



## Foodways at Colonial London Town

### To Market We Go: Food in Colonial London Town

**ESSENTIAL QUESTION:** How did the geographic location of London Town affect the food sources that were available to the people living there?

Author: Georgia K. Chaney Ladd, Anne Arundel County Public Schools  
Grade Level: Elementary (Grade 4/5)

#### COMMON CORE STATE STANDARDS:

[CCSS.ELA-Literacy.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.3](#)

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.

[CCSS.ELA-Literacy.W.4.2.b](#)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.ELA-Literacy.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**MARYLAND CONTENT STANDARDS:** Describe the various cultures of colonial societies and how the environment influenced them.

#### INSTRUCTIONAL OBJECTIVES:

- Describe how the environment and location of London Town influenced the cultures and lifestyle of the people living there.
- Determine the benefits of purchasing food items locally, instead of relying on food supplies that had to be imported or purchased from the market.

#### MATERIALS:

- RS#01: Locating London Town and RS#01 Answer Key (you may want to project the map or use the online version)
- RS #02: Foods Served in Colonial Taverns
- RS#03: Protein, Vegetable, Fruit or Starch? and RS#03 Answer Key
- RS#04: Food Preservation Techniques
- RS#05: Recipes for Middling Sorts People
- RS#06: Menu Organizer
- RS#07: Calamity Cards

#### PROCEDURE:

1. Arrange students in working groups of no more than five students per group.
2. Distribute RS#01: Locating London Town to students. Direct students to read the directions and use the colonial map to locate the cities of Baltimore, Annapolis, and London Town, which were located near the



## Foodways at Colonial London Town

Chesapeake Bay. While the map was created in 1778, it shows the three major harbors. Explain that the size and populations of Baltimore and Annapolis were much smaller than today.

3. After locating the three cities, the students should complete the discussion questions at the end of RS#01.
4. Distribute RS #02: Foods Served in Colonial Taverns. Explain that these documents are primary sources and that the spelling and grammar are different from those of today. This exercise can be completed individually or in small groups.
5. Distribute RS#03: Protein, Vegetable, Fruit, or Starch?, and explain to students that they will read two descriptions of meals served in colonial taverns (RS#02) in their groups and then sort the food items they circled into the food groups on the chart. Review answers with students, and discuss the items at the bottom of the answer key.
6. Reference RS#04: Food Preservation Techniques. The handout contains information on methods of food preservation during the colonial period.
7. Distribute RS#05: Recipes for Middling Sorts People and RS#06 Menu Organizer. In their groups, direct the students to first review the recipes in the cookbook (RS#05) and then create a menu and shopping list (RS#06) for a family meal. The meal should include all the food groups (protein, vegetable, fruit, starch). Tell them that some of the ingredients and cooking techniques will be unfamiliar. Help students interpret the unfamiliar language in the cookbook by using the cookbook [glossary](#) in the [Foodways at Colonial London Town](#) website. They may also want to think about modern-day equivalent foods and meals.
8. When students have completed the menu and shopping list, they can share their menus with the whole class.
9. After all students have shared their menus, project and read aloud RS#07: Calamity Cards. If students have used ingredients that have been affected by a calamity, they must cross those items off their menu. Continue this process until, hopefully, all the items that students have on their menus are those that can be found in the immediate area and do not have to be purchased.

### TECHNOLOGY:

- A SmartBoard can be used to locate the important cities on the map to complete the “Locating London Town” activity.
- Websites for further research:
  - Colonial Williamsburg Foodways  
<http://www.history.org/Foundation/journal/Autumn04/food.cfm>
  - The Accokeek Foundation  
<http://accokeekfoundation.org/colonial-foodways-2011-looking-back/>
  - Food Time  
<http://www.foodtimeline.org>

### DIFFERENTIATED INSTRUCTION:

- If students are able to locate London Town on an Anne Arundel County map, this part of the lesson can be quickly reviewed and more time can be devoted to the creation of the menu.
- The two items on the RS#02: Foods Served in Colonial Taverns can also be differentiated. Source 1 contains less-challenging vocabulary, while Source 2 is longer in length and contains more difficult vocabulary words. RS#05: Recipes for Middling Sorts People contains many unfamiliar terms. Use the cookbook [glossary](#) in the [Foodways at Colonial London Town](#) website as a resource.



## Foodways at Colonial London Town

### ASSESSMENT:

- Encourage students to revisit the cookbook once again, now that the calamity cards have been revealed.
- Students should make adjustments to their menus based upon the “calamities” that London Town has experienced.



## Foodways at Colonial London Town

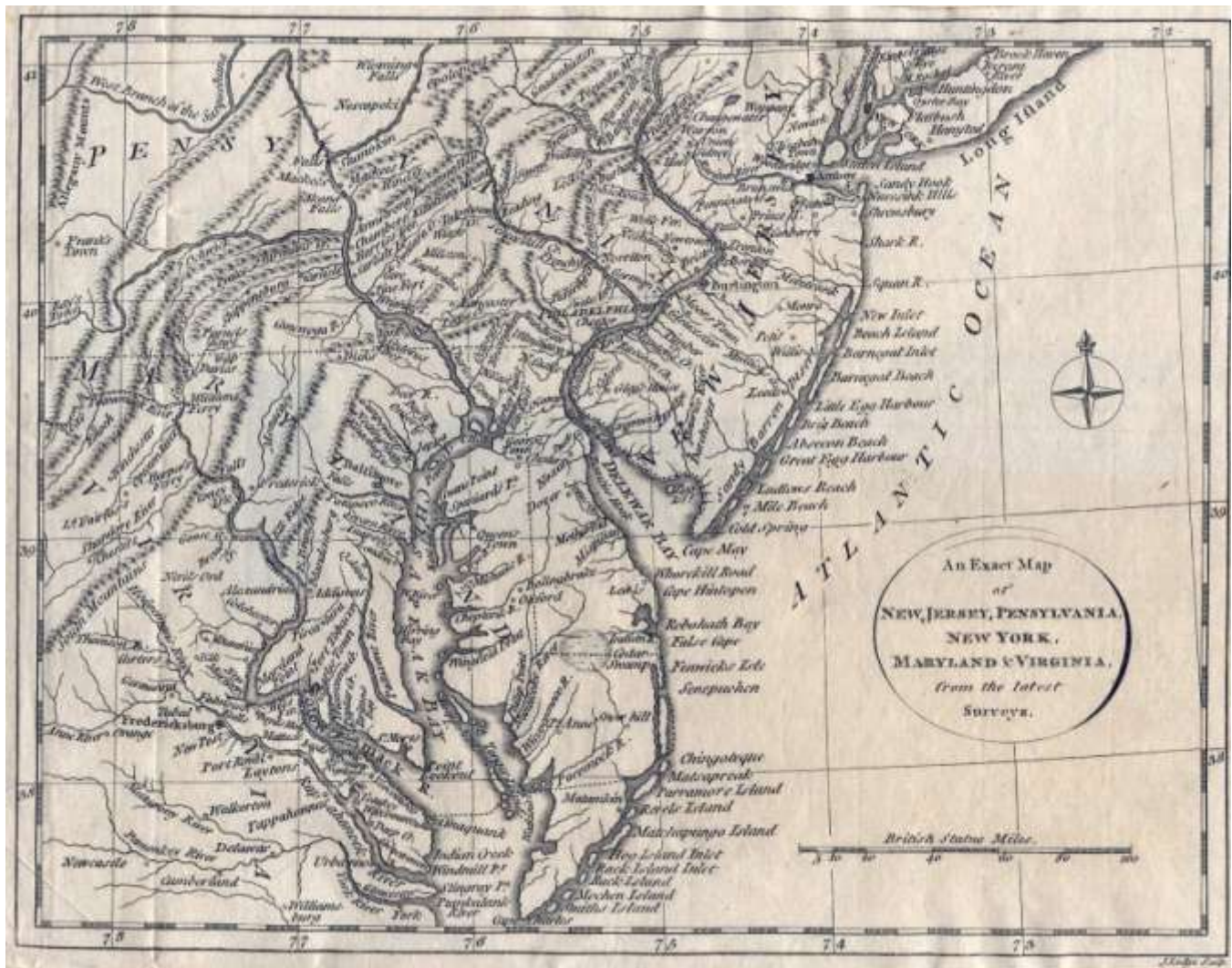
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Date: \_\_\_\_\_

### RS #01: Locating London Town

**Directions:** This map of Anne Arundel County was created in the year 1778. Although created almost 100 years after the settlement of London Town, it provides a geographic representation of the area. Locate London Town and the other important cities that are listed below. Circle them on the map.

Cities:	London Town	Annapolis	Baltimore
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Source: Lodge, John. An Exact Map of New Jersey, Pennsylvania, New York, Maryland & Virginia, from the latest Surveys. 1778. Accessed 6/27/14. <http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?strucID=292096>

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## Foodways at Colonial London Town

### RS #01: Locating London Town

#### Discussion Questions:

After locating the colonial cities on the map, what do the areas have in common? What might be the reason for this?

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What food sources do you think were available to the people living in these towns? Why?

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## Foodways at Colonial London Town

### RS #01: Locating London Town Answer Key



#### Discussion Questions:

After locating the colonial cities on the map, what do the areas have in common? What might be the reason for this? The cities were located near major waterways, which was important for trade. Transportation by boat was the main way that people and goods moved from one place to another. This way, people could gain access to a variety of supplies from other areas. London Town residents had greater access to imported goods than people living on rural plantations. They could easily purchase imported goods in London Town because of its location, but they had to be willing to pay the price for these goods. Most people who lived in London Town relied on goods and services produced locally.

What food sources do you think were available to the people living in these towns? Why?

The main food source, which was readily available to inhabitants of these cities, and especially London Town, was fish and shellfish. This menu staple was available for a low cost or free. Other food sources such as fruits and vegetables were available depending on the growing season.



## Foodways at Colonial London Town

### RS #02: Foods Served at Colonial Taverns

**Directions:** Read the descriptions of foods from colonial taverns. Circle the different food items in the descriptions.

#### Source 1

Benjamin Henry Latrobe kept a diary of his many journeys through Virginia.

*“Upon my journey to and from Amelia the dinners were the same—Hog i.e. Ham or Bacon and Greens at one end, and roast Lamb at the other end of the Table; 4 Dishes of salted Chads [Shads] one at each corner, a dish of peas and one of Asparagus on each side, spoiled by wretched stinking butter and Sallad in the middle.”*

Latrobe, 1:126 in Kym Rice 1983, *Early American Taverns: For the Entertainment of Friends and Strangers*. Chicago: Regnery Gateway.

#### Source 2

Moreau de St. Méry’s description of the dining habits of Philadelphians in the 1790s gives us an idea of how the meals at the City Coffee House in New London, Connecticut and other taverns might have been served:

*“They breakfast at nine o’clock on ham or salt fish, herring, for example, which is accompanied by coffee or tea, and slices of toasted or untoasted bread spread with butter. // At about two o’clock they dine without soup. Their dinner consists of broth with a main dish of an English roast surrounded by potatoes. Following that are boiled green peas on which they put butter which the heat melts or a spicy sauce then baked or fried eggs, boiled or fried fish, salad which may be thinly sliced cabbage seasoned to each man’s taste on his own plate, pastries, sweets to which they are excessively partial and which are insufficiently cooked. // For dessert, they have a little fruit, some cheese and a pudding.”*

Moreau de St. Méry, pp 87-88, in Kym Rice *Early American Taverns: For the Entertainment of Friends and Strangers*. Chicago: Regnery Gateway, 1983.



Foodways at Colonial London Town

Name: \_\_\_\_\_

Date: \_\_\_\_\_

RS#03 Protein, Vegetable, Fruit or Starch?

Directions: Read the food group descriptions in the chart. Sort and record the circled food items served at colonial taverns (RS#02) in the chart.

Protein	Vegetable	Fruit	Starch
Most protein comes from animals. The best sources of protein are beef, poultry, fish, eggs, dairy products. Other protein sources are nuts, seeds, and beans. Protein builds, maintains, and replaces the tissues in your body.	All vegetables are plants. Packed with vitamins and minerals, vegetables benefit your health in many ways. Vegetables have a season of harvest and must be preserved to be enjoyed throughout the year.	All fruits are plants. They have many vitamins and minerals that benefit your health. Like vegetables, fruits have a season of harvest and must be preserved to be enjoyed throughout the year.	Starches, or carbohydrates, include grain products, such as bread, crackers, pasta, and rice. Most foods contain carbohydrates, which the body breaks down into simple sugars — the major source of energy for the body.





## Foodways at Colonial London Town

### RS#03 Protein, Vegetable, Fruit or Starch? Answer Key

Directions: Read the food group descriptions in the chart. Sort and record the food items from the sample menus from colonial taverns (RS#02) in the chart.

Protein	Vegetable	Fruit	Starch
Most protein comes from animals. The best sources of protein are beef, poultry, fish, eggs, dairy products. Other protein sources are nuts, seeds, and beans. Protein builds, maintains, and replaces the tissues in your body.	All vegetables are plants. Packed with vitamins and minerals, vegetables benefit your health in many ways. Vegetables have a season of harvest and must be preserved to be enjoyed throughout the year.	All fruits are plants. They have many vitamins and minerals that benefit your health. Like vegetables, fruits have a season of harvest and must be preserved to be enjoyed throughout the year.	Starches, or carbohydrates, include grain products, such as bread, crackers, pasta, and rice. Most foods contain carbohydrates, which the body breaks down into simple sugars — the major source of energy for the body.
Hog (Ham or Bacon) 1 Roast Lamb 1 Salted Chads (Shads) 1 Butter 1  Ham 2 Salt Fish Herring 2 Butter 2 Broth of an English Roast 2 Baked or Fried Eggs 2 Boiled or Fried Fish 2 Cheese 2 Pudding 2	Greens 1 Peas 1 Asparagus 1 Sallad (Salad) 1  Boiled Green Peas 2 Thinly Sliced Cabbage Salad 2	Fruit 2	Toasted or Untoasted Bread 2 Potatoes 2 Pastries 2

#### FOR DISCUSSION:

- Discuss possible reasons for the many different kinds of proteins and the lack of vegetables and fruits offered in these descriptions.
- Discuss the critical language, such as “wretched,” “stinking,” “excessively partial,” and “insufficiently cooked,” in the food descriptions (RS#02) and what they might have meant.



### RS#04 Food Preservation Techniques

There were no microwaves, refrigerators, or freezers in colonial times. Growing, harvesting, preparing, and cooking foods took place all day long throughout the year. Colonial people were concerned with what to eat, as well as with making their foods last and keeping them from spoiling, which is also known as “preserving.” A colonial housewife would preserve enough foods during the summer and fall months to sustain her family through the winter and early spring, when the garden was not flourishing and fresh items were scarce. In eighteenth-century Maryland, the following preservation methods were used to ensure that there would be enough food to eat year-round.

**Drying** – Removing water from food helps to preserve it by preventing the growth of microorganisms (bacteria) and decay. For thousands of years, people dried food using the sun, air and fire.

**Salting** – When salt is applied to food, it removes the moisture that causes decay and creates an environment where many microorganisms and fungi cannot survive. In colonial times, meat that was not eaten fresh or preserved by smoking was usually salted, or “cured.” Salt, brown sugar, saltpeter, and red and black pepper were common staples in dry-cure recipes.

**Smoking** – The tradition of smoking meats has changed little over the last several centuries. Smoke-curing techniques varied from farmer to farmer, and were a matter of great personal pride. Most people used a similar process, however. Smoking meat required a lot of work and the process often took many weeks. Typically, the first step, salting, began immediately after the annual livestock slaughter, usually in mid-winter when it was cold and the meat would not spoil. Wooden salting racks or troughs were sterilized with boiling water and set on the smokehouse floor. The hams were laid flat on the racks, with their cut sides up. They were sprinkled with salt or saltpeter and then left to absorb the salt for a day. After this initial salting, the hams were salted again. Then, depending on the weather, they were left in the salt to cure for three to five weeks. After this curing period, the hams were washed with hot water. Pepper was rubbed into the cut ends to seal them. The hams were then hung in the smokehouse for a few days to allow air to circulate around all sides of the meat. Finally, the hams were smoked for more days using various woods, which were chosen for the flavor they imparted to the meat.

**Pickling** – Pickling is a technique that preserves food in an acidic environment and prevents the growth of bacteria. Fruits, vegetables, and meat were pickled by soaking them in casks (containers shaped like barrels) filled with brine, a salt-water solution. Some people simply stored their food items directly in the brine. But the brine was so salty that the pickled food was often then soaked in water to remove some of the salt before being eaten. After the items were removed from the water, some cooks would transfer the pickled food to a vinegar solution and store it in a cool place. Pickled fruits and vegetables can last for years.

**Jellying** – Jellying is the process of preserving fruit in sugar syrup. Usually the fruit is mashed and boiled in sugar and liquid and then jarred and put away. Colonial people ate these popular jellied foods:

- Jellies - clear, sweet spreads firm enough to keep their shape when removed from their containers
- Jams - thick, sweet spreads made from fruit pulp or crushed fruit and sugar; they hold their shape, but are less firm than jelly
- Conserves - jams made from a mixture of fruits, especially citrus fruits, raisins, and nuts
- Preserves - small, whole fruits or same-size pieces of fruit in a clear, thick, slightly jellied syrup
- Marmalades - soft fruit jellies often containing citrus fruits, small pieces of fruit or peel, evenly suspended in the transparent jelly



### RS#05 Recipes for Middling Sorts People

In colonial times, people who made enough money to comfortably meet their basic needs and were no longer poor were called the “middle sort.” When eating a meal in a middling household, you would have found some places to sit and eaten off plates made of pewter or stoneware. There may also have been a set of eating utensils. Although there were chairs, children might have been required to stand while they ate.

You may have had your own beverage cup. The most common beverage in all households was beer. Beer was brewed three times, and each time the batch had less alcohol. Beer served to children was called small beer and was the weakest.

There were more food choices in a middling family’s home. A middling household would have had some money to spend on ingredients such as sugar and spices. A good housewife would know that to keep her family from becoming poor, costly items should be used sparingly.

Here are some recipes that may have been used by middling families in Colonial London Town.

#### Egg and Bacon Pie to eat Cold

Steep a few thin slices of bacon all night in water to take out the salt, lay your bacon in the dish, beat eight eggs, with a pint of thick cream, put in a little pepper and salt, and pour it on the bacon, lay over it a good cold paste, bake it a day before you want it in a moderate oven.

From Hannah Glasse, *The Art of Cookery, Made Plain and Easy*, 1774

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#### Stew’d Beef

Cut four Pounds of stewing Beef, with some of the hard Fat of Brisket Beef [*meat from the animal’s chest*] cut into Pieces; Put these into a Pan with some Salt and Pepper, some Powder of dry’d sweet Marjoram [*a sweet herb*], a few Cloves Powder’d, three Pints of Water, cover the Pan close, and let it stew four Hours; then put some Turnips cut in Dice, a Carrot cut in the same manner, the white Part of a large Leek [*like an onion*], two heads of Sallary [*celery*] shred, and a piece of Crust of Bread burnt, with half a Pint of Claret or small Beer; if you think Beer as good as Wine, let it stew an Hour longer, and serve it hot: you must garnish with Carrot slic’d.

From Sarah Harrison, *The House-keeper’s Pocket-book*, 1739

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#### Stew’d Meat

- 1 ½ lbs. of beef, mutton [*lamb meat*] or Pork into small pieces
- ½ pint peas
- 3 sliced turnips
- 3 Potatoes—cut very small
- 1 or 2 onions or few leeks [*like an onion*]

Put into kettle with 3 qt and 1 pt water. Let boil gently on slow fire about 2 ½ hours. Then thicken with ½ lb of ground rice and ½ of a ¼ lb of oatmeal (or a ¼ lb of oatmeal and no rice). Boil for ¼ hour after the thickening is put in, stirring it all the time. Season with salt, ground pepper, or pounded ginger to taste.

If Turnips or potatoes are not to be had, carrots, parsnips [*vegetable like carrots*] or Jerusalem Artichokes or any other garden stuff will do. Sufficient for 3-4 persons without bread or drink.

From the *Northampton Mercury*, November 8, 1757

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## Foodways at Colonial London Town

### To roast or bake a Salmon

Score [*slice shallowly*] it on the Back, Season it with Salt, Pepper, Mace and Nutmeg; put grated Bread, the Grate of a Lemon, Parsley, Thyme, Salt and Butter in every Score, and in the Belly; put it in a Close cover'd Pan in the Oven, with some Butter on the Top and Bottom. You may give it either Oister [*oyster*] or Lobster Sauce or plain Butter.

From Elizabeth Cleland, *A New and Easy Method of Cookery*, 1755

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### A Spinach Tart

Take some Spinach, scald it in some boiling water, drain it very dry; Chop it, and stew it in butter and cream, with a very little salt, some sugar, some bits of citron [*a citrus fruit*], and a very little orange-flower; put it in a very fine puff-paste.

From Charlotte Mason, *The Lady's Assistant for Regulating and Supplying Her Table*, 1777

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### Chocolate Cream

Boil a quarter of a Pound of Sugar / a Quart of Milk, for a quarter of an hour; beat up the Yolk of an Egg, put it into the cream, and give it three or four boils. Take it off the Fire, and put in Chocolate, till you have given the colour of Cream: Then boil it for a Minute, Strain it through a Siever, and serve it in China Dishes.

From John Nott, *The cook's Confectioners Dictionary*, 1723

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### To make Umble Pye [*Pie*]\* (From Mr. Thomas Fletcher of Norwich)

Take the Umbles of a Dear [*deer*] and boil them tenderly, and when they are cold, chop them as small as Meat for minc'd Pyes, and shred to them as much Beef-Suet [*beef fat*], six large Apples, half a Pound of Sugar, a Pounds of Currants [*type of berries*], a little Salt, and as much Clove, Nutmeg and Pepper powder'd as you see convenient; then mix them well together, and when they are put into the Paste, pour in half a Pint of Sack [*wine*], the Juice of two Lemons and an Orange; and when this is done, close the Pye, and when it is baked, Serve it hot to the Table.

From Richard Bradley, *The Country Housewife and Lady's Director*, 1732

*\*Umbles was a term for organ meat, such as liver, kidneys, stomach or intestines.*

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### To dress French Beans

First String them, then cut them in two, and afterwards across: but if you would do them nice, cut the bean into four, and then across, which is eight pieces; lay them into water and salt, and when your pan boils put in some salt and the beans: when they are tender they are enough; they will be soon done. Take care they don't lose their fine green. Lay them in a plate, and have butter in a cup.

From Charles Carter, *The London and Country Cook: Or, Accomplished Housewife*, 1749

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## Foodways at Colonial London Town

### To Farce [Stuff] Eggs

Take a couple of Cabbage-Lettuces, scald them with a Mushroom, Parsley, Sorrel [*an herb*], and Chervil [*type of parsley*]; then chop them all very small with the Yolks of hard Eggs, seasoned with Salt, and Nutmeg; then stew them in Butter, and when they are enough put in a little Cream; then pour them into the Bottom of a Dish. Make another Farce [stuffing] with the Whites of your Eggs, sweet Herbs, &c. giving them a Colour with a red hot Fire-shovel, and garnish the Brim of your Dish with them.

From T. Reed, *The Whole Duty of a Woman, Or, An Infallible Guide to the Fair Sex*, 1737

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### Chickens Surprise

Take half a pound of rice, set it over a fire in soft water, when it is half-boiled put in two or three small chickens truss'd [*tied up for cooking*], with two or three blades of mace, and a little salt; take a piece of bacon about three inches square, and boil it in water whilst almost enough, then take it out, pare off the out sides, and put it into the chickens and rice to boil a little together; (you must not let the broth be over thick with rice) then take up your chickens, lay them on a dish, pour over them the rice, cut your bacon in thin slices to lay around your chickens, and upon the breast of each a slice.

This is proper for a side-dish.

From, Elizabeth Moxon, *English Housewifery*, 1764

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### Viper [Snake] Soup

Take Vipers, alive, and skin them, and cut off their Heads; then cut them in pieces, about two Inches in length, and boil them, with their Hearts, in about a Gallon of Eater to eight Vipers, if they are pretty large. Put into the Liquor a little Pepper and Salt, and a Quart of White Wine to a Gallon of Liquor; then put in some Spice, to your mind, and chop the following Herbs, and put into it: Take some Chervill [*type of parsley*], some white Beet-Cards or Leaves, some Hearts of Cabbage-Lettuce, a shallot [*like an onion*], some Spinach-Leaves, and some Succory [*chicory, type of herb*]. Boil these, and let them be tender; then serve it up hot, with a French Roll in the middle, and garnish with the raspings [*grated*] of Bread sifted, and slices of Lemon.

From Richard Bradley, *The Country Housewife and Lady's Director*, 1736





## Foodways at Colonial London Town

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### RS#06: Menu Organizer

Directions: You have been given a cookbook with recipes that may have been used by a family in colonial London Town (RS#05). You are in charge of preparing a meal for the family. Your group will use the cookbook to create a menu and shopping list based upon the ingredients in the recipes.

#### Part 1: Design Your Menu

When designing your menu, consider the following:

- Your meal should be well-balanced. Make sure to include a protein, vegetable, fruit, and starch.
- Rely on local foods. If you need to purchase a food from the market, you will pay more and the food will most likely not be fresh.
- You may only access fruits and vegetables during their growing season.
- The only way to preserve food is by drying, salting, smoking, pickling or jellying (see RS#04: Food Preservation).

#### Menu Selections

<b>Protein</b>
<b>Vegetable</b>
<b>Fruit</b>
<b>Starch</b>



## Foodways at Colonial London Town

### RS#06: Menu Organizer

#### To Market We Go!

#### Part 2: Create Your Shopping List (list of ingredients):

##### Proteins

##### Vegetables

##### Fruits

##### Starches



## Foodways at Colonial London Town

### RS#07: Calamity Cards

(To be read aloud and discussed at the end of the lesson)

<p>A supply ship is attacked by pirates! Your supply of lemons, cinnamon, and sugar is destroyed.</p>	<p>A severe storm causes lightning strikes in London Town. The lightning sets fire to the wheat fields, and your supply of grain is destroyed.</p>
<p>Disease threatens your beef cattle. The price of meat increases, and you are unable to afford to purchase beef.</p>	<p>Someone in London Town is stealing local hogs. People stop buying and selling hogs for fear of being called criminals.</p>
<p>Disease strikes London Town, and chickens stop laying eggs. The town's mayor orders that all chickens must be destroyed to avoid passing the disease to humans.</p>	<p>Severe winter cold has killed seasonal vegetable crops such as spinach and beans. You must replant your crops, so these vegetables will not be available for three months.</p>