to measure out ingredients.</td>
</tr>
<tr>
<td><strong>Electric Mixer</strong></td>
<td>Beans for this hot drink would need to be ground in a <strong>grinder</strong> and brewed over hot coals.</td>
</tr>
<tr>
<td><strong>Dishwasher</strong></td>
<td>Water heated over the fire would be placed in a <strong>tin basin</strong> with soap made from <strong>lye</strong>.</td>
</tr>
<tr>
<td><strong>Plastic Measuring Cups</strong></td>
<td>Food was kept fresh in <strong>icehouses</strong>, buildings built below ground where temperatures were cooler.</td>
</tr>
<tr>
<td><strong>Coffee Pot</strong></td>
<td>Pots could be placed <strong>over hot coals on bricks in front of the fire</strong> so soups, stews, and teapots could heat from underneath.</td>
</tr>
</tbody>
</table>
Cooking Then & Now (Answer Key)

**Directions:** 200 years ago, cooking was a bit different than it is today. Electricity was not invented yet and many of the tools and appliances we use today were not available. Look at the pictures and read the descriptions of *modern tools* in the left column. Then, read the description of *19th century tools* in the right column. Choose the modern tool we use today that is similar to the 19th century tool and write the name on the appropriate line.

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</thead>
<tbody>
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<td>Stove top</td>
<td>Foods could be cooked or baked over the fire at different temperatures. The closer to the fire, the higher the cooking temperature.</td>
</tr>
<tr>
<td>MODERN TOOL: OVEN</td>
<td></td>
</tr>
<tr>
<td>Oven</td>
<td>Wooden spoons, whisks, or even your hands were the best tools for mixing ingredients, beating eggs, or making dough.</td>
</tr>
<tr>
<td>MODERN TOOL: ELECTRIC MIXER</td>
<td></td>
</tr>
<tr>
<td>Refrigerator and Freezer</td>
<td>Weights were used to measure out ingredients.</td>
</tr>
<tr>
<td>MODERN TOOL: PLASTIC MEASURING CUPS</td>
<td></td>
</tr>
<tr>
<td>Electric Mixer</td>
<td>Beans for this hot drink would need to be ground in a grinder and brewed over hot coals.</td>
</tr>
<tr>
<td>MODERN TOOL: COFFEE POT</td>
<td></td>
</tr>
<tr>
<td>Dishwasher</td>
<td>Water heated over the fire would be placed in a tin basin with soap made from lye.</td>
</tr>
<tr>
<td>MODERN TOOL: DISHWASHER</td>
<td></td>
</tr>
<tr>
<td>Plastic Measuring Cups</td>
<td>Food was kept fresh in icehouses, buildings built below ground where temperatures were cooler.</td>
</tr>
<tr>
<td>MODERN TOOL: REFRIGERATOR &amp; FREEZER</td>
<td></td>
</tr>
<tr>
<td>Coffee Pot</td>
<td>Pots could be placed over hot coals on bricks in front of the fire so soups, stews, and teapots could heat from underneath.</td>
</tr>
<tr>
<td>MODERN TOOL: STOVE TOP</td>
<td></td>
</tr>
</tbody>
</table>
**Let’s Go Shopping – 19th Century Style!**

**Directions:** Look at the 1826 woodcut image of shelves of goods for sale at a store in Hartford, Connecticut. These are the types of items that the Calverts would have needed to purchase at Lowndes shop in Bladensburg. In the column on the left is a list of items that were available in the store in Hartford. In the column on the right, write the name of the country or place of origin from which the product came.

<table>
<thead>
<tr>
<th>Product</th>
<th>Place of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oranges and Lemons</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
</tr>
<tr>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>Cocoa</td>
<td></td>
</tr>
<tr>
<td>Pepper</td>
<td></td>
</tr>
<tr>
<td>Cinnamon</td>
<td></td>
</tr>
<tr>
<td>Pimenta (sweet pepper)</td>
<td></td>
</tr>
<tr>
<td>Molasses</td>
<td></td>
</tr>
<tr>
<td>Ginger</td>
<td></td>
</tr>
<tr>
<td>Raisins &amp; Figs</td>
<td></td>
</tr>
<tr>
<td>Silks</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
</tbody>
</table>

*Can you find a product that was produced in the United States?*

__________________________________________
The **East Indies** are geographical term, orig. including Hindustan, Further India, and the islands beyond India.

The **West Indies** are the parts of America first discovered by Columbus and other early navigators, particularly Bahamas, Jamaica, Cuba, Haiti, Dominican Republic, Aruba, Cayman Islands, Puerto Rico, and the Virgin Islands among other islands in the Caribbean Sea.

The **Spice Islands** are the Moluccas; now the Maluku Province, which is part of the nation of Indonesia.
**American Commercial Daily Advertiser**

**McNeale & Neilsons,**
*Have on Hand and offer FOR SALE,*
- 350,000 lbs Coffee
- 50,000 do. Mississippi Cotton
- 100 boxes white and brown Sugar
- 500 do Castile Soap
- 50 do Tin
- 50 kegs White Lead ground in Oil
- 350 lbs. Cane's Hair
- A few hds. Tobacco
- Writing Paper
- Taffetas
- Cambricks and Cambrick Hand'ks.
- Madras Hand'ks.
- Estophils, &c. &c.

**N. Sulston Hall & Co.**
*Have for sale, received for sch. Hazard, Captain Newcomb,*
- 45 hds Muscovado Sugar, first quality
- 15 do New England rum
- 2 casks Hardwine and Twine
- 4 casks Straw Bonnets & Trimmings

**Raisins,**
50 casks fresh Raisins, of excellent quality, are received for sale by
**J. C. White & Sons,**
*February 13*

**Cornthwait & Yarnall,**
**87, Bowly's wharf,**
*HAVE FOR SALE,*
- 560 cases Claret Wine, 1, 2 and 21-2 dos.
- 100 baskets Sweet Oil, (Bordeaux)
- 200 boxes Spermaceti Candles
- 50 do Mould
- 200 bags Black Pepper
- 2000 lb. Bees Wax
- 50 barrels Pork
- 20 do Beef
- 500 boxes Cod Fish
- 2000 bushels Turk's Island Salt
- 3000 Iron Tea Kettles
- 40 casks Red Wine
- Russia and Holland Canvas
- Spermaceti and Common Lamp Oil
- Pilot and Navy Bread
- American Cordage
- Jewelry and Artificial Flowers
- Superfine Flour, India Nuts.

**American Manufacture,**
**Benjamin Carter,**
*Has constantly for sale Wholesale and Retail, at his Store, No. 149, Market street, Bedding, Sheeting, Shirts, Knitting and Sewing Cotton, and Cotton for Weaving.
Also, Plain and Lustre Straw Bonnets, and Hats, of the newest fashion.
**March 16**

**John Campbell White & Sons,**
*Have for sale,*
- Imperial
- Hyson
- Young Hyson
- Hyson Skin
- Suchong and Nehra
- Muscovado Sugar
- Soft shell Almonds
- Ginger
- Chocolate
- Fig Vine
- Pepper
- East India Indigo
- English Cut Glass, assorted, in hds.

**For Sale,**
- Clover Seed, warranted of last year's growth
- 200 barrels superfine and fine Flour
- 170 do Herring's, No. 1 and 2
- 100 kegs Butter, 1st, 2nd and 3rd quality.

**Wm. Kneen,**
*No. 59, North Howard's rect.*
*March 8*
Lesson Plan 2: Knowing Your Recipe

**Grade Level:** This is appropriate for 2nd grade and up (teachers can modify it for pre-readers and scaffolding options are included).

**Objective:** When students visit, they will help prepare nineteenth century cupcakes and use a recipe from the early 1800s. When following a recipe, it was important for cooks like Fanny and Sam to understand and convert measurements and pay close attention to directions. Students will learn new vocabulary and apply math conversion skills in this lesson.

**Estimated Time:** 50 minutes

**Activity 1:** Mrs. Moxon’s Jumbals
**Activity 2:** Measure it Out!
Activity 1: Mrs. Moxon’s Jumbals

In the nineteenth century, measurements and directions could sometimes be a bit vague, even in standardized recipes. A “teacupful”, “handful”, “enough to make”, and “as is used” were common phrases found in instructions. Students will read Mrs. Moxon’s recipe while learning new vocabulary and phrases, then translate into modern terminology.

**Estimated Time:** 20 minutes

**Supplies Needed Per Student:**
- *Mrs. Moxon’s Jumbals* worksheets ([pages 29-30](#))
- Pencil

**Scaffolding Options:**
- Read through and fill in the recipe as a class or make it an individual or small group activity, depending on reading abilities.
- Have students bring in a recipe from home and locate phrases, ingredients, or directions they are not familiar with.
Elizabeth Moxon’s Jumbals

Jumbals were popular cookies similar to sugar cookies. They were often served with tea. This recipe is over 250 years old. It comes from the cookbook of Elizabeth Moxon, who lived in London, England.

Older recipes can be hard to read because they use different terms and measurements than some recipes today. Let’s take a look at some terms we will read in Mrs. Moxon’s recipe.

<table>
<thead>
<tr>
<th>Mrs. Moxon’s Term</th>
<th>Present-Day Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>meal</td>
<td>flour</td>
</tr>
<tr>
<td>finely beat</td>
<td>sifted well</td>
</tr>
<tr>
<td>jill</td>
<td>cup</td>
</tr>
<tr>
<td>thick cream</td>
<td>heavy cream</td>
</tr>
<tr>
<td>tins</td>
<td>baking sheets</td>
</tr>
<tr>
<td>in a quick oven</td>
<td>at 350 degrees</td>
</tr>
<tr>
<td>wet them</td>
<td>brush them</td>
</tr>
<tr>
<td>spoonsful</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>double refined sugar</td>
<td>powdered sugar</td>
</tr>
</tbody>
</table>

Let’s read Mrs. Moxon’s original recipe.

*Take a pound of meal and dry it, a pound of sugar finely beat, and mix these together; then take the yolks of five eggs, half a jill of thick cream, as much as will make it up to a paste, lay them on tins and prick them; bake them in a quick oven; before you set the in the oven wet them with a spoonsful of rose-water and double refined sugar to ice them.*
Now, let’s make this recipe modern! Fill in the blanks to complete the list of the ingredients you need to make Mrs. Moxon’s jumbals. Replace Mrs. Moxon’s term with the present-day term.

Take a pound of ________ and dry it, a pound of sugar __________, and mix these together; then take the yolks of five eggs, half a________ of _______ cream, as much as will make it up to a paste, lay them on ________________and prick them; bake them ________________; before you set them in the oven, _______ them with a ___________ of rose-water and _______________ to ice them.

Now, you can try to make Mrs. Moxon’s jumbals at home!

Ingredients:

- 1 pound Granulated Sugar (equals 2 Cups)
- Yolks of 5 Large Eggs
- ½ cup Heavy Cream
- 1 Teaspoon of Rose Water, Orange Flower Water or Vanilla (or, to taste)
- 1 pound All-Purpose Flour (equals 3 Cups)
- Powdered Sugar for Tops

Directions:

1. In a large mixing bowl, sift the sugar. Add the egg yolks, heavy cream, and flavoring and mix with an electric mixer until light and fluffy.
2. Add the flour and mix.
3. Wrap the dough in 4 separate pieces in plastic wrap and refrigerate for at least 60 minutes. While the dough is resting, heat the oven to 350º F.
4. On a floured surface, shape the dough into 6-8 inch long logs and then shape into circles or twists.
5. Bake for 12 minutes
6. Dust with confectioner’s sugar. Serve warm or cold.
Activity 2: Measure it Out!

With imported goods like sugar, spices, and chocolate being very expensive, knowing proper measurements helped prevent ruining a recipe and wasting costly goods. In the nineteenth century, measurements could sometimes be a bit vague, even in standardized recipes. A “teacupful”, “handful”, “enough to make”, and “as is used” were common phrases found in instructions. Sometimes, recipes included various measurements, such as cups and ounces. There are three worksheets, depending upon grade level, which will help demonstrate measurement and conversions.

Estimated Time: 30 minutes

Supplies Needed Per Student:
- Measure it Out! worksheet
  - Worksheet Option 1 (basic) (page 32)
  - Worksheet Option 2 (intermediate) (page 33)
  - Worksheet Option 3 (advanced) (page 34)
- Pencil
- Crayons/Colored Pencils (optional)

Scaffolding Options:
- Pair with the Let’s Go Shopping! activity and have students locate the origin of measured ingredients.
- Using a scale, have students weigh out various items and record the weights in one or two units.
Mrs. Calvert’s cook, Sam, is getting ready to make cupcakes and he needs to make sure he has the correct amount of ingredients. Color in the number of ingredients Sam needs.

1 STICK OF BUTTER

2 CUPS OF SUGAR

3 BAGS OF FLOUR

4 EGGS

3 TEASPOONS OF CINNAMON

2 WHOLE NUTMEGS
Measure It Out!

Mrs. Calvert’s cook, Sam, is getting ready to make cookies and needs some help measuring his ingredients. His recipe uses the units of cups and ounces. Ounces is abbreviated as oz. and cups is abbreviated as c.

You can convert ounces (oz.) and cups (c.) when using recipes. Look at the measuring cup to the right. 1 CUP = 8 OUNCES

Color the measuring cups up to the indicated amount.

1/2 cup of milk
2 ounces of cinnamon
1/4 cup of butter

Look at the shaded amounts in the measuring cups. Write the indicated amount in ounces and cups.

_____ ounces of chocolate chips
_____ cups of chocolate chips
_____ ounces of sugar
_____ cups of sugar
_____ ounces of flour
_____ cups of flour
Measure It Out!

Mrs. Calvert’s cook, Sam, is getting ready to make cookies and needs some help measuring his ingredients. His recipe uses the units of cups and ounces. Ounces is abbreviated as oz. and cups is abbreviated as c.

You can convert ounces (oz.) and cups (c.) when using recipes. Look at the measuring cup to the right.

1 CUP = 8 OUNCES

Look at the shaded amounts in the measuring cups.
Write the indicated amount in ounces and cups.

______ oz. of cinnamon
______ c. of cinnamon

______ oz. of milk
______ c. of milk

______ oz. of butter
______ c. of butter

Lastly, Fanny wants to make sure she can convert between ounces and cups. Using the measuring cups above, convert the following:

1 CUP = ______ OUNCES
4 OUNCES = ______ CUP

1/4 CUP = ______ OUNCES
6 OUNCES = ______ CUP

3/4 CUP = ______ OUNCES
2 OUNCES = ______ CUP