

Cottage Industries Years 3 - 4

Cottage Industries provides practical experiential learning to engage the learner in exploring the past, relating it to the present and predicting the future. Learners will be engaged in **making butter, bread and candles**. They will **prepare wool to be spun** and watch a spinning wheel in action.

ACHIEVEMENT STANDARDS

Design and Technologies

Food and Fibre Production (Year 3 & 4)

Students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used.

HAAS

Students identify individuals, events and aspects of the past that have significance in the present. Pose questions to investigate people, events, places and issues (Year 3)

Students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. (Year 4)

CONTENT DESCRIPTORS

Design and Technologies

Food and Fibre Production (Year 3 & 4)

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)

HAAS

Sequence information about people's lives and events ([ACHASSI055 - Scootle](#)) (Year 3)

Locate and collect information and data from different sources, including observations ([ACHASSI074 - Scootle](#)) (Year 4)

[Food and Fibre connections to the Australian Curriculum are available here](#)

GENERAL CAPABILITIES

Inquiring – identifying, exploring and organising information and ideas

Identify and clarify information and ideas

Level 3 - pose questions to expand their knowledge about the world.

Self-Management

Become confident resilient and adaptable

Level 3 - Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.

CROSS CURRICULUM PRIORITY

Sustainability

Organising idea 7

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Organising idea 8

Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.



Learning Goals

Learners will:

- Know and describe the changes over time to home life and the roles of men and women.
- Understand why objects change over time.
- Discuss ways in which they think objects will continue to change.

Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can impart their knowledge of ways in which life at home has changed over time. These can be recorded on a class chart.

Suggested tuning in questions:

- How have tasks in the home changed over time?
- Who was responsible for these tasks?
- What chores were children given to do in the past?
- How have the roles of men and women changed over the last century?

Exploring and Discovering

Hagley Experience

(Led by Visitor Centre teachers and staff)

Learners are asked to describe what tasks need to be done at home today to keep families fed and clean.

An overview of the layout of the Cottage Industries facility and safety precautions will be shared with learners at the beginning of the experience.

Learners will rotate in small groups in order to churn cream into butter, grind wheat to make flour in order to make bread, make candles and card wool and watch it being spun. At the conclusion of the session they will taste the bread and butter they have made and take their candle home.

Supporting Experiences

The Hagley Museums

Learners will investigate machines and implements used on farms and in homes before the invention of electricity. They will engage in 'hands on' activities which will demonstrate how early Australian life may have been.

Old Classroom

Learners will experience a lesson in the old classroom in the style of an early 1900's classroom. Teaching and learning of that time will be investigated.

Synthesising and Applying

Suggested post-Hagley Experience

- Learners could investigate ways in which food and fibre production have changed over time.
- Learners could choose a staple food e.g. milk, butter, bread and investigate how families have acquired these foods over time.

- Learners could prepare questions to ask an older person concerning their early life. An older person could be invited into the classroom to answer these questions. Learners could write an account of an activity or day in the life of this person.
- Learners could research the early use of electricity in Tasmania. How and where it was generated and what changes it brought to households.

Success Criteria

Learners will be able to

- Know and describe the changes over time to food and fibre production in a sequential way.
- Understand why objects change over time.
- Discuss ways in which they think food and fibre production and consumption will continue to change.

References

- <http://education.abc.net.au/home#!/digibook/2810241/growing-up-in-the-early-1900s>
- <https://www.youtube.com/watch?v=itRfFkqDSrs>
- <https://www.youtube.com/watch?v=5WbYu9XHQPw>
- <https://www.youtube.com/watch?v=exlAtxltQPk>



Glossary

Bobbin - a cylinder or cone holding thread or yarn

Butter churn - a container with a beater that churns cream into butter



Butter pats - hand held wooden paddles for shaping butter

Buttermilk – the liquid which is left after cream has been churned into butter

Candle mould - container used to pour molten wax into in order to make candles

Carding - is a mechanical process that disentangles, cleans and intermixes fibres to produce a continuous web or sliver suitable for subsequent processing



Cream - the thick white or pale yellow fatty liquid that rises to the top when whole milk is left to stand

Grinder - machine which attached to table or bench top to grind wheat into flour

Separator – machine that separates whole milk into cream and skim milk

Spinning wheel - a machine used to spin raw wool into yarn

Stearin - stearin granules are a mixture of fatty acids, used in candle and soap making. Stearin is added to candle wax to harden the finished candle, give it better burning qualities, depth of colour and opacity. It also helps mould release for candles made using the metal moulds

Wax – solid substance that is melted to make candles. Paraffin is the most commonly used candle wax today. Beeswax, soy wax, palm wax, gels, and synthesized waxes are also used in candle making



Wheat – grain that can be ground to make flour

Wick - a braided cotton that holds the flame of a candle

Yarn - a long continuous length of interlocked fibres, suitable for use in the production of textiles, sewing, crocheting, knitting, weaving, embroidery