

Lesson plan for American Civil War Kitchen

Appomattox Court House National Historical Park
TRT Peggy Voorhees 9/1/2014

(As per NPS template and specs)-

Page Title:

Civil War Kitchen

Teaser text:

Visit the log kitchen of the McLean House to learn about life in nineteenth century Virginia.

Overview text:

Take an inside look at a nineteenth century kitchen and imagine yourself preparing a meal with the technology of the time period. It will be revealed that much of the tasks and techniques of the kitchen are similar to those of today. The chores and diet of the typical Virginia household will be looked at with an emphasis on seasonal cooking. In this way, visitors are sure to develop a deeper understanding of period culture.

Standard image:



Alt. text for standard image:

The McLean House and Log Kitchen

Caption for standard image:

The kitchen for the McLean House is a separate building behind the main house. Here slaves would prepare the food to be brought to the main house.

Credit for standard image:

Appomattox Court House Historical Park
<http://www.nps.gov/apco/index.htm>

Feature image:



Alt. text for feature image:

Poplar dough bowl with eggs, basil, and apples.

Link to an external location for this lesson plan:

Downloadable file (or pdf) for this lesson plan:

Duration:

Twenty minutes

Group Size:

Up to 24

Location:

Log Kitchen behind the McLean House

Learning Objectives:

The student will be able to describe human migration and cultural interaction of the region

The student will comprehend the concept of seasonal cooking

The student will recognize the perspective of time and place

The student will recognize the connection from past to present

The student will be able to compare and contrast technology past and present

The student will understand the usefulness of primary sources for the study of the social sciences

The student will be able to describe the roles, social interaction, and cultural tradition of Americans during the Civil War Era

The student will know the role of Appomattox in the American Civil War

Background Information:

Having an outdoor kitchen or summer kitchen was common in the American South due to the warm climate for cooking and the social norm of having the slaves work in areas apart from masters' living quarters.

The cuisine of the Southern United States was most influenced by English, Scottish, Irish, German, French, Native American, and African cultures.

Chicken, pork, greens, potatoes, and cornbread have always been Southern favorites. The Native American contribution to the Southern diet includes squash, tomatoes, and corn. Melons, black-eyed peas, okra, and sorghum have an African origin. Baking and dairy products such as sugar, flour, milk, and eggs have a European correlation.

Major vocabulary introduced:

REGION

RELATIVE LOCATION

CULTURAL

MIGRATION

DIFFUSION

SEASONAL FOODS

PROVISIONS

INDIGENOUS

SUBSTINENCE

PROVISIONS

Procedure step display:

Step

Procedure:

(Vocabulary terms are in all caps)

Intro: On approaching the kitchen, questions such as, "What kinds of foods do you think the nineteenth century people in this region ate?" "What foods were available in the vicinity of this household?" "What types of foods do you think were unavailable to the people in the area?"

Optional intro:

Talk about the role Appomattox played in the American Civil War, events leading to Lee's surrender to Grant, and the causes for the war with an emphasis on slavery.

Once inside the kitchen, explain the average diet for a person living in the American South was a blending of CULTURAL influences including English, Scottish, Native American, and African. Talk about human MIGRATION and explain the DIFFUSION of culture through time and place with examples. Talk about the idea of REGION and the RELATIVE LOCATION of Appomattox.

Emphasize the concept of SEASONAL COOKING. Ask the group, "How would you describe the concept of seasonal cooking?" Discuss with examples. Encourage participation ("What kinds of animals were obtained from the wild?"/ "What foods were grown on the premises?"/ "What would have to be bought or acquired through trade?") Talk about what was available and when. Define the words INDIGENOUS and SUBSISTENCE in the discussion.

Show what PROVISIONS would be kept in the typical summer kitchen. Then, begin to point out or feature various kitchen implements asking, "Who knows what this is?" or "What do you think this was used for?" Working around the kitchen area, describe the role of some of the items in preparing a basic or average meal (see attached).

Mention the well house on the McLean House lot and the role of children fetching the water. List other chores nineteenth century children would carry out, as well as general work and maintenance for a Virginia kitchen: gathering firewood, building the fire, boiling water, cutting vegetables, grinding herbs, gardening tasks, milking cows, gathering eggs, sweeping and cleaning, and washing dishes.

Then, say "Now that you see how a meal was prepared in the nineteenth century, name for me one thing that a modern kitchen can do that this one could not." Discuss and describe the practical utilization of the nineteenth century kitchen.

Assessment:

On-site formative questioning and observation, optional summative assessment (quiz or project) upon returning to school

Park Connections:

Making associations to the nineteenth century people of Appomattox through the nineteenth century kitchen, therefore achieving an accurate view of the American Civil War and Appomattox Court House

Extensions:

Examine the forced migration of Africans and the realities of slavery in the Americas.

Add information on preserving foods- canning, smoking, drying, pickling, and storage. Describe the usefulness and value of a root cellar. Show visitors where the small root cellar is located in the kitchen (trap door in the floor of the cabinet under the stairs).

The teacher can take the lesson further by asking students to...

Research authentic recipes, interpret, and create nineteenth century dishes

Research and describe what American Civil War Soldiers ate- provisions or rations, foraged foods, and compare and contrast Union and Confederate food supplies

Compare/ contrast food preparation today to that of the 1800s and express in the form of a differentiated product

Examples of choices to present:

Diagram/ graphic

Essay/ poetry

Skit/ interview

Poster/ flyer/ brochure

Song/ rap

Additional Resources:

A Taste for War: The Culinary History of the Blue and Gray by William C. Davis

Bill of Fare, Lincoln's 2nd Inauguration Ball [1865]; University of Iowa Library
<http://www.lib.uiowa.edu/scua/bai/szathmary.htm>

Civil War Cookbook by William C. Davis

Civil War Recipes: Receipts from the pages of Godey's Lady's Book by Lily May Spaulding and John Spaulding, editors

CivilWar@Smithsonian; *Civil War Life and Culture* www.civilwar.si.edu/life_intro.html

Confederate Food Supply

Confederate Receipt Book [1863]; Documenting the American South
<http://docsouth.unc.edu/imls/receipt/receipt.html>

Cookery as it Should Be, Mrs. Goodfellow [Philadelphia: 1865]; University of Michigan Library <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;idno=AEL7629>

Directions for Cooking by Troops by Florence Nightingale
<https://archive.org/details/directionsforcoo00nigh>

Food Rations & Cooking; Fort Scott National Historic Park
<http://www.nps.gov/fosc/fortteachers/cookrations.htm>

Hardtack and Coffee: The Unwritten Story of Army Life by John D. Billings

In a Pickle; Types of Food Preservation in the 19th Century by Virginia Mescher
http://raggedsoldier.com/food_preservation.pdf

Robert E. Lee Family Cooking and Housekeeping Book by Anne Carter Zimmer

The Civil War- National Park Service www.nps.gov/civilwar/

UNC-TV; *Cooking During the Civil War* www.unctv.org/content/civilwar/cooking

Virginia is for Lovers; Civil War National Battlefield Parks
www.virginia.org/CWNationalbattlefields/

Materials Introduction:

The following materials are to be used to enhance the lesson, not only as props for demonstration, but as tools to encourage historical thinking including analysis with an emphasis on perspective. The materials 1- 8 can be referred to as primary and secondary sources, as well as, teaching aids.

Materials details:

Material #1 Kitchen pieces, items, and apparatus

Material #2 ACHNHP Kitchen Notebook, to be utilized for the organization and preservation of additional information and resources, including the following materials:

Material #3 *Kitchen Item Photo Guide* by Peggy Voorhees

Applicable Subjects:

Civil War

Geography

History

Social Studies

Culinary Arts

Related Parks:

Antietam National Battlefield

Gettysburg National Military Park

Petersburg National Battlefield

Richmond National Battlefield Park

Minimum grade, maximum grade:

Fourth grade min

Twelfth grade max

Education Standards:

National Standards for History; Grades 5-12: 1A, 1F, 1G, 4D, 5A

Virginia Standards of Learning: Skills VS.1a,e; US1.1a,b,c; WHII.1a,e; VUS.1d,g,i;

EPF.1a,b,d; CE.1; WG.3a,b,c; VS.4b; VUS.6e; VS.7a,b,c; US1.9f; VUS.7a,b,e

VACTE CAI.38, 72-106; CAII.59, 60-95

Applicable Keywords:

1800s Kitchen
American Civil War
Children's Chores
Food Preparation
Food Preservation
Nineteenth Century
Seasonal Cooking
Summer Kitchen

Kitchen Item Photo Guide

By Peggy Voorhees