



Post-Trip Lesson Plan Butter Churning

- I. Grade Level: Grades 6-8
- II. Objectives:
 - a. To understand the history of butter making in Florida.
 - b. To learn the difference between a primary source and a secondary source.
 - c. To practice reading and interpretive skills in relation to butter and butter making in 1898.
 - d. To examine the difference between the importance of butter in 1898 and the importance of butter today.
- III. Standards:
 - a. Sunshine State Standards(2006):
 - i. Social Studies: Time, Continuity, and Change: Standard1: Uses a variety of methods and sources to understand history.
 - ii. Social Studies: Time, Continuity, and Change: Standard 5: Knows the social and political consequences of industrialization and urbanization in the United States after 1880.
 - iii. Visual Arts: Skills and Techniques: Standard 1: Uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
- 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.

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>.



- 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
Waiting for his/her butter
cake
Come butter, come
- h. The Process of making butter
 - i. Collect Milk: collect milk by milking a cow
 - ii. 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.
 - iii. Skim cream: Skim cream off the top and place in a butter churn.
 - iv. Churn: Churn the butter with constant, slow, firm movements for about 40- 50 minutes yielding solid butter.
 - v. 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.
 - vi. Add salt: salt can be added to clean and preserve the butter
 - vii. 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. How do you interpret the Old Dutch proverb: "Eat butter first and eat it last and live till a hundred years be past?"
- b. What are some types of primary sources?
- c. Name some types of secondary sources?
- d. Do you think that butter is an important stable today?
- e. Do you believe that butter was more important in 1898?
- f. How do you think the butter making process changed with industrialization?

Activity 1: Butter Churning Narrative

VII. Materials: Paper and pencil

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



- VIII. Procedures: Explain question listed below, then have each student write a brief narrative explaining how they believe life would be today if butter was still being churned (keeping in mind the process of churning butter, whose chore this was, and possible storage methods).
- IX. Question: Imagine that butter was still being churned today. How many other aspects of our daily life might be different if this process of butter churning were still in common usage?
- X. Assessment: The student's narrative should be assessed based on effort, accuracy of the history of butter, and use of imagination.

Activity 2: Butter Churning Worksheet: Primary and Secondary Sources

- XI. Materials:
- a. Worksheet: Primary and Secondary Sources
 - b. Pencil
- XII. Procedures: Each student is to complete the attached worksheet (Primary and Secondary Sources).
- XIII. Assessment: The worksheet should be assessed based on completion, and accuracy of answers.



Name _____ Date _____

Post-Trip Lesson Plan Butter Churning: Primary and Secondary Sources

Instructions: Please read the follow excerpt the complete the worksheet.

Science.

Friday May 28, 1886

IMITATION BUTTER.

The manufacture of substitutes for butter originated with the production of the so-called oleomargarine, by the French chemist Mege-Mouriez from beef-tallow. During the siege of Paris by the Germans, the making of this artificial butter was carried on upon a considerable scale, and was first brought prominently into notice. The manufacture of oleomargarine commercially, however, did not cease with the necessity which gave birth to it, but with various modifications has increased in amount, until now it is believed to have seriously damaged the dairy interests of the country; and congress is being urged to pass a bill, which, under the guise of a revenue law, is really a prohibition law. The agitation has attracted such general attention, both from dairymen and from consumers of butter, and so much misrepresentation and flaming rhetoric have been called forth, that it may be work while to consider calmly what are the facts in the case.

This is an article from the *Science* magazine in 1886.

H.P Armsby

Science, Vol. 7, No. 173 (May 28, 1886), pp. 471-475

Published by: American Association for the Advancement of Science

Vocabulary:

1. Oleomargarin: a butter substitute created by Mege-Mouriez of which the word margarine derives from.
2. Beef-tallow: Beef fat.
3. Rhetoric: dealing with the persuasion in public and political settings.
4. Commercially: references the fact that butter is being made by factories oppose to in the home.
5. Bill: a proposal for a law.
6. Prohibition: a banning law, in this instance banning of the modification of butter.

Questions:

1. Please cite the above article in MLA format (refer to last page of worksheet):

2. Is this a primary or secondary source?

3. What is the issue with Oleomargarine?



Name _____ Date _____

4. Butter is a very important staple at this time. What ideas in the article show the importance of butter in 1886?

5. Do you believe that butter is as important today to have congress pass a bill?

Instructions: Please read the follow excerpt the complete the worksheet.

What is a Butter Churn? Objects and Women's Oral History

There was a springhouse on both farms where the milk was stored before churning. On her father's farm, she did the churning in the springhouse and brought boiling water in a tea kettle from the nearby house to clean the churn after the butter was finished. At the Morrell farm, where the springhouse was farther from the house, she churned in the kitchen or on a screened porch. She remembered reading aloud while she churned. Her daughter Imogene could not drink cow's milk, so Mrs. Morrell churned each day to provide her with fresh buttermilk. She sold the surplus butter to the local store in exchange for needed household items, but she never kept track of the amount sold. "If they had a little extra, they knew they had a place to put it," she said, of her family. "I was glad to get something out of it, but I didn't just do it for that. We depended on the men to bring in the money."

Although the money was not necessary for survival, still it was used to buy necessities. "We went to a country store that kept most everything, and we exchanged it [the butter] and buy what we want, and if we didn't trade it all out I got a due bill for it. Sometimes I'd get so many due bills I couldn't use them. I'd take them back, and then they'd gibe you money for them if you didn't want to trade it all out. But they had a lot of things that you'd get. They even had material. You could buy dishes. You could buy a lot of things that you needed." This system of trading allowed the family to avoid buying in town most of the time and thus maintain a farm relatively independent of the urban economy.

This is a fictional story that was written based on resources and information about the late 19th century and is written in a magazine.

Authors: Joan M. Jensen and Mary Johnson

Title: *Frontiers: A Journal of Women Studies*, Vol. 7, No. 1, Women's Oral history Two (1983), pp. 104.

Published by: University of Nebraska Press



Reliving Rural Florida's Past

Name _____ Date _____

1. Please cite the above article in MLA format (refer to last page of worksheet):

2. Is this a primary or secondary source?

3. What kind of excerpt is this (informative, narrative, persuasive, ect.)?

4. How is this excerpt (What is a Butter Churn?) different in style than the first excerpt (Imitation Butter)? Think about who is meant to read each article, the degree of difficult the article is to read, and what each article explains.

5. What does the family do with excess milk?

6. What sort of stable do you believe you could purchase at a local store?

7. What did Mrs. Morrell do while churning butter to stay entertained?



Name _____ Date _____

Post-Trip Lesson Plan Butter Churning: Primary and Secondary Sources Answer Sheet

Instructions: Please read the follow excerpt the complete the worksheet.

Science.

Friday May 28, 1886

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5. Bill: a proposal for a law.
6. Prohibition: a banning law, in this instance banning of the modification of butter.

Questions:

1. Please cite the above article in MLA format (refer to last page of worksheet):
Armsby, H.P. "Imitation Butter." Science Vol. 7, No. 173 28 May, 1886; 471-475.
2. Is this a primary or secondary source?
Primary
3. What is the issue with Oleomargarine?
Oleomargarine is deemed to be unsafe for consumption. It is also stealing profit from dairy farmers and those who make butter.
4. Butter is a very important stable at this time. What ideas in the article show the importance of butter in 1886?



Name _____ Date _____

The importance of butter can be seen by the fact that butter and a substitute for butter are the main discussion in a science magazine. Furthermore, how the uproar of having a butter substitute and how congress is thinking about passing a bill against butter substitutes shows the importance of butter during this time period.

5. Do you believe that butter is as important today to have congress pass a bill?

Students can answer this with their own opinions.

Instructions: Please read the follow excerpt the complete the worksheet.

What is a Butter Churn? Objects and Women's Oral History

There was a springhouse on both farms where the milk was stored before churning. On her father's farm, she did the churning in the springhouse and brought boiling water in a tea kettle from the nearby house to clean the churn after the butter was finished. At the Morrell farm, where the springhouse was farther from the house, she churned in the kitchen or on a screened porch. She remembered reading aloud while she churned. Her daughter Imogene could not drink cow's milk, so Mrs. Morrell churned each day to provide her with fresh buttermilk. She sold the surplus butter to the local store in exchange for needed household items, but she never kept track of the amount sold. "If they had a little extra, they knew they had a place to put it," she said, of her family. "I was glad to get something out of it, but I didn't just do it for that. We depended on the men to bring in the money."

Although the money was not necessary for survival, still it was used to buy necessities. "We went to a country store that kept most everything, and we exchanged it [the butter] and buy what we want, and if we didn't trade it all out I got a due bill for it. Sometimes I'd get so many due bills I couldn't use them. I'd take them back, and then they'd gibe you money for them if you didn't want to trade it all out. But they had a lot of things that you'd get. They even had material. You could buy dishes. You could buy a lot of things that you needed." This system of trading allowed the family to avoid buying in town most of the time and thus maintain a farm relatively independent of the urban economy.

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Published by: University of Nebraska Press

1. Please cite the above article in MLA format (refer to last page of worksheet):

Jensen, Joan m. and Mary Johnson. "Women's Oral History Two." Frontier: A Journal of Women Studies

Vol. 7, No. 1 1983: 104.

2. Is this a primary or secondary source?



Name _____ Date _____

This is a secondary source

3. What kind of excerpt is this (informative, narrative, persuasive, ect.)?

This excerpt is a narrative.

4. How is this excerpt (What is a Butter Churn?) different in style than the first excerpt (Imitation Butter)? Think about who is meant to read each article, the degree of difficult the article is to read, and what each article explains.

Article one is meant for those interested in science or with knowledge of science to read. It has a hard degree of difficulty. Article two is a narrative and meant to entertain and inform about women's history (seen from the title of the magazine). This article has an easier degree of difficulty.

5. What does the family do with excess milk?

The family sells the excess milk at a local general store, or exchanges the butter for other necessary stables.

6. What sort of stable do you believe you could purchase at a local store?

Examples: salt, sugar, sugar cane syrup.

7. What did Mrs. Morrell do while churning butter to stay entertained?

She read.



MLA Citation

Summary: The Modern Language Association (MLA) style of citation is most commonly used for the citation of liberal arts and humanities essays. Also the style of formatting is very particular in the MLA style so be specific about: CAPITALIZATION, punctuation, *italicizing*, and underlining.

Books: for a single author's name write their last name, first name, followed by the title of the book underlined. In the format as follows:

Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication.

Smith, John. Fishing in Florida. New York: Penguin Books, 1999.

Books: For two or more authors: write the Lastname, Firstname of the first author and then the first name lastname of the other authors, then follow the same format as you would follow for a single author

Smith, John and Carry Williams. Fishing in Florida. New York: Penguin Books, 1999.

Magazine: For one author first list the author's name (last name, first name) then the title of the article in quotation marks, and underline or italicize the title of the periodical. In the format as follows:

Lastname, Firstname. "Title of Article." Title of Periodical Vol #, No. # Day Month Year: pages.

Contino, Monica. "Art of Florida." ArtForum Vol 3, No. 1 20 Nov. 2003: 23-26.

Magazine: For two or more authors: write the Lastname, Firstname of the first author and then the first name lastname of the other authors, then follow the same format as you would follow for a single author of a magazine.

Contino, Monica and Jerry York. "Art of Florida." ArtForum 20 Nov. 2003: 23-26.

Newspaper: Follow the same format as a magazine.

Lastname, Firstname. "Title of Article." Title of Periodical Day Month Year: pages.

Wanecski, Blake. "Local Restaurants." Bradenton Herald 24 May 2008: L1.

Website: First list the name of the website. The date the website was posted or updated. Followed by the name of the institution/organization that created the website. The Date you retrieved the information and then the web address.



Author of website. "Name of webpage." Name of Site. Date of Posting/Revision. Name of institution/organization. Date you retrieved the information <electronic address>.

Stolley, Karl. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006.
Purdue University Writing Lab. 12 May 2006
<<http://owl.english.purdue.edu/owl/resource/557/01/>>.