

NORTH CAROLINA MUSEUM OF HISTORY



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## Adviser Supplement

### Food and Foodways

*Tar Heel Junior Historian, Spring 2007*

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# Lesson Plan: Apples in North Carolina

Grade: 4–12

Overview: After reading about the history of apples in North Carolina, students will understand how this fruit has migrated and changed throughout the centuries.

Purpose: Students will investigate a fruit significant to North Carolina settlers by exploring the apple's location, growth, and variations.

Time: Two class periods

Objectives: Social Studies, Grade 4: Competency Goals 1 and 3  
Social Studies, Grade 8: 5.01

Materials: Spring 2007 *Tar Heel Junior Historian* article:  
"Take Your Pick of North Carolina Apples," by Sheri Castle (used for 9–12)  
Apple Facts Activity Sheet  
North Carolina county map (large wall mount or overhead transparency)  
Apple Map Activity Sheet or North Carolina county map for each group  
Apple cutouts, six for each group of two  
Scissors  
Glue

For tasting session (second class period):

Two types of apples from this group (grocery): Red Delicious, Green Delicious, Rome Beauty, Stayman, or Granny Smith.  
Two types of apples that are locally grown (heirloom)  
Applesauce, apple cider, dried apples, and other apple products  
Venn Diagram Activity Sheet

- Procedure:
1. Present the North Carolina map to students, suggesting to them that you would like to figure out where apples are commonly grown in North Carolina and in what region. Review the three regions: Mountains, Piedmont, and Coastal Plain.
  2. Divide the class into pairs (you may have a group with more than two). Pass out the Apple Map Activity Sheet. Students can cut out the apples to glue to the map.
  3. On the board, write the important facts you want the students to discover as they read the *THJH* article, or have students use the

Apple facts Activity Sheet. Go in the following order and have students fill in the information:

**“Where”**—A list of where most apples are grown in North Carolina.

**“Use”**—A list of what apples are used for and products you know that contain apples.

**“How”**—How North Carolina ranks in apple production, the number of acres set aside for orchards, percent of apples used for factories, and the number used for markets/grocery stores.

**“Kinds”**—The different types of apples or other facts.

**“Growth”**—How to grow different varieties.

4. Read the first paragraph of the article, to help students fill in the “where” of your activity on the board and with their apples and map.
5. Have the students continue reading in a group, making a list to correspond to each question. Go over and check their answers.

Procedure for tasting session (second class period):

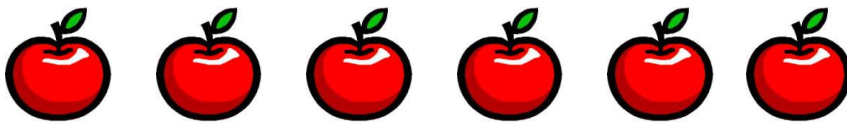
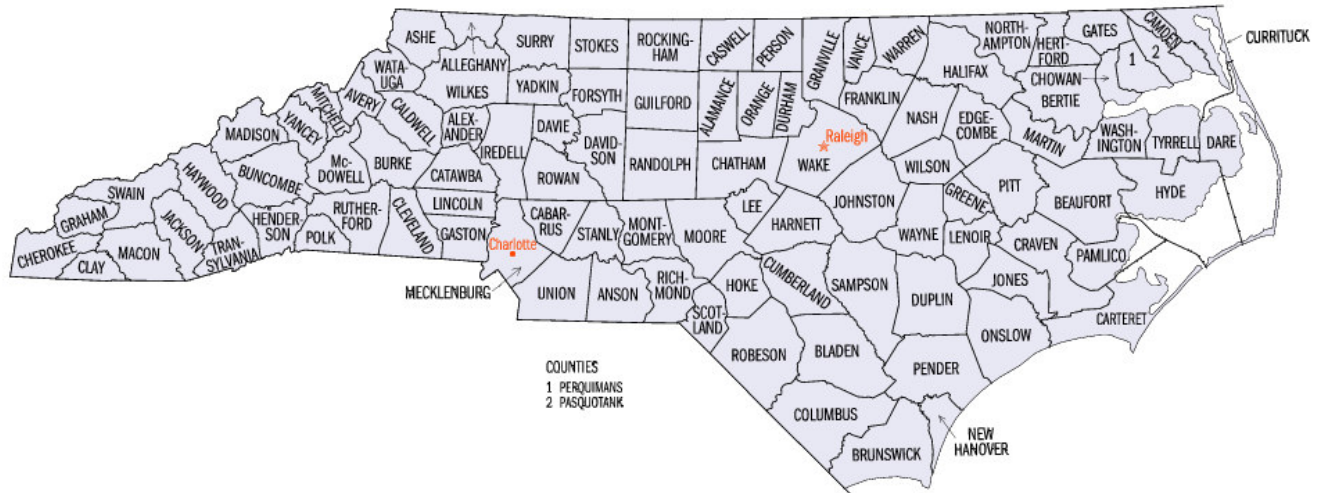
1. Finish any of the above (no more than fifteen minutes) if needed, or review the students’ discoveries for fifteen minutes.
2. On a counter, display the apples and products so that students can see them.
3. Discuss the differences between “Heirloom” and “Market/Grocery” apples.
4. Create a Venn Diagram highlighting the different characteristics of the apples.

**Extension Activities:**

1. Students can eat some of each apple product and discuss the differences.
2. For homework, each student creates or writes down a recipe that uses apples. As a class, make an apple recipe book.
3. Read different stories that help show the significance of apples in our state and country.

# Activity Sheet: Apple Map

*Directions: Use the apples (cut out and pasted) to represent where apples are grown in North Carolina.*



# Activity Sheet: APPLE FACTS

**Directions:** Read the article “Take Your Pick of North Carolina Apples” and fill in the chart as you go.

<b>Where</b> are <u>most</u> apples grown in North Carolina?	
List some of the <b>use(s)</b> of apples.	
<b>How</b> does North Carolina rank in: Apple production? Number of acres set aside for orchards? Percent of apples used for factories? The number used for markets/grocery?	
List <b>kinds</b> , or different types, of apples.	
<b>(Growth)</b> How can one make or <b>grow</b> different varieties?	

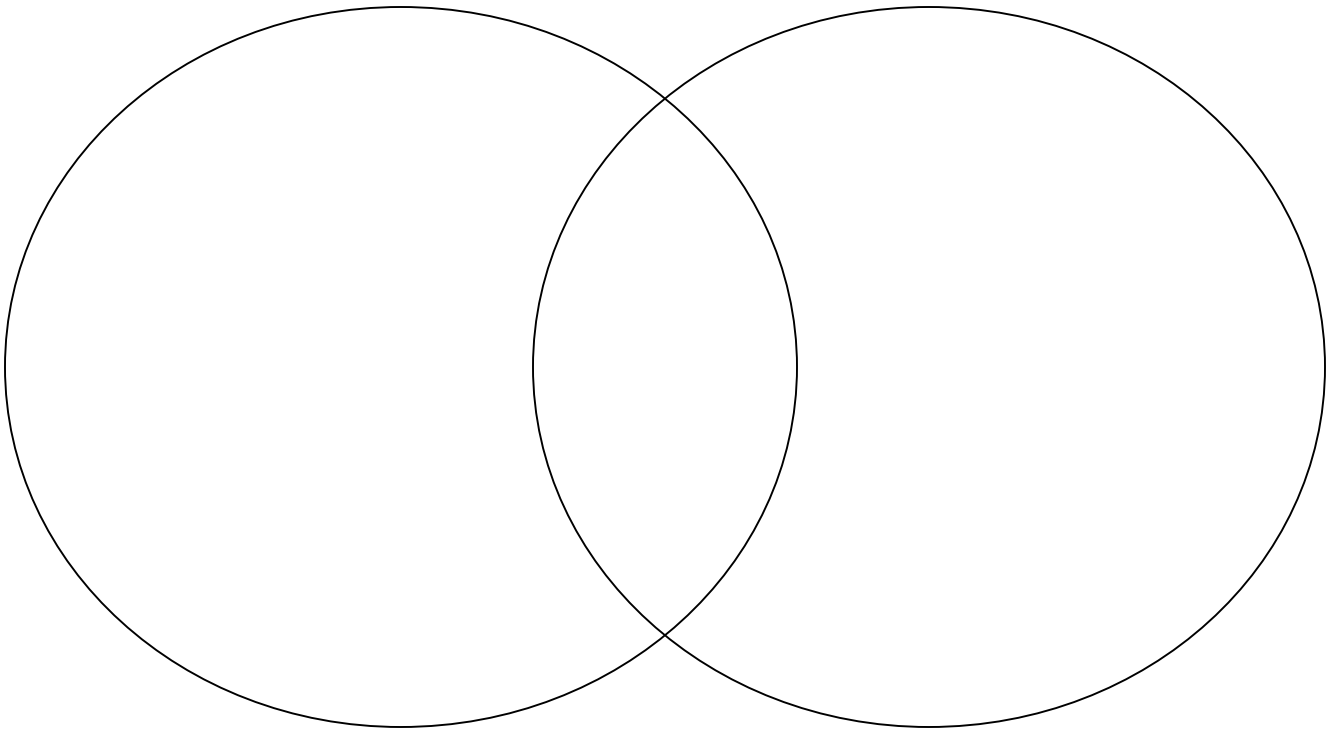
## Answer Sheet: APPLE FACTS

Based on the reading, apples should be pasted in Henderson, Wilkes, Alexander, Cleveland, Lincoln, and Haywood counties.

<p><b>Where</b> are <u>most</u> apples grown in NC?</p>	<p><i>Henderson, Wilkes, Alexander, Cleveland, Lincoln, and Haywood counties</i></p>
<p>List some of the <b>use(s)</b> of apples.</p>	<p><i>Eaten, fed to animals, pressed for the juice of cider and vinegar, and dried.</i></p>
<p><b>How</b> does North Carolina rank in:          Apple production?          Number of acres set aside for orchards?          Percent of apples used for factories?          The number used for markets/grocery?</p>	<p><i>tenth among states in modern times          about 14,000 acres          60 percent sold to factories          about 40 percent to groceries          only a few thousand bushels sold directly to consumers at farmers markets, etc.</i></p>
<p>List <b>kinds</b>, or the different types, of apples.</p>	<p><i>At one point 15,000 different kinds in the South          Red Delicious, Green Delicious, Rome Beauty, Stayman, any of the heritage varieties</i></p>
<p><b>(Growth)</b> How can one make or <b>grow</b> different varieties?</p>	<p><i>Collect a small root to be “grafted” to another root          Grafted—Combined in another tree’s roots to help grow.</i></p>

## Activity Sheet: Venn Diagram

Compare and contrast heirloom and grocery store apples



# Lesson Plan: Breakfast with the President

Grade: 4–6

Overview: Breakfast is still the most important meal of the day, but just what makes a president's breakfast? Would you know what to fix the president of the United States for breakfast? Students compare food of today with food that would have been prepared in the 1790s.

Purpose: Students will average typical costs of breakfast for themselves and how much it might have cost Mrs. Mary Allen to prepare breakfast for the president.

Time: One class period

Objectives: Social Studies, Grade 4: Competency Goal 6

Materials: Spring 2007 *Tar Heel Junior Historian* article: "Breakfast with the President," by Shirley Fornes Willis  
Breakfast List Activity Sheet (or transparency)  
One to three examples of menus  
Colored pencils, markers, crayons  
Scissors  
Glue  
Construction paper

Procedure:

1. Anticipation Guide: Have students make a list of what they ate for breakfast this morning.
2. Have students read the article, "Breakfast with the President." On the board make a list of all the "typical" items one would have had for breakfast at that time.
3. Beside each item, ask students to *estimate* how much it would cost. (Use the Breakfast List Resource Sheet to help.) Students should then add up how much it would cost today to supply one breakfast like Mrs. Allen prepared.
4. Lead a discussion about how students would feel if, after they cooked breakfast for someone, the guest asked only for one hard-boiled egg and coffee. Ask students to discuss what is on the list of items that the Allens served President Washington and determine what items would not be commonly available today. Afterward, students can consider items not on the list that they might prepare for the president.



5. Imagine the president was coming to your house for breakfast. Create a menu just for him.

**Extension Activities:**

1. Students can compare costs of planned foods, then and now.
2. Create a journal entry in your own words, as if you were Mrs. Allen and had just served the president breakfast.

## Activity Sheet: Breakfast List

**Directions:** Use the list to help you estimate how much the breakfast Mrs. Allen prepared would have cost to have in stock for the president, based on today's rates. Use it to create your menu.

Typical 1791 Breakfast Items	Today's Cost
Ham	
Sausage	
Salt fish	
Salt port	
Cold roast venison	
Fried potatoes	
Eggs (fried, scrambled, poached, and boiled)	
Jams	
Jellies	
Fresh bread	
Butter	
Hot tea	
Cider	
Coffee	
Hot chocolate	

## Activity Sheet: Breakfast List Resource Sheet

Typical 1791 Breakfast Items	Today's Cost
Ham	\$1.89 per pound
Sausage	\$1.19 per pound
Salt fish	\$2.99 per pound
Salt port	\$2.35 per pound
Cold roast venison	?
Fried potatoes	\$3.99 per five-pound bag
Eggs (fried, scrambled, poached, and boiled)	\$1.69 per dozen
Jams	\$2.45 jar
Jellies	\$2.45 jar
Fresh bread	\$2.99
Butter	\$2.50 tub
Hot tea	\$4.69
Cider	\$3.99 half gallon
Coffee	\$2.50 regular
Hot chocolate	\$1.99 box

## Lesson Plan: Civil War Food

Grade: 4–12

Overview: The Civil War eventually spread beyond the battlefields and into the fields that farmers tended for their families. Families barely had enough to feed themselves, and what was expected to be a short war continued for years. Soldiers could no longer rely on food sent from home or even the government. And in turn, they relied on their surroundings to provide relief.

Purpose: Students will take a look into the life of a Civil War soldier and how soldiers' eating habits were impacted by the war.

Time: One class period

Objectives: Social Studies, Grade 4: Competency Goal 6  
Social Studies, Grade 8: 4.03, 4.04

Materials: Spring 2007 *Tar Heel Junior Historian* article:  
"Shortages, Substitutes, and Salt: Food during the Civil War in North Carolina," by Thomas Vincent  
Substitute List Activity Sheet (transparency)

Procedure:

1. Summarize the events of the Civil War.
2. Divide students into groups of three or four. Assign groups one to two paragraphs to read and describe what North Carolinians ate during the Civil War. Have the Substitute List Activity Sheet on the board or made into an overhead Transparency, to help students know what to look for in the article.
3. Review the findings as a class, starting with the first paragraph, and fill in as necessary.

### Extension Activity:

1. Have students create a list of items that they would want from the grocery store, or have parents help students make a list at home of weekly or monthly grocery items bought. Ask students to identify necessities and what they could substitute.

## Activity Sheet: Substitute List

**Directions:** Use this sheet along with the reading to summarize necessities and substitutes for them during the Civil War. For each common food that was in short supply, add four ideas of your own that you would use as a substitute.

Common Foods	Substitute
Coffee	
Sugar	
Salt	

# Lesson Plan: Do You Know What You Are Eating and Why?

Grade: 4–8

Overview: Food has been a comfort to people for years. What are the reasons that certain traditions continue today? Entertainment, family, religion—there are many full histories explaining how food and foodways relate to people and traditions.

Purpose: By reading the different articles about how food is used in our daily lives, students will understand that there are reasons their family insists on the tradition of using a recipe, meal, or food year after year.

Time: One to two class periods

Objectives: Social Studies, Grade 4: Competency Goals 2 and 5  
Social Studies, Grade 8: 1.03, 1.04

Materials: Spring 2007 *Tar Heel Junior Historian* articles:  
“Your Food Has Ancestors, Too,” by Kay Moss  
“North Carolina: A Culinary Crossroads,” by Amy Rogers  
“Food and Faith,” by Suzanne Mewborn  
Six to seven poster boards  
Markers, colored pencils, crayons  
Construction paper  
Old (food) magazines

Procedure:

1. Ask students to name their favorite meals. What do they like to eat when they go to the movies? On a hot day? A cold day? Thanksgiving? Their birthday?
2. Divide the class into groups of three or four students. Based on your discretion, assign two or three groups per article. Groups should summarize their findings with charts or visual aides. Walk around observing what students are discovering as they read each article and what they are finding important. Their investigation should focus on the following kinds of questions (each group should be able to answer *at least one*):
  - How long have certain foods have been around?
  - Where did they come from?
  - Why do people eat them?
  - When are they eaten?
3. Have students create a poster board showcasing their findings. Students can use old magazines (food magazines, if possible) to

cut out images for their posters. Groups should present them to the class. Display them after presentations.

**Extension Activities:**

1. For homework, students can look in their cabinets or pantry at home to make a list of ten or twenty food items and where they originated.
2. Students can share a traditional family recipe with the class, explaining its background and the heritage that it draws from.

# Education Resources for Food and Foodways

## Web Sites

### **Coming Together at the North Carolina Table**

<http://www.talkingcookbook.com>

This is a project to collect recipes from all of the state's counties and American Indian tribes. Some related interviews can be accessed at Web site

<http://paws.wcu.edu/ncfj/>.

### **Explore North Carolina**

[http://www.visitnc.com/what\\_to\\_do\\_experience.asp](http://www.visitnc.com/what_to_do_experience.asp)

Click on "N.C. Food" for more general information about North Carolina barbecue, seafood, and Moravian traditions. Index includes a cookbook, recipes, and fun facts page.

### **Food History News**

<http://www.foodhistorynews.com/>

This Web site includes a calendar of food history dates, links to museums and other places offering programs and resources on food history, historic recipes, dealers in heritage plants and seeds, culinary history organizations, and more.

### **Green 'n' Growing**

[www.lib.ncsu.edu/specialcollections/greenngrowing/index.html](http://www.lib.ncsu.edu/specialcollections/greenngrowing/index.html)

This digitization project by the North Carolina State University Libraries' Special Collections Research Center details the history of home demonstration and 4-H in North Carolina, with plenty of resources.

### **Historic Hendersonville and Village of Flat Rock, N.C.**

[http://www.historichendersonville.org/apple\\_orchards.htm](http://www.historichendersonville.org/apple_orchards.htm)

This Web page provides a look into the apple orchards of the Hendersonville area. A list of North Carolina apple orchards and tours is also provided.

### **History of Food**

<http://www.foodreference.com/>

This Web site offers a quick reference for information on different foods.

### **Learn N.C.**

<http://www.learnnc.org/>

Use this site to search for "food" or "foodways," and find hundreds of lesson plans, as well as more Web resources, on topics ranging from healthy eating to food preservation to the history of farming.

### **North Carolina Barbecue Society**

<http://www.ncbbqsociety.com/>



This group strives to preserve the history, culture, and uniqueness of a state tradition: barbecue. The Web site includes information on a “Barbecue Trail” of restaurants that are still cooking barbecued pork in the traditional way.

### **North Carolina Department of Agriculture and Consumer Services**

<http://www.agr.state.nc.us/stats/history/history.htm>

This site provides interesting background material about North Carolina’s agriculture history.

<http://www.agr.state.nc.us/markets/index.htm>

This site provides information on current crops, farmers markets, and more.

### **North Carolina 4-H Youth Development**

<http://www.nc4h.org/youth/honorclub/index.php>

This site includes background on the 4-H program as well as information on current offerings.

### **North Carolina in the Civil War**

[http://www.americancivilwar.com/statepic/north\\_carolina.html](http://www.americancivilwar.com/statepic/north_carolina.html)

The Web site investigates how North Carolinians were impacted by the Civil War. It includes a reading list for students.

### **North Carolina Museum of History’s History Resources**

<http://nchistoryresources.org/>

This site links you to resources including articles, professional development workshops, virtual field trips, videos, History-in-a-Box Kits, time lines, museum programs, and more, on a range of state history topics.

### **North Carolina State University College of Agriculture and Life Sciences Greenhouse Food Production**

[http://www.ces.ncsu.edu/depts/hort/greenhouse\\_veg/](http://www.ces.ncsu.edu/depts/hort/greenhouse_veg/)

This site provides information about grafting, choosing crops, and plant disorders, as well as a North Carolina grower directory.

### **Salisbury and the Civil War**

[http://www.ci.salisbury.nc.us/civilwar\\_tour.html](http://www.ci.salisbury.nc.us/civilwar_tour.html)

This Web site offers a closer look at the Civil War’s impact on citizens.

### **Slow Food USA**

<http://www.slowfoodusa.org/education/links.html>

This site offers links to lessons and resources on everything from school lunch to organic and sustainable agriculture. Slow Food USA is a nonprofit educational organization dedicated to supporting and celebrating the food traditions of North America and to saving food heritage. There are several Slow Food chapters in North Carolina with their own Web sites.

### **Southern Food**

[http://southernfood.about.com/od/foodhistory/Southern\\_Food\\_History.htm](http://southernfood.about.com/od/foodhistory/Southern_Food_History.htm)

A site offering resources and links to articles and other Web sites that address what makes southern food taste so good.

### **Southern Foodways Alliance**

<http://www.southernfoodways.com/>

The Southern Foodways Alliance is an organization that documents, celebrates, and preserves the diverse food cultures of the American South. Based out of the University of Mississippi's Center for the Study of Southern Culture, it has more than six hundred members including academics, chefs, food business owners, and others. Activities include publishing and holding workshops. Oral history projects include the "Southern BBQ Trail."

### **Tryon Palace Historic Sites and Gardens**

<http://www.tryonpalace.org>

This Web site provides information about the palace, located in New Bern, and a great tour through the kitchens and gardens. Experience a trip back in time.

### **University of North Carolina at Chapel Hill: Civil War**

<http://www.lib.unc.edu/ncc/pcoll/civilwar/index.html>

Provides general background information about the Civil War and links to many images housed in the library's North Carolina Collection.

## **Field Trip Ideas**

### **Blue Ridge Farm Direct Market Association**

You can visit a local orchard or buy apples directly from the grower. The Web site lists orchards and growers in the Henderson County area. It includes a North Carolina Apple Education Kit with varied lessons for grades K–5.

Phone: 828-697-2775, ext. 8

Web site: [www.ncapples.com](http://www.ncapples.com)

### **Farmers Markets**

The North Carolina Department of Agriculture and Consumer Services offers information on several major farmers markets. Your community probably has a farmers market, as well!

Web site: [www.agr.state.nc.us/markets/facilit/farmark/index.htm](http://www.agr.state.nc.us/markets/facilit/farmark/index.htm)

### **The Health Adventure**

The Health Adventure, founded in 1968, is a health and science museum for children and families dedicated to improving health awareness, promoting wellness lifestyles, and increasing science literacy through programs and exhibits. Lesson plans are available online on topics like "Food: Fuel for Life!"

Location: 2 South Pack Square, Asheville

Open: Tuesdays through Saturdays, 10:00 a.m.–5:00 p.m.; and Sundays, 1:00–5:00 p.m.

Admission: \$6 for adults; \$5 for students, seniors, and children ages two through fifteen; and free for younger children  
Phone: 828-254-6373  
Web site: [www.health-adventure.com/](http://www.health-adventure.com/)

### **Horne Creek Living Historical Farm**

Once the Hauser family farm, this state historic site lets visitors experience farm life in North Carolina's northwestern Piedmont, ca. 1900. The site features the original house, a tobacco-curing barn, a corn crib, adjacent fields under cultivation, and a heritage apple orchard. Programs range from ice cream socials to an annual corn-shucking frolic.

Location: 308 Horne Creek Farm Road, Pinnacle

Open: Tuesdays through Saturdays, 10:00 a.m.–4:00 p.m. (Check for holiday closings.)

Admission: free

Phone: 336-325-2298

Web site: [www.ah.dcr.state.nc.us/sections/hs/horne/horne.htm](http://www.ah.dcr.state.nc.us/sections/hs/horne/horne.htm)

### **North Carolina Museum of History**

Numerous exhibits and programs align with the state social studies curriculum.

Location: 5 East Edenton Street, Raleigh

Open: Tuesdays through Saturdays, 9:00 a.m.–5:00 p.m.; and Sundays, noon–5:00 p.m. (Check for holiday closings.)

Admission: free

Phone: 919-807-7900

Web site: <http://ncmuseumofhistory.org>

### **Old Salem Museums and Gardens**

Moravians founded Salem in 1766. It became known as a trading town because of its production of essential goods like tools, ceramics, furniture, metals, and food. Today costumed tradesmen and women re-create life in the 1700s and 1800s. Period cooking and heritage gardening are among the programs at this site, which includes many original buildings, as well as facilities such as the Old Salem Children's Museum.

Location: 900 Old Salem Road, Winston-Salem

Open: During January through March, the Historic Town of Salem is open Tuesdays through Saturdays, 9:30 a.m.–4:30 p.m.; and Sundays, 1:00–5:00 p.m. Its hours for April through December are Mondays through Saturdays, 9:30 a.m.–4:30 p.m.; and Sundays, 1:00–5:00 p.m. Building and museum hours vary.

Admission: Varies depending on sites visited. Group rates offered.

Phone: 336-721-7300

Web site: [www.oldsalem.org](http://www.oldsalem.org)

### **President James K. Polk State Historic Site**

This site is located on land once owned by the parents of James K. Polk, the nation's eleventh president. The site commemorates significant events in the Polk administration and provides information on the president's life and family. The site features early 1800s-vintage log buildings (including a separate kitchen)

and their authentic furnishings. Period cooking demonstrations are a regular part of offerings here and at many other state historic sites. Check <http://www.ah.dcr.state.nc.us/sections/hs/> for other sites in your area.  
Location: 12031 Lancaster Highway, Pineville  
Open: Tuesdays through Saturdays, 10:00 a.m.–4:00 p.m. Closed on most major state holidays.  
Admission: free  
Phone: 704-889-7145  
Web site: [www.ah.dcr.state.nc.us/sections/hs/polk/polk.htm](http://www.ah.dcr.state.nc.us/sections/hs/polk/polk.htm)

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