



Post-Trip Lesson Plan Butter Churning

- I. Grade level: grades 1-5
- II. Objectives:
 - a. To understand the history of butter making in Florida.
 - b. To discuss the importance of self-sufficiency in relation to churning butter.
 - c. To examine Florida history in relation to household chores.
- III. Standards:
 - a. Sunshine State Standards (2006):
 - 1) Social science: People, Places, and Environments: Standard 6: understands the influence of geography on the history of Florida.
 - 2) Social science: Economics: Standard 1: the student understands how scarcity requires individuals and institutions to make choices about how to use resources
- IV. Vocabulary:
 - a. Churn: A device in which cream is beaten vigorously to make butter; can be made of wood or pottery
 - b. Cream: The high fat part of milk that is skimmed from the surface of the milk and used to make butter.
 - c. Dasher: The dowel rod, with an "x" shaped paddle at the bottom end, that is moved up and down in the churn to make butter; in later "jar" churns this was replaced by a crank and paddle system
 - d. Buttermilk: The liquid that remains in the churn after the butter is removed
- V. History:
 - a. Butter was produced universally in olden times because it was essential for the human diet therefore the process of making butter originates in the home.¹
 - b. Someone who was particularly talented in butter making would be dubbed "cool hand" because butter making requires slow and firm movements in low temperatures.²
 - c. If by chance excess butter was made, the excess butter could be used for bartering for other staples at a local general store.
 - d. Butter could be used for medicinal purposes by being rubbed on burns to sooth the pain.
 - e. Old Dutch Proverb: "Eat butter first and eat it last and live till a hundred years be past"
 - f. Cows produce the best, sweetest butter, but it has also been made from the milk of many other animals, including goats, sheep, camels, llamas, reindeer, water buffalo, yaks and even horses.³
 - g. Songs and chanting were often used to pass the time while making butter; the following rhyme was said by children in rhythm to churning:

Come butter, come
Come butter, come
(Name of child) is
waiting at the gate

¹ Butter: The emergence of Dairy Butter. Retrieved July 31, 2008 from <http://www.webexhibits.org/butter/history-dairy.html>.

² Butter: The emergence of Dairy Butter. Retrieved July 31, 2008 from <http://www.webexhibits.org/butter/history-dairy.html>.

³ The Butter Board: Trivia. Retrieved August 4, 2008 from <http://www.naturalandtasty.co.uk/trivia.htm>



Waiting for his/her butter
cake
Come butter, come

h. The Process of making butter

- 1) Collect Milk: collect milk by milking a cow
- 2) Sour the milk: allow cream to sit for several hours. Once the cream is room temperature it is ready for the butter making process. The cream will rise to the top.
- 3) Skim cream: Skim cream off the top and place in a butter churn.
- 4) Churn: Churn the butter with constant, slow, firm movements for about 40- 50 minutes yielding solid butter.
- 5) Wash the butter: Wash the butter by adding cold water while mixing the butter repeatedly. Once the water that has been added remains clear the washing process is complete.
- 6) Add salt: salt can be added to clean and preserve the butter
- 7) Mold and Store: mold the butter in to sticks or store in a container then store in a cool area until use.

VI. Open-ended questions

- a. Where do you store your dairy products?
- b. Was there a refrigerator in the Smith/ Carlton house?
- c. Where do you get butter today?
- d. Why did families in 1898 not purchase their butter at a store?
- e. What sort of chores do you do around the house?
- f. Who performs the chore of butter making in families in 1898? (Children)
- g. Interpret the old Dutch proverb: "Eat butter first and eat it last and live till a hundred years be past"

Activity: Classroom Poster

VII. Materials:

- a. Butter churning poster (Image is attached to the end of this document. If possible, print image onto larger paper for a poster size version).
- b. Butter churning question and answer worksheet
- c. Wax crayons
- d. Black watercolor paint

VIII. Procedures: The butter churning poster is divided in to 25 squares. Each square has a corresponding question to be answered in relation to butter churning and its history. Ask each question to the class and the child who answers the question gets to color with wax crayons the corresponding square on the butter churning poster. Once each square has been colored apply a black watercolor wash over the entire poster. This should yield a poster that reminds your students of their trip to Cracker Country and the information that they learned.

IX. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your students understanding of the history and vocabulary of butter churning.



Sources:

1. *The Foxfire book*, edited by Eliot Wiggington
2. *The Book of Household Management*, by Isabella Beeton
3. *North Carolina and Old Salem Cookery*, by Elizabeth Sparks
4. *Eating, Drinking and Visiting in the South*, by Joe Gray Taylor
5. *The Frozen Water Trade*, by Gavin Weightman
6. *Butter: the emergence of Dairy Butter*. Retrieved July 31, 2008 from <http://www.webexhibits.org/butter/history-dairy.html>.
7. The Butter Board: Trivia. Retrieved August 4, 2008 from <http://www.naturalandtasty.co.uk/trivia.htm>