

**MILK,
CREAM &
BUTTER**

EDUCATION RESOURCE
www.carnamah.com.au/education

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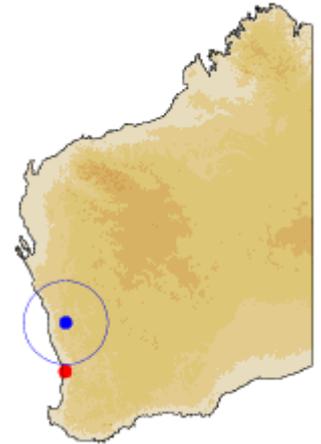


CARNAMAH HISTORY

Teachers!

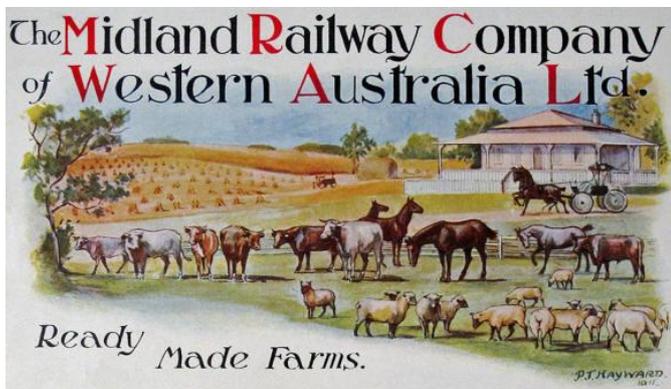
Here's a bit of Carnamah history for your own background knowledge.

Carnamah is a town in the Mid-West region of Western Australia, 300 kilometres north of Perth. The town is named after the pastoral station established by Duncan Macpherson, a Scottish migrant, who first leased land there in 1861. Macpherson's property *Carnamah* derives its name from the Carnamah Spring featured on the land.



By 1866, Englishman James Nairn and his family had settled in the district and established *Noolooloo* Station. For over 25 years, the Nairn and Macpherson families were the only settlers in the Carnamah district.

In 1894, the Midland Railway Company of Western Australia (MRWA) built a railway line north of Perth in exchange for land from the Government. Arrival of the railway led to further settlement in the district. To increase settlement in the area, in 1911, MRWA began partially clearing and subdividing their land into Ready Made Farms. These were heavily advertised in newspapers overseas which resulted in 20 families purchasing and settling on farms between 1913 and 1916. Most of these settlers were from Scotland, England and India. Many of them had no practical knowledge of farming.



The Carnamah State School started in 1912 and the following year the town site was officially declared Carnamah. The first large social gathering of Carnamah was a Sports and Races Day in 1916 which comprised children's sports, horse racing, and a town dance. The Carnamah Town Hall was officially opened by Donald Macpherson (son of Duncan) in 1921.

Between 1919 and 1923, four Soldier Settlement estates were established in the area. Subdivided land was allocated to 40 WWI ex-servicemen. This significantly increased Carnamah's population and business trade. The first telephone arrived in 1923. By the end of the 1920s, Carnamah was one of the highest wheat producing districts in Western Australia, however, with the depression came a drop in wheat prices and some farmers were forced to abandon their properties. In more recent times, Carnamah was home to a WWII Victoria Cross recipient: Thomas Starcevich, for 'outstanding gallantry' in fearlessly attacking Japanese machine-gun positions while fighting in Borneo.

Carnamah's rich history is now revealed by a number online exhibitions that highlight the district's agricultural and social history, artefacts, and local and regional stories.

A more in-depth overview of Carnamah's history can be found at www.carnamah.com.au/history and Carnamah's Virtual Museum at www.virtualmuseum.com.au

VIRTUAL MUSEUM

www.virtualmuseum.com.au



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!



10 MACPHERSON ST



POST OFFICE



MILK, CREAM & BUTTER

Carnamah's Virtual Museum displays ten online exhibitions that highlight artefacts, photos and documents from Carnamah's domestic, social, commercial and agricultural past.

These can be explored by your students to increase their understanding of pioneer settlement, immigration, domestic life and businesses of the past, as well as relationships between settlers and Aboriginal people.

Peruse them in your own time and connect with the Society's [blog](#) to see which themes best suit your students' interest and your curriculum needs.

Whole Class Exploration	Small Group Voyage	Independent Discovery
<p>Display your chosen exhibition on an interactive white board and move through the text and images as a class.</p> <p>Ask students to take it in turns to read text sections, or read along together as a group.</p> <p>Look at pictures of items prior to reading their associated text and prompt 'what do you think this is?' questions for the class to respond to.</p> <p>Use resource activities included in the pack in conjunction with a whole class exploration of the selected virtual exhibitions.</p>	<p>Organise students into small groups and instruct them to explore the chosen exhibition at their own computer.</p> <div data-bbox="635 1512 960 1973" data-label="Image"> </div>	<p>Encourage students to explore the chosen virtual exhibition at their own pace responding to pre-set questions and tasks.</p> <p>N.B. Students can take notes while exploring the online exhibitions using the <i>My Visit to Carnamah's Virtual Museum BLM</i> or, they can use it to write a recount of their experience.</p>

My visit to the Virtual Museum

Carnamah



TURNING MILK INTO BUTTER

Raise a calf

A calf needs milk and food to help it grow into a healthy cow.



After exploring the Milk, Cream & Butter virtual exhibition, hand out a Sequence Card to each student (or small group), and involve the whole class in ordering the sequence of how milk turns into butter.

Run through this a couple of times till the class demonstrates the correct sequence soundly.

Chores to do

Milk your cow in the morning before going to school.

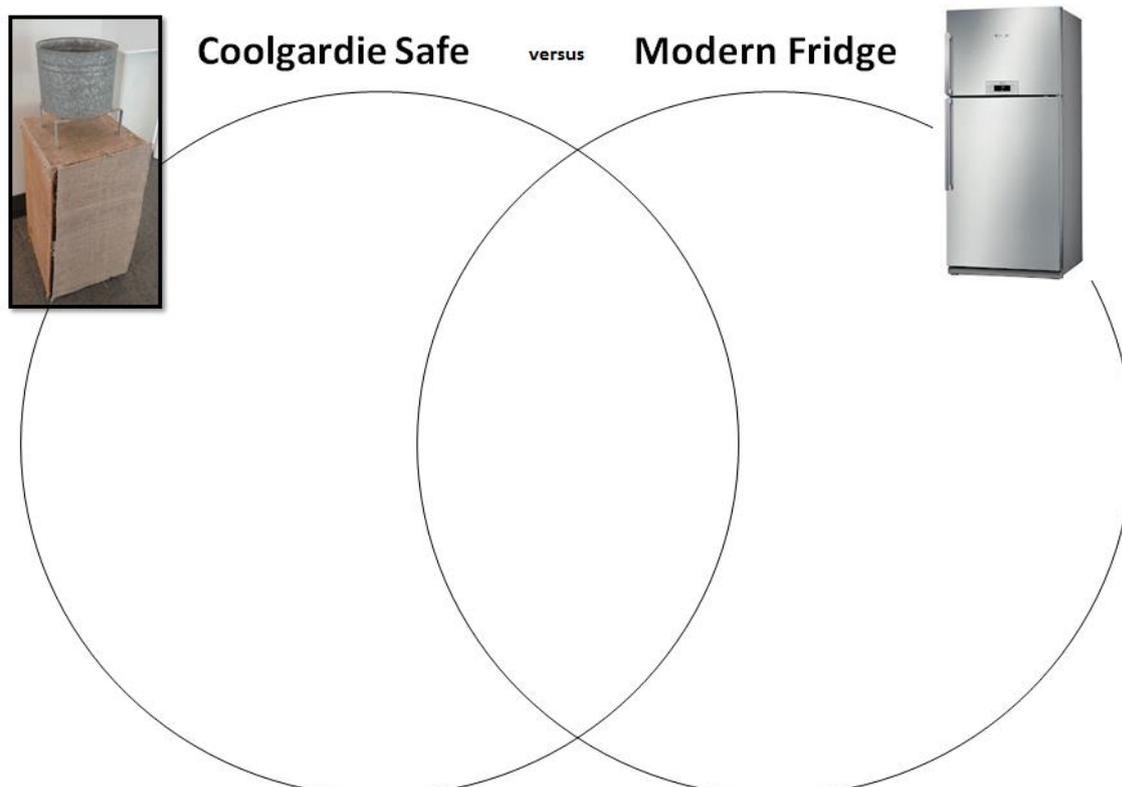


Two of the Sequence Cards highlight the refrigeration of butter: using a Coolgardie Safe in the past and using a modern fridge in the present day. Generate a discussion about how we keep food fresh and cool currently and how different (or similar) it is to methods used in the past (Coolgardie Safe and Ice Chests).

To extend this further, visit the 10 Macpherson Street virtual exhibition to learn about the first electric fridge in Carnamah at www.carnamah.com.au/ten-macpherson-street



A Venn Diagram can be used to compare the difference between the technology of the Coolgardie Safe and the Modern Electrical Fridge.



Raise a calf

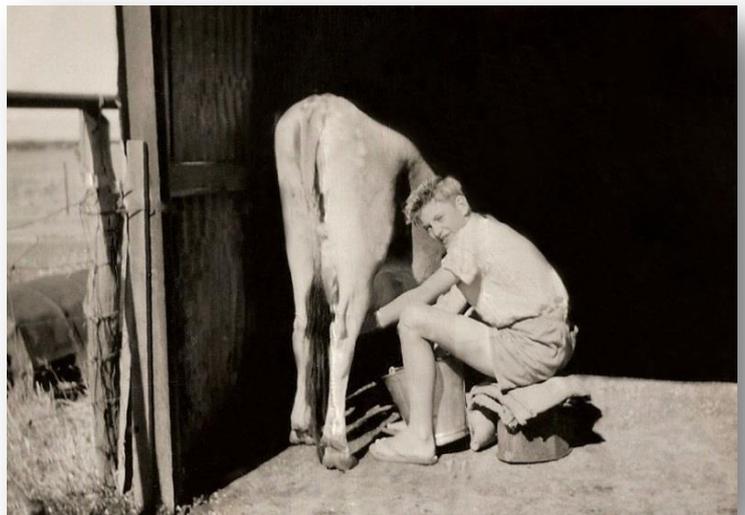
A calf needs milk and food to help it grow into a healthy cow.



CA

Chores *to do*

Milk your cow in the morning before going to school.



CA

Pail

This is the container the milk was milked into.

Also known as a bucket.



CA

Milk Strainer

The fresh milk was poured through a milk strainer to remove any hair or dust that may have fallen in while milking.



CA

Milk Separator

The strained milk was poured into a separator to separate the milk into **cream** and **skimmed milk**. The cream would flow out one pipe while the skimmed milk flowed out the other.



CA

Butter Churns

The cream was placed in a butter churn to mix the cream into butter.



CA

Butter Pats

Butter pats were used to remove the butter from the churn and to work out any leftover butter milk after churning and to help shape it.



Butter Mould

Pack the butter into it using the butter pats and the lid.

Place it in the *Coolgardie Safe* to become a firm, cool, brick of butter.

Pop out into a plate!





Butter Wrappers

If more butter was made than needed, the extra amount was sold to make money for the family. Families would have their own butter wrappers made to sell their butter. *Wrap up your cool butter brick!*

CA

People who didn't have their own butter would buy it from a family who made butter or from a shop.



CA

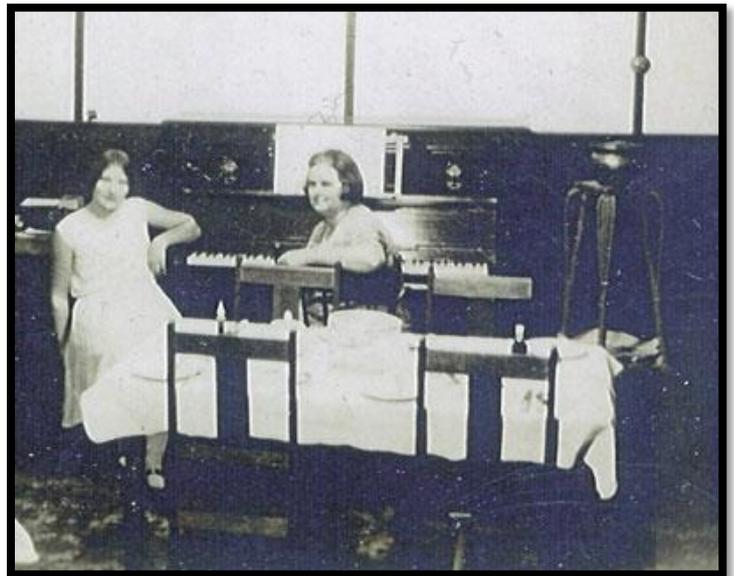
Coolgardie Safe

Place your butter in this early type of fridge with walls made of **hessian** that were dampened to keep the food inside cool.



CA

Butter was placed on the table at meal times and was used for cooking.



CA



These days, most people buy their butter from the supermarket.

CA

Now we have fridges to keep our milk, cream and butter cool and fresh. Electricity is used to run the fridge and keep it cool.



CA

SEQUENCE CARD ORDER

1

Raise a calf

A calf needs milk and food to help it grow into a healthy cow.



CA

7

Butter Pats

Butter pats were used to remove the butter from the churn and to work out any leftover butter milk after churning and to help shape it.



CA

13



These days, most people buy their butter from the supermarket.

CA

2

Chores to do

Milk your cow in the morning before going to school.



CA

8

Butter Mould

Pack the butter into it using the butter pats and the lid.



Place it in the *Coolgardie Safe* to become a firm, cool, brick of butter.

Pop out into a plate!

CA

14

Now we have fridges to keep our milk, cream and butter cool and fresh. Electricity is used to run the fridge and keep it cool.



CA

3

Pail

This is the container the milk was milked into. Also known as a bucket.



CA

9

Butter Wrappers

If more butter was made than needed, the extra amount was sold to make money for the family. Families would have their own butter wrappers made to sell their butter. *Wrap up your cool butter brick!*



CA

4

Milk Strainer

The fresh milk was poured through a milk strainer to remove any hair or dust that may have fallen in while milking.



CA

10

People who didn't have their own butter would buy it from a family who made butter or from a shop.



CA

5

Milk Separator

The strained milk was poured into a separator to separate the milk into cream and skimmed milk. The cream would flow out one pipe while the skimmed milk flowed out the other.



CA

11

Coolgardie Safe

Place your butter in this early type of fridge with walls made of hessian that were dampened to keep the food inside cool.



CA

6

Butter Churns

The cream was placed in a butter churn to mix the cream into butter.



CA

12

Butter was placed on the table at meal times and was used for cooking.



CA



Coolgardie Safe

versus

Modern Fridge



HOW MILK TURNS TO BUTTER

<http://www.youtube.com/watch?v=Yayt8s3H-eg>

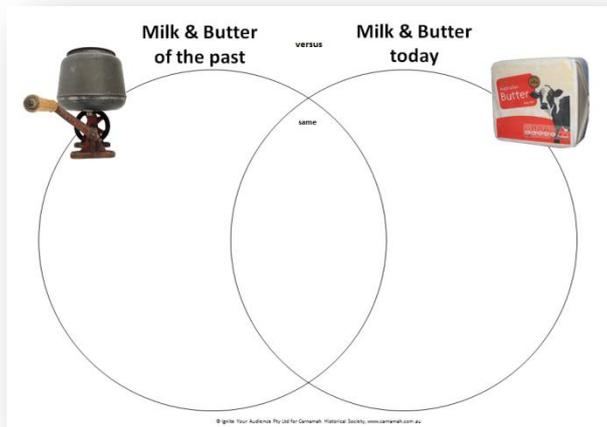


This is a little lengthy but provides an excellent sequence of how milk is obtained from cows in a mechanical dairy. **8:32 mins**

<http://www.youtube.com/watch?v=aq0mg7Ftoll>



Great clip of how milk is turned into butter via industrial sized butter churners. **1:07 mins**



After watching these clips, ask students to identify the similarities and difference between the methods used in the past to how butter (and milk) is made today. Use the Venn Diagram BLM to record their comparison.

Another resource is:

www.oldandinteresting.com/history-butter-churns.aspx

Here are a few ideas to get your started...

Butter of the Past	Same	Butter Today
<p>Made at home Sold at Green Grocer Own butter wrappers made Cooled in a Coolgardie Safe Kids chore to churn butter Milk the cow yourself</p>	<p>Milk from a cow Used for cooking Add salt and water to it Same colour</p>	<p>Mechanical dairies Sold in supermarkets Sold in company wrappers Many different types of butter (& margarine) to choose from. Kept in the fridge</p>

Milk & Butter of the past

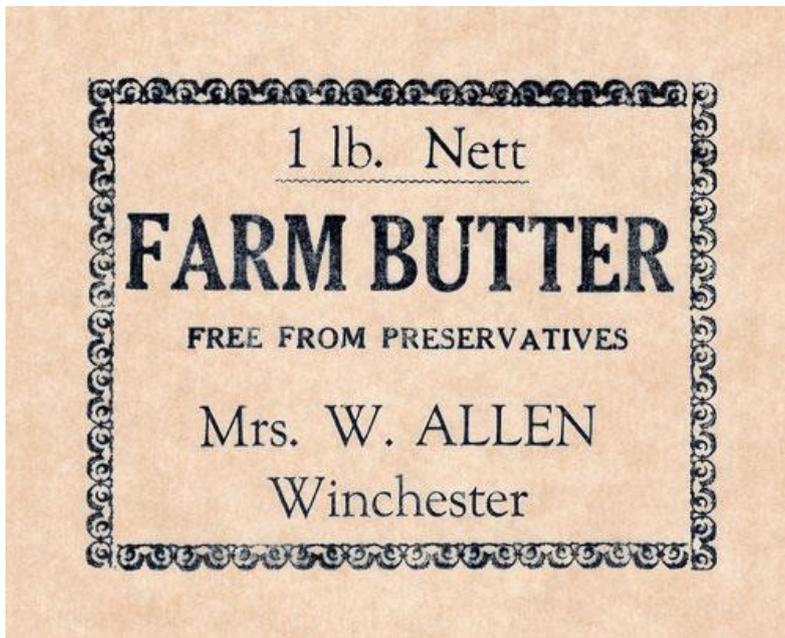
versus

Milk & Butter today



same

DESIGN A BUTTER WRAPPER



For the early settlers, butter was a very important ingredient for cooking bread, scones, puddings, and biscuits. Sometimes more butter was made than the family needed. This excess butter was sold to increase the household income.

The printing office of the local newspaper in Carnamah manufactured specialised butter wrappers for this purpose. This wrapper can be seen in the Milk, Cream & Butter virtual exhibition.

After exploring this virtual exhibition, focus on the butter wrapper image and encourage students to design their own.

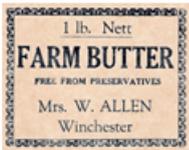
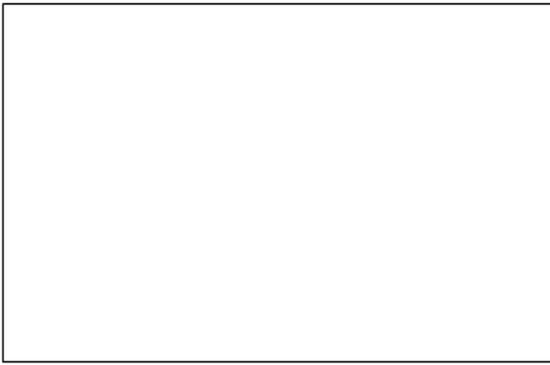
Use the following information to guide the activity:

- **What information do you need on a butter wrapper?**
 - The amount it contains in grams.
 - The name of who/farm/business who made it.
 - The town the butter was made in.
 - Unique characteristics of the butter, i.e., salt reduced.
 - A logo of the home/dairy it came from.
- **How will you make it stand out from everyone else's design?**
 - Perhaps make a logo that represents your farm, or the cow you get the milk from to make the butter.
- **How did people keep their butter fresh in the past and how do we 'keep' our butter cold these days?**

In the past, people kept their butter cool in a Coolgardie Safe in a stoneware butter dish. These days, butter is kept in the fridge in plastic containers, in commercial butter wrappers, and in butter sticks. Butter wrappers have even been used to advertise TV shows like Master Chef – see example images below which are easy to find from a [Google Images](#) search. This discussion can tie in with the Venn Diagram BLMs mentioned previously on making butter and refrigeration methods.



Design Your Own Butter Wrapper



Page 21

Give all students a Design Your Own Butter Wrapper BLM and encourage them to plan their own wrapper that includes all the necessary information. The lined section is where students can provide an explanation about their design.

After completing their draft, provide students with an A4 size sheet of Baking Paper or grease proof paper and a sample of butter for them to wrap up, (i.e. 20 grams). You may even wish to make your own butter in the classroom.*

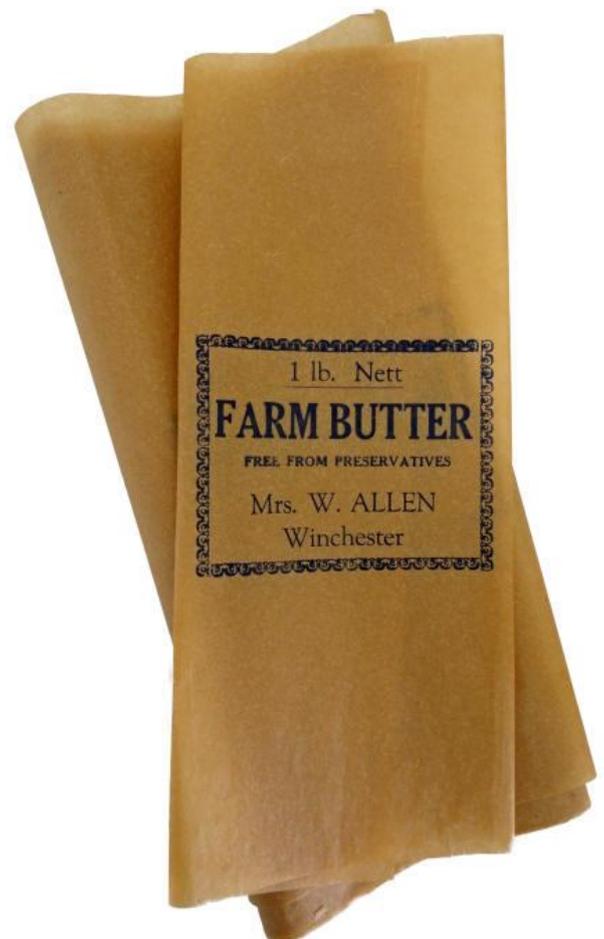
Ask students to display their butter wrapper on their tables and invite students to walk around and look at them all, then prompt a discussion about which wrappers they like the most and why.

Take photos of students with their 'final product' before using the butter for cooking something yummy (see Bony Butter Biscuits activity).

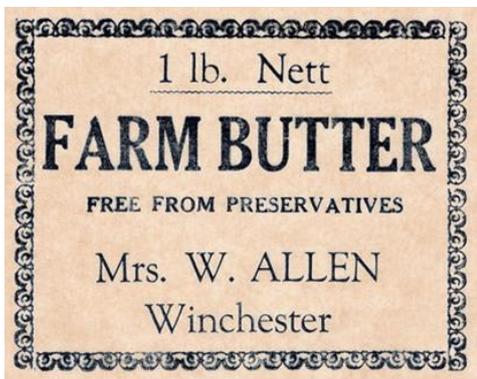
You can even make a bit of a game out of it by 'role-playing' the delivery of the butter products. For instance, "Mrs Macpherson, can you please deliver your home dairy butter to the kitchen", (wet area where the children will be baking items). "Farmer Bowman, can you please deliver your butter to Mrs Jones in the kitchen"... etc.

Have fun!

*For instructions on how to do make your own butter, go to www.sciencekidsathome.com and follow the prompts to Making Butter. A short, entertaining YouTube clip on how kids make butter in a jar can be seen at www.youtube.com/watch?v=xjoVkpww4A0. A student guided approach to making butter can also be seen at www.youtube.com/watch?v=6YR8AxYKoR4&NR=1

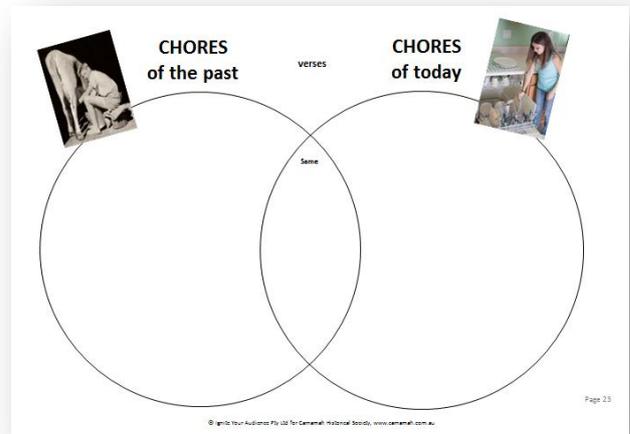


Design Your Own Butter Wrapper

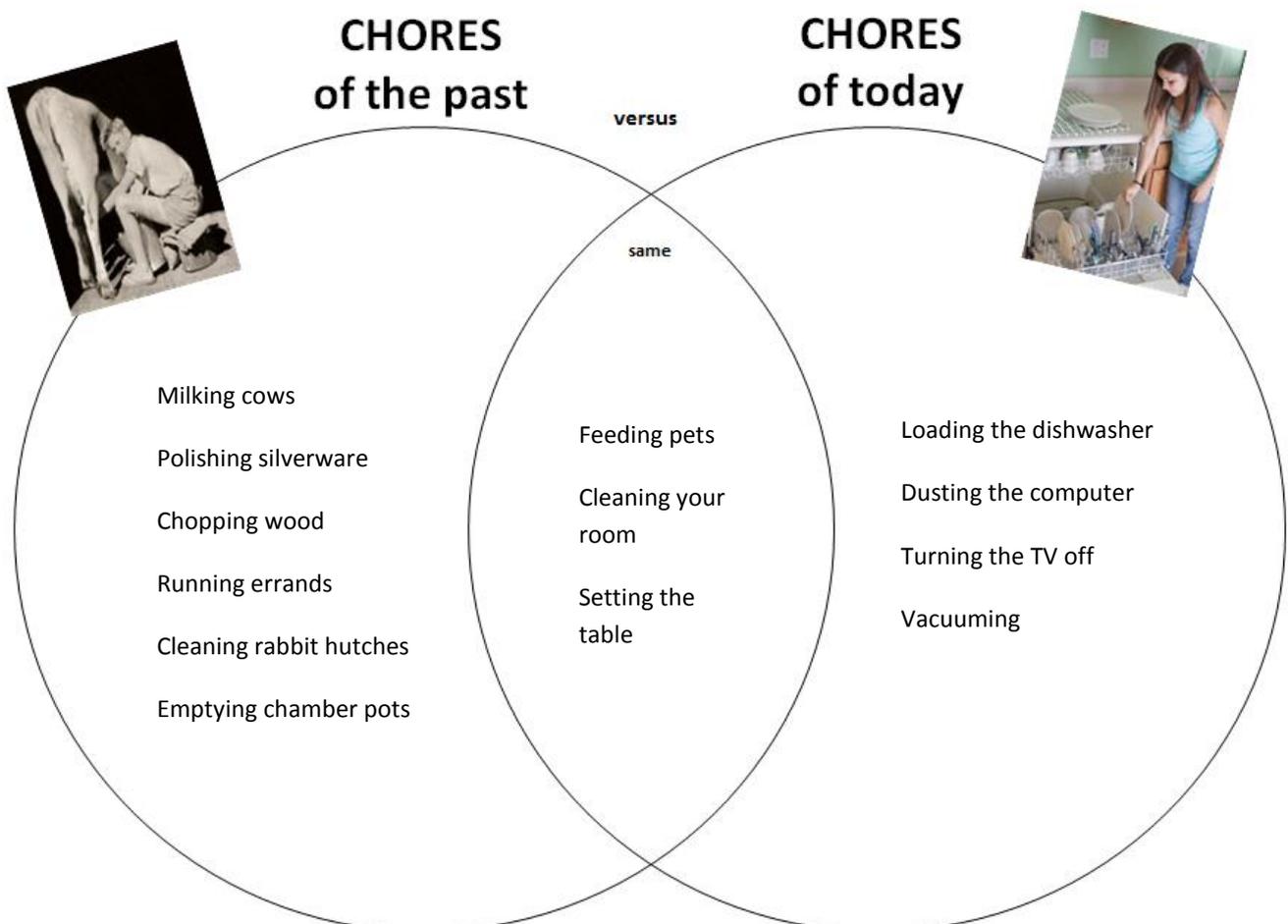


CHORES OF THE PAST

Exploring the Milk, Cream & Butter virtual exhibition, students will see and read about some of the chores children did in the past. These included milking cows before going to school and hand-churning milk into cream and butter. Other chores were polishing silverware, helping mum with the washing, chopping wood, shelling peas, and scrubbing the floors!



Discuss with your class how chores have changed over time. Compare chores of the past to the duties children have today by filling in the Chores Venn Diagram BLM. Talk about how changes in technology have contributed to the types of chores children have these days compared to those of the past.



CHORES of the past

CHORES of today

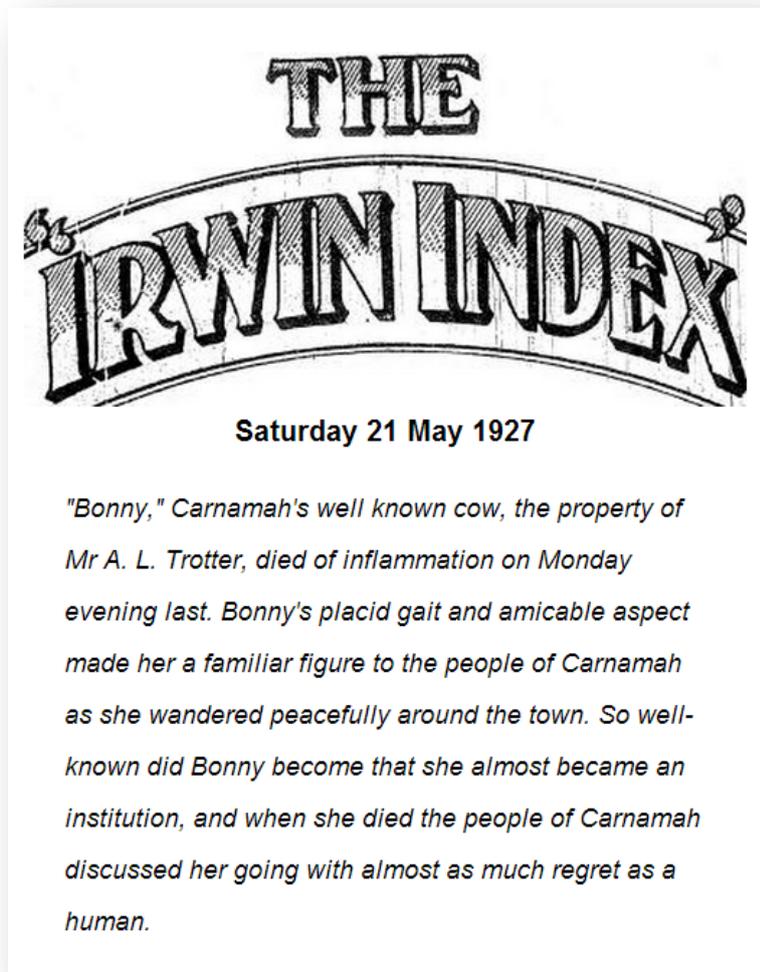
versus

same



BONNY THE COW

Bonny was a much loved Carnamah Cow. The Milk, Cream & Butter virtual exhibition mentions Bonny and displays a newspaper article written about her when she died.



Incorporate a Bonny The Carnamah Cow theme into your lessons with the following activities:

Bonny Butter Biscuits	Bonny Collage Cut Out	Narrative Writing
<p>Follow the recipe for making delicious cow shaped biscuits.</p> 	<p>Students can practice their fine motor coordination skills by tracing over then cutting out the cow shape BLM and covering it with coloured paper, material or scrunched up tissue paper.</p>	<p>Using the <i>Adventures of Bonny the Carnamah Cow</i> BLM, write from Bonny's perspective on what she sees and hears during her leisurely walks around Carnamah town.</p>

BONNY BUTTER BISCUITS

With the butter you've made or received from your students, all wrapped up in their own impressive butter wrappers, make the following butter biscuit recipe. The biscuit dough can be cut into cow shapes to honour where the butter originally came from – a cow!

Bonny Butter Biscuits (makes 30):

- Bonny Butter Biscuits (Makes 30)
- 125g butter, softened
- 1/2 cup caster sugar
- 1/2 teaspoon vanilla extract
- 1 egg, at room temperature
- 2 cups plain flour
- 1 teaspoon baking powder
- 1 tablespoon milk
- Packet of smarties



1. Preheat oven to 180°C.
2. Line 2 baking trays with baking paper.
3. Using an electric mixer, beat butter, sugar and vanilla in a small bowl until pale and creamy.
4. Add egg and mix until well combined.
5. Sift flour and baking powder over butter mixture.
6. Add milk and stir until just combined.
7. Scrape onto a lightly floured board and knead a few times, just until the dough is smoothed out.
8. Cut out biscuit shapes using the cow cutter and place them on the baking trays.
9. Avoid overlapping the cows on the trays or you'll bake Siamese Twin cows!
10. Bake for 12-15 minutes or until the biscuits are light golden.
11. Allow them to cool on the trays for 5 minutes before placing them on a plate for further cool down.
12. Make the Bonny Good Icing. (Next page.) When biscuits are cool, invite students to spread some icing on 'their Bonny cow' in any fashion they wish, i.e., complete spread, zebra style stripes, spots...etc.
13. Place a smartie on the head area to act as bright eye.
14. Eat and smile 😊



BONNY GOOD ICING

- 250g butter, cubed, at room temperature
 - 450g (3 cups) pure icing sugar, sifted
 - 1 tablespoon of cocoa powder
 - 60ml (1/4 cup) milk
1. Place the butter in a large mixing bowl. Use an electric beater to beat for 2 minutes or until very light and fluffy.
 2. Gradually add the icing sugar and beat until the mixture is very pale and fluffy. Gradually add the cocoa powder and the milk and beat until smooth and well combined.
 3. Heat a dinner knife by dipping it in a cup of hot water, then dip the hot knife into the icing mixture and spread across your Bonny Cow Biscuits in any fashion you wish.



AUSSIE HOT SPOTS BISCUITS

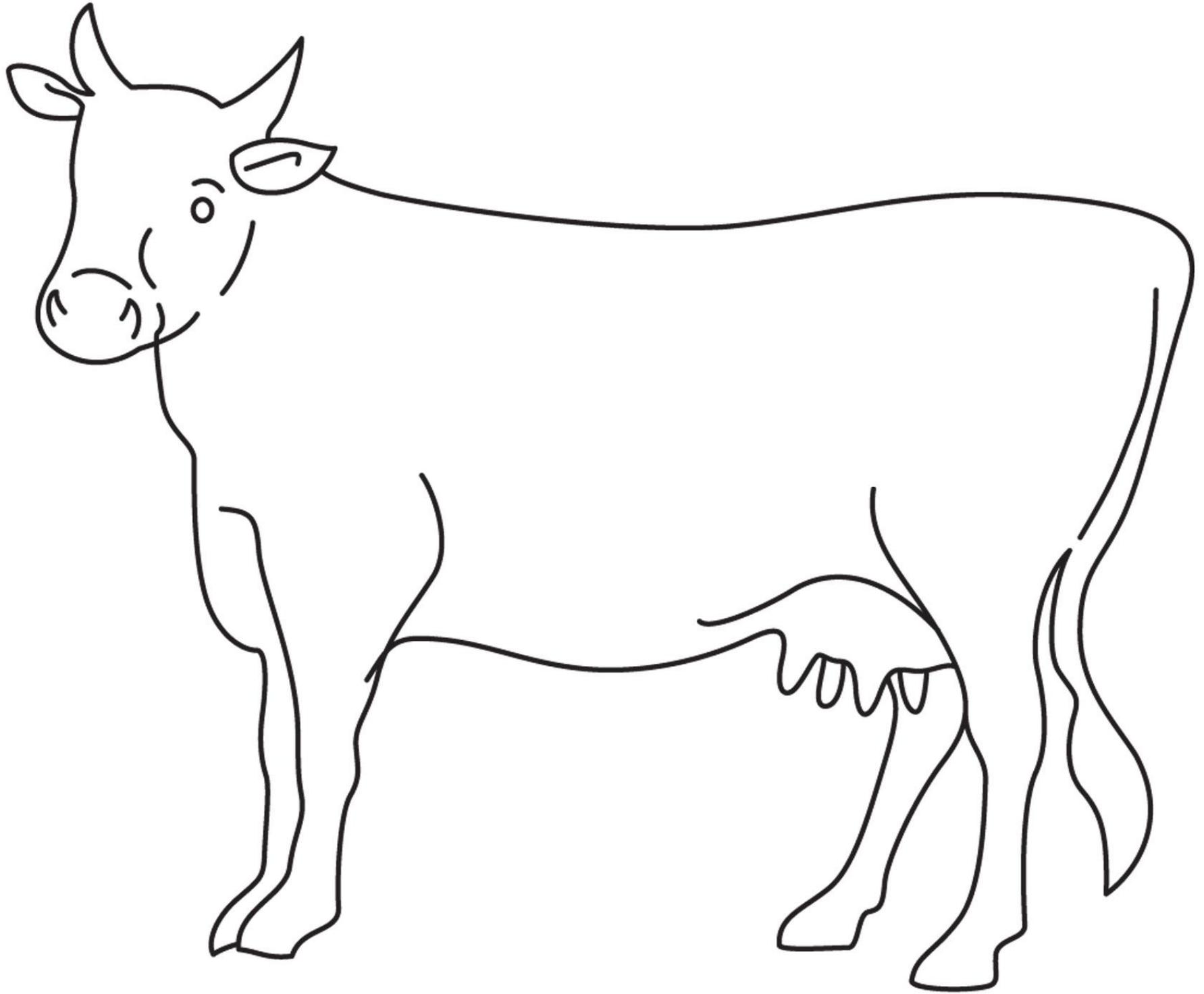
For another fun layer of learning, cut the biscuit dough into shapes of Australia and use the icing to define state and territory boundaries and the place a smartie in the position of capital city. The scraps of the dough can make Tasmania. (No disrespect Tassie!)



Teachers!

Whether you made cow shaped or Australian shaped biscuits, we'd love to see some photos of your students' biscuit making prowess. We'll gladly blog your photos and comments on our Blog to celebrate your culinary skills.

Send happy snaps and captions to andrew@carnamah.com.au

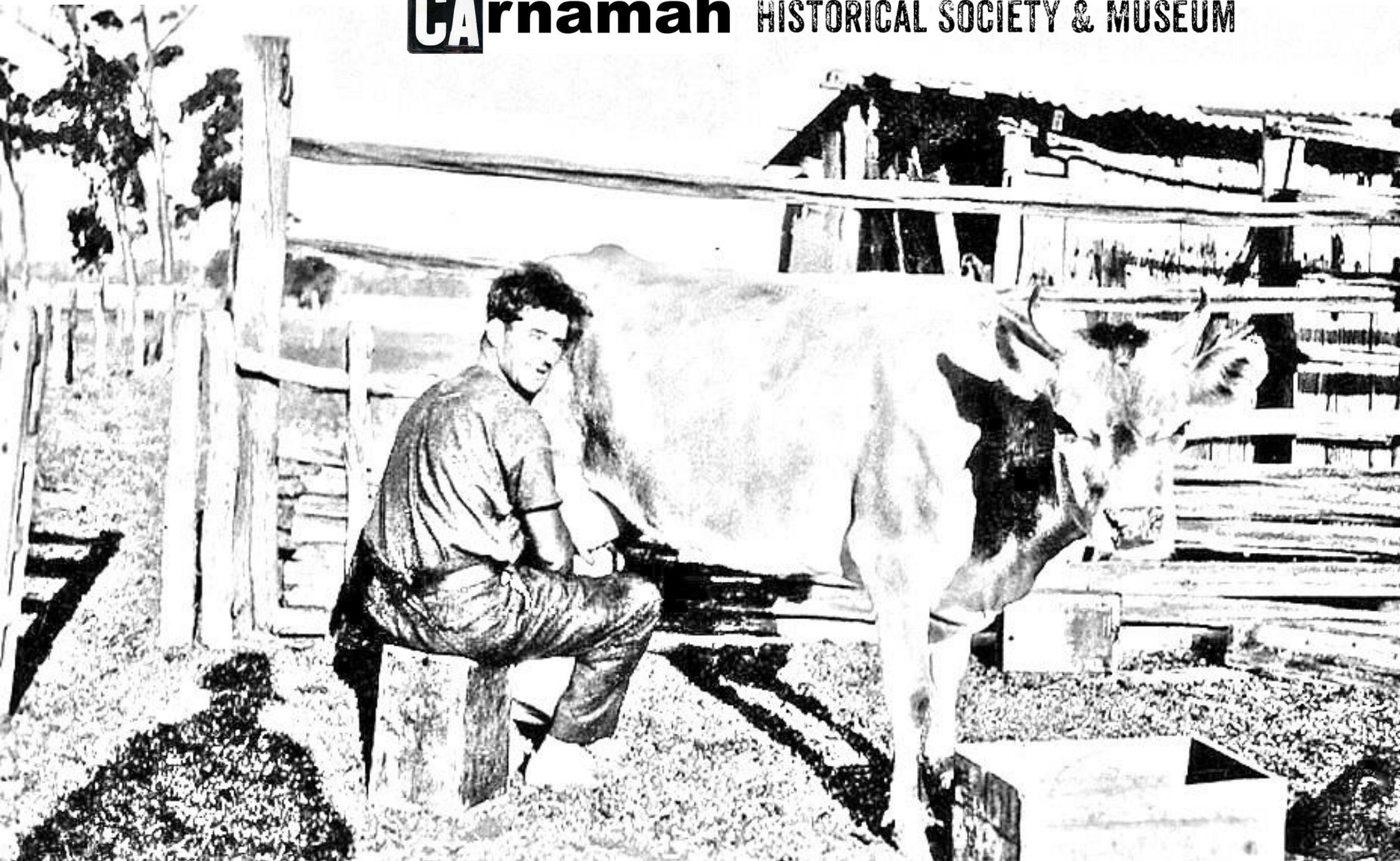


Adventures of Bonny the **CA**rnamah Cow



Moooo!

CArnamah HISTORICAL SOCIETY & MUSEUM



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CURRICULUM LINKS

Year 1 Australian History Curriculum:

- Explain how aspects of family life have changed over time while others have remained the same
- Students sequence familiar object and events in order

Key Inquiry Questions	Historical Knowledge & Understanding	Historical Skills
<ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? • How do we describe a sequence of time? 	<ul style="list-style-type: none"> • Understand the differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods. 	<ul style="list-style-type: none"> • Sequence familiar objects and events. • Explore a range of sources about the past. • Identify and compare features of objects from past and present. • Develop a narrative about the past. • Use a range of communication forms and digital technologies.

Year 2 Australian History Curriculum:

- Explore, recognise and appreciate the history of the local area
- Examine remains of the past and consider why they should be preserved.

Key Inquiry Questions	Historical Knowledge & Understanding	Historical Skills
<ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why are these important? • How have changes in technology shaped our daily life? 	<ul style="list-style-type: none"> • The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated and playing in the past. 	<ul style="list-style-type: none"> • Sequence familiar objects and events. • Explore a range of sources about the past. • Identify and compare features of objects from past and present. • Develop a narrative about the past. • Use a range of communication forms and digital technologies.

CARNAMAH MUSEUM

The Carnamah Historical Society's physical [museum](#) is located at 10 Macpherson Street near the centre of the Carnamah townsite. It is open Friday afternoons from 1.30 to 5pm or on other days or times by prior arrangement. Admission is free with donations greatly appreciated.

On-site Booking Inquires:

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ONLINE INTERACTION

For extension ideas follow the society on [Facebook](#), [Twitter](#), [LinkedIn](#), [Google+](#) or [Instagram](#).

We'd love to hear from you, your class or your school:

- Leave a class comment at the end of one of our virtual museum exhibitions
- Provide us with anonymous feedback on our education resources through our [feedback form](#)
- Allow us to share your class's work on our [blog](#) (nice for us and also for your students!) by e-mailing scanned copies or photographs to mail@carnamah.com.au

ACKNOWLEDGMENTS

This resource was created by Ignite Your Audience for and in partnership with the Carnamah Historical Society & Museum. It was made possible thanks to support from the Western Australian History Foundation. Further free education resources can be found at www.carnamah.com.au/education



**WESTERN
AUSTRALIAN
HISTORY
FOUNDATION**

