

Cottage Industries Years F - 2

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 **churning cream and 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 F - 2)

Students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.

HAAS

Students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. **(Foundation)**

Students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. **(Year 1)**

Students identify how and why the lives of people have changed over time while others have remained the same. They compare objects from the past and present. **(Year 2)**

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

Pose questions about past and present objects, people, places and events ([ACHASSI001 - Scootle](#)) **(Foundation)**

Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI023 - Scootle](#)) **(Year 1)**

Pose questions about past and present objects, people, places and events ([ACHASSI034 - Scootle](#)) **(Year 2)**

[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 2 - pose factual and exploratory questions based on personal interests and experiences.

Self-Management

Become confident resilient and adaptable

Level 2 - undertake and persist with short tasks, within the limits of personal safety.

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 completing tasks at home.
- Understand why objects change over time.
- Discuss ways in which they think household objects or activities will continue to change.



Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can bring old household objects into the classroom in order to discuss what they were used for.

Suggested tuning in questions:

- How did these objects work?
- Who would have used them?
- What did children have to do to help?

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 compare objects such as a butter churn and a thermomix and discuss their differences.

- Learners could create a timeline of a staple food e.g. milk, butter, bread showing how these foods were produced and procured 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 or draw an account of an activity or day in the life of this person.

Success Criteria

Learners will be able to

- Know and describe the changes over time to food and fibre production in a sequential way
- Understand that methods for completing tasks at home have changed over time
- Discuss ways in which they think food and fibre production and consumption will continue to change and what might stay the same

References

- <https://www.youtube.com/watch?v=Uslb5H-rwi8>
- <https://www.youtube.com/watch?v=RkT3fh6IM08>
- <https://www.youtube.com/watch?v=iSelOnc4q8>
- <https://www.youtube.com/watch?v=UmuDNG-u7Xk>
- <https://www.youtube.com/watch?v=itRfFkqDSrs>
- <https://www.youtube.com/watch?v=ZfCNqrm7lpQ>



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.

