

# Cottage Industries – Years 5 - 6

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 5 & 6)

Students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

#### HAAS

Students describe the significance of people and events/developments in bringing about change. (Year 5)

Students identify and describe continuities and changes for different groups in the past and present. (Year 6)

## CONTENT DESCRIPTORS

### Design and Technologies

#### Food and Fibre Production (Year 3 & 4)

Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)

#### HAAS

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ([ACHASSI097 - Scootle](#)) (Year 5)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ([ACHASSI122 - Scootle](#)) (Year 6)

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

## GENERAL CAPABILITIES

### Critical and Creative Thinking

#### Transfer knowledge to new contexts

Level 4 - apply knowledge gained from one context to another unrelated context and identify new meaning.

### Ethical Understanding

Exploring values, rights and responsibilities

Level 4 - examine values accepted and enacted within various communities.

## 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 that people's lives change over time.
- Understand and identify ways in which home life has changed and why these changes have occurred.
- Demonstrate ways in which technology has changed over time and predict future changes.



## Learning Sequence

### Activating and Engaging

#### *Suggested pre-Hagley experience activity*

Learners can investigate life pre and post electricity. Exploration of the first Hydro scheme in Tasmania can be undertaken and the consequences of this presented in poster form.

#### Suggested tuning in questions:

- How did households produce light and heat?
- What chores would children have needed to do to help at home and how were these different from today?
- What foods did people eat and how was their diet different from today?
- How did industrialisation and factories change what people ate and what they wore?

### Exploring and Discovering

#### **The Experience at Hagley Farm**

##### **(Led by Visitor Centre teachers and staff)**

Learners are asked to describe the impact of the availability of electricity on home life. The development of technology will also be discussed.

An overview of the layout of the Cottage Industry 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.

#### Supporting Experiences

##### **The 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.

##### **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.

### Synthesising and Applying

#### **Suggested post-Hagley experience**

- Learners could create a weekly timeline to illustrate household chores pre and post electricity. Included in this could be approximate time taken to complete each task.

- Timeline to be discussed with class and compared to life today. Explore which era learners believe would be better.
- Learners could investigate the history of industrialisation and mass production and discuss the effects changes in these areas have had on our lives.
- Learners could research the changes made in shearing and spinning technology over the last century.
- Learners could predict what further changes they think may be made in homes and in factories due to technological advances.

## Success Criteria

#### **Learners will be able to**

- Know and describe how electricity and industrialisation has impacted on everyday life.
- Understand that change is a continual process.
- Discuss ways in which they think life 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.