
Churning Butter

Social Studies Standards

Kindergarten - Yellow
1st Grade - Orange
2nd Grade - Green
3rd Grade - Light Blue
4th Grade - Red
5th Grade - Purple
Arkansas History - Grey

E.1.K.1 Discuss needs and wants and how they are restricted by limited resources.

G.1.K.5 Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.

H.1.K.3 Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).

H.1.K.7 Describe materials and methods that allow people to learn about the past (e.g., photos, artifacts, diaries, oral history, stories)

G.1.1.5 Discuss how cultural characteristics contribute to diversity in a community, place, or region.

G.1.1.7 Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.

H.1.1.1 Explain similarities and differences of everyday life in different times using chronological terms.

H.1.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).

H.1.1.7 Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history).

H.1.2.3 Compare life in a community past and present using maps, photographs, news stories, artifacts, or interviews (e.g., transportation, communication, recreation, jobs, housing).

G.1.3.5 Investigate the cultural characteristics of various places and regions from around the world.

H.1.3.3 Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).

H.1.4.3 Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).

G.3.5.4 Research the characteristics of various world regions and cultures

Vocabulary

Churn:

to stir or shake

Mold:

to shape by hand or by pouring into a form to achieve a desired structure

Butter Churning

Plunger:

a wooden or ceramic barrel holding a stick that has a disc with holes in it used for turning cream into butter

Butter:

a pale yellow edible fatty substance made by churning cream and used as a spread or in cooking.

Whipping Cream:

the fat of whole milk

Agitate:

the action of briskly stirring or disturbing something, especially a liquid.

Context

Primary Source Analysis

On the following pages are primary sources for teachers to review with their students. As you review the materials, promote student inquiry. Be sure to ask them about things that they notice or things that they wonder. You may also ask students about the author's purpose, how this source ties into what they have learned in class or from prior knowledge.

Analyze a Written Document



Meet the document.

Are there any special markings on the document? Circle all that apply.



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Write down any words that you don't know. Then look up the definitions.



Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document) that help support the main idea.

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



document

Use it as historical evidence.

Where do you think you could find out more information about the persons who wrote or received this document?

Where do you think you could find out more information about this event?



Document ~ “Churning and Washing Butter” Part 1

CHURNING AND WASHING BUTTER.

Definition.—By churning we understand the agitation of cream to such an extent as to bring the fat-globules together into masses of butter of such size as to enable the maker to separate them from the buttermilk.

The agitation may be brought about in several different



FIG. 135.—Ancient method of churning in skin bags.



FIG. 136.—The Dash churn.

ways, and by different shaped devices, which are called churns. The methods of churning, like the process of separation, began with primitive methods. The ancients churned their milk, without separation, in bags made from the skins of animals. The next step in advance was to place milk or cream in bottles or jars, and then to shake them. This latter method of churn-

McKay, George Lewis, and C Larsen. *Principles and Practice of Butter-Making; a Treatise on the Chemical and Physical Properties of Milk and Its Components, the Handling of Milk and Cream, and the Manufacture of Butter Therefrom*. New York, Wiley & Sons etc., 1906. Accessed October 14, 2024 :

<https://www.loc.gov/resource/gdcmassbookdig.principlespracti02mcka/?sp=258&st=image>

Document ~ “Churning and Washing Butter” Part 2

ing cream in bottles is yet in use in many of the smaller households of Europe, where the amount of cream is limited to a small quantity donated by cow-owners. The next step toward churning on a large scale was to get a large wooden box or barrel run by power or by hand. The churns which are in use at the present time in American butter-factories are termed “combined churns.” They are so arranged as to admit of churning, washing, salting, and working without removing the butter from the churn. This style of churn is now being introduced into Europe. Owing to their superior worth they will soon be in general use there as well as here. They keep flies away from the butter during fly time; the temperature of the butter can be controlled in the churn, and the handling of the butter during salting and working is obviated.

A butter churn is a tool that converts the cream in whole milk into butter. The churn separates the butter from the buttermilk. Cream is stirred at a very high speed inside the churn, breaking down the fat molecules.

McKay, George Lewis, and C Larsen. *Principles and Practice of Butter-Making; a Treatise on the Chemical and Physical Properties of Milk and Its Components, the Handling of Milk and Cream, and the Manufacture of Butter Therefrom*. New York, Wiley & Sons etc., 1906. Accessed October 14, 2024 :

<https://www.loc.gov/resource/gdcmassbookdig.principlespracti02mcka/?sp=259&st=image>

Analyze an Artifact or Object



Meet the Artifact.

What do you think it is?

Observe its parts.

What do you think the object is made out of? Circle all that apply.



How do you think the object feels?

Circle all that apply.



What is the color of the object?

What is the shape of the object?

What size is the object? Circle one.



What are three words that describe the object?

Try to make sense of it.

What do you think the object was used for?

Who do you think would have used the object?

What does the object tell us about the time period when it was made and used?

Do we still use this object today? If so, how is it different?



Use it as historical evidence.

Where do you think you could find out more information about the object or the people who used it?



Artifact ~ Butter Churn



Lafayette Glass was taught by enslaved potter Oliver Harris, who Glass purchased in New Orleans. After emancipation, Harris continued to work for Glass when they opened a new shop in Benton, AR.

Glass, Lafayette and Oliver Harris, *Butter Churn*, 1870-1880, stoneware, blue cobalt underglaze, salt glaze exterior, brown Bristol slip interior, 17.25h x 9w x 9.5dia inches, Accession# 97.031. Historic Arkansas Museum, Little Rock, AR.

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Artifact ~ Butter Churn



Three-gallon butter churn with lid and dasher made in Texarkana, AR.

Wilbur, A.D., *Butter Churn*, 1870-1890, clay, wood, salt glaze exterior, brown print on cream, Albany slip glaze interior, 15.375h x 8.875dia inches, Accession# 92.055.0001. Historic Arkansas Museum, Little Rock, AR.

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK AND WHITE ☐ COLOR

Is there a caption?

☐ YES ☐ NO

If so, what does the caption tell you?

Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

Where do you think you could find out more information about the people or objects in the photo?



Image ~ “Dutch Mode of Operating”



This illustration depicts a young woman engaged in the common task of making butter using a butter churn and dasher. During the 19th century, the woman of the household was often responsible for making butter and cheese. She would use cream, skimmed from milk, to make butter in a butter churn.

Butterworth, Benjamin (ed.). “Churns. No. 3. Dutch Mode of Operating.” *The Growth of Industrial Art*. United States Patent Office, 1892.

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Document ~ "Little Rock Price Current."

A Husband's Confession.

BY TOM SNOOPS.

I never undertook but once, to set at naught the authority of my wife. You know her way—cool, quiet, but determined as ever grew. Just after we were married, and all was doing nice and cozy, she got me in the habit of doing all the churning. She never asked me to do it, you know, but then she—why it was done just in this way. She finished breakfast rather before me one morning, and slipping away from the table, she filled the churn with cream, and sat it just where I couldn't help seeing what she wanted. So I took hold regularly enough, and churned till the butter come. She didn't thank me, but looked so nice and sweet about it, that I felt well paid. Well, when the next churning day came along, she did the same thing, and I followed suit and fetched the butter. Again and again it was done just so, and I was regularly in for it every time. Not a word said, you know, of course.—Well, by and bye, this began to be rather irksome. I wanted she should just ask me, but she never did, and I couldn't say anything about it to save my life, and so on we went. At last I made a resolve that I would not churn another time, unless she asked me. Churning day came, and when my breakfast—she always got nice breakfasts—when that was swallowed, there stood the churn. I got up, and standing a few minutes, just to give her a chance, put on my hat and walked out doors. I stopped in the yard to give her time to call me, but not a word said she, and so, with a palpitating heart, I moved on. I went down town, up town, and all over town, and my foot was as restless as that of Noah's dove. I felt as if I had done a wrong

—I didn't exactly feel how—but there was an indescribable sensation of guilt resting upon me all the forenoon. It seemed as if dinner time never would come, and as for going home one minute before dinner, I would as soon have my ears off. So I went fretting and moping around town till dinner hour came. Home I went, feeling very much as a criminal must when the jury is out, having in their hands his destiny—life or death. I couldn't make up my mind exactly how she would meet me, but some kind of a storm I expected. Will you believe it?—she never greeted me with a sweeter smile, never had a better dinner for me than on that day; I felt confoundedly cut, and every mouthful of that dinner seemed as if it would choke me. She didn't pay any regard to it, however, but went on just as if nothing had happened. Before dinner was over I had again resolved, and shoving back my chair, I marched to the churn and went at it, just in the old way. Splash, drip, rattle, splash, drip, rattle—I kept it up. As if in spite, the butter was never so long coming. I supposed the cream, standing so long, had got warm, so I redoubled my efforts. Obstinate matter—the afternoon wore away while I was churning. I paused at last, from real exhaustion, when she spoke for the first time:—"Come, Tom, my dear, you have ratted that butter-milk quite long enough, if it's only for fun you are doing it?" I knew best it was, in a flash. She had brought the butter in the forenoon, and left the churn standing with the butter-milk in, for me to exercise with. I never set up for myself in household matters, after that.—*Barre Gazette.*

"How long did Adam remain in Paradise before he sinned?" asked an amiable spouse of her loving husband. "Till he got a wife," was the very calm reply.

In this newspaper article, Mr. Stoops Discusses the fact that his wife, who had been responsible for churning the butter managed to delegate this duty to him. This story offers evidence that churning butter was not always the sole responsibility of women.

"A Husband's Confession." *The Arkansas Banner*. December 9, 1846.

<https://www.loc.gov/item/sn82007022/1846-12-09/ed-1/>.