

TEACHER NOTES

Old Macdonald's Farm

SOCIAL HISTORY
OUTREACH LEARNING RESOURCE
P-2



ACT
Government

CANBERRA
MUSEUM
+ GALLERY

Old Macdonald's Farm

Through storytelling, play and song, children learn about activities that happen on a farm and experience a gentle introduction to the past. Practical butter-making activities allow children to experiment with historical techniques and taste the finished product.

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Acknowledgement of Country

We would like to Acknowledge the Aboriginal and
Torres Strait Islander Peoples.

We pay our respect to their Elder's past and present and
extend that respect to all Aboriginal Peoples here today.

Australian government acknowledgement of country:
https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country

Together we touch the ground of the land (touch ground)

We reach for the sky that covers the land (raise hands)

And we touch our hearts to care of the land (touch heart)

Play school acknowledgement of country
<https://www.abc.net.au/cm/lb/11457222/data/acknowledgement-of-country-notes-data.pdf>

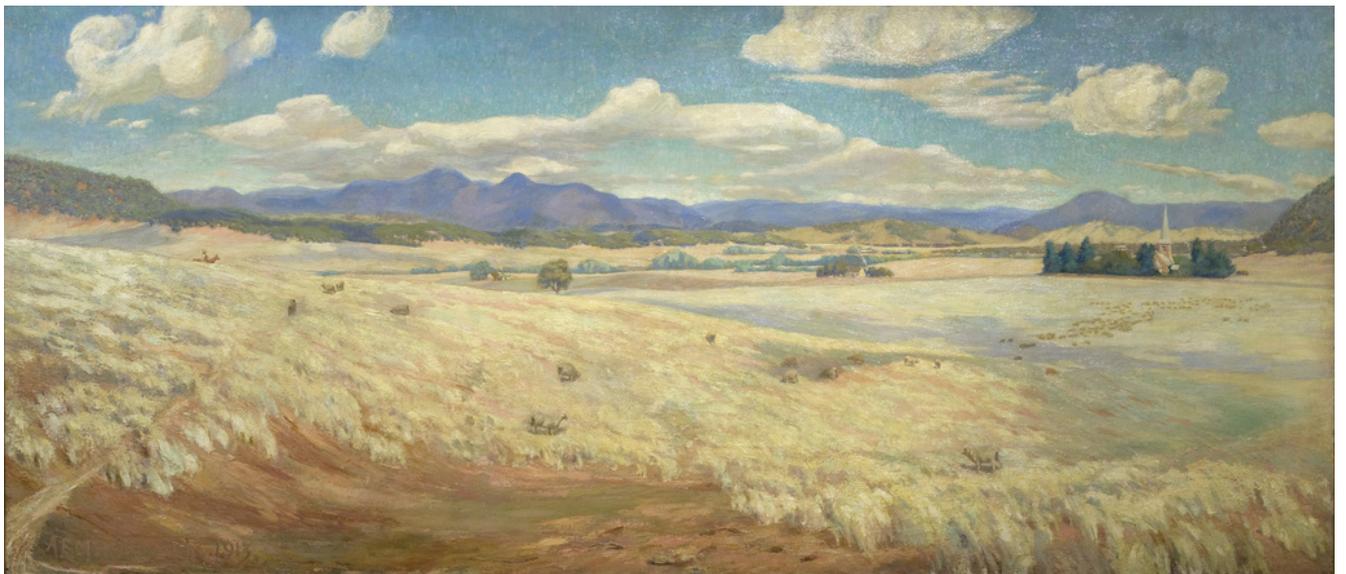
Images



Matilda House, *Possum Skin Cloak*, 2010



Dairy door lock, knobs, plate and key, c.1830-37



A E Macdonald, *Early Canberra*, 1913, oil on canvas

Let's Read

Vocabulary

Children may encounter a number of unfamiliar words during the program. Discussion of these words will help to develop children's understanding of historical concepts and equipment as well as the purpose of farms and will allow them to communicate their ideas and questions more effectively.

Some new words children will explore during this program:

Dairy	Teat	Udder
Shepherd	'Olden days'	Patina
Butter Churn	Buttermilk	Butter mold

Books provided in the *Old Macdonald's Farm* Outreach Learning Program:

Welcome to Country by Aunty Joy Murphy

Young Dark Emu by Bruce Pascoe

Daylight by Amelia Zeraftis and Thea Katauskas

When Will it Rain by Kate Cumming and Sian Naylor

Little Red Hen and the Lost Egg, by Margaret Wild and Terry Denton

The Windy Farm, by Doug MacLeod and Craig Smith

The Kings Breakfast by A.A Milne

Let's Look: Possum Skin Cloak



Matilda HOUSE (b. 1945)
Possum-skin cloak, 2010
Pokerwork designs on possum pelts,
waxed cotton. Purchased 2014.

INFORMATION FOR TEACHERS ABOUT THE ARTIST + THE WORK

The Possum-skin cloak in the CMAG collection was made by Matilda House. She is a Ngambri-Ngunnawal elder and artist and one of the traditional custodians of the Canberra Region and surrounds. Once an everyday item for Aboriginal people in south-eastern Australia, possum skin cloaks were worn from a young age. Cloaks started out small with a few skins sewn together to wrap a baby and over time more skins were added so that as a person grew, their cloaks grew with them. The artist burned the designs onto the inside collar of the cloak using a craft 'pokerware' iron, drawing on imagery of the Murrumbidgee River, the Brindabella Ranges, bush tucker, native bluebells and the wedge-tailed eagle (her totem) and brolgas (which used to inhabit the ACT also).

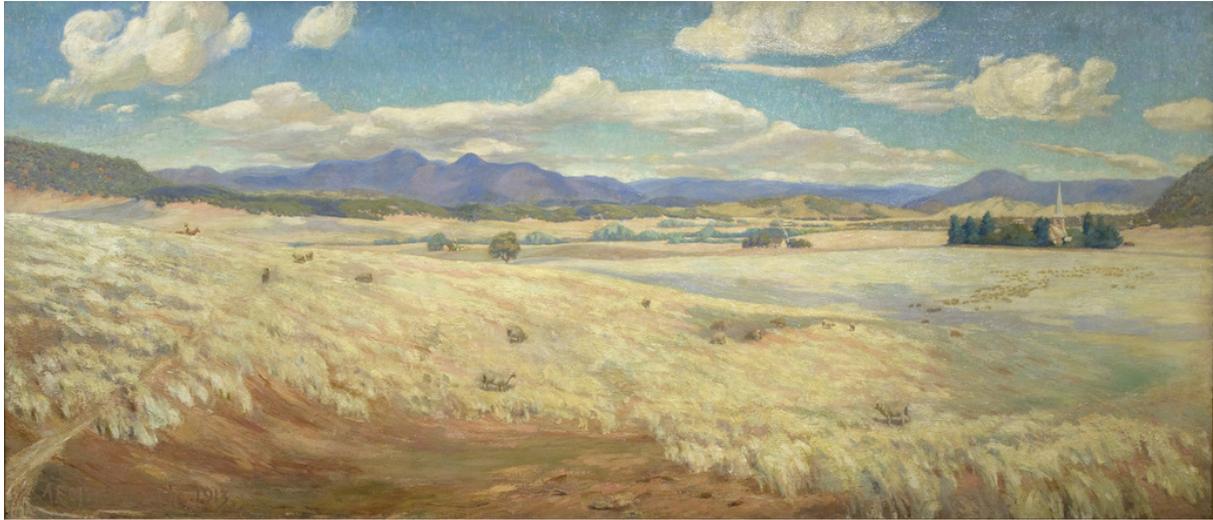
Let's Discuss

Over one hundred years ago, before Canberra became a city, Canberra was a farm! And before Canberra became a farm, it was cared for by the Aboriginal people for tens of thousands of years. Canberra was cared for by the Ngunawal and Ngambri people: these are the names of Aboriginal groups from this region. They look after the trees, the animals, the water, the sky and the clouds.

Here is an object made by Ngunawal-Ngambri artist and Elder Matilda House.

- **Can you guess what this object is?**
It's a cloak.
- **What's it made of?**
Fur.
- **Can you guess what kind of fur this cloak is made from?**
Hint: It's a native animal. It's made of brushtail possum fur.
- **Look closely at the cloak. Can you guess how it was made?**
Stitched together.
- **How many possum skins were used to make this cloak?**
30.
- **What might you use a cloak like this for?**
Winter in Canberra is cold! To keep warm in the cold Canberra winters, the Aboriginal people wore possum skin cloaks. They also used possum skins to sleep on to wrap their babies in. Possum skin cloaks were also worn for special events and ceremonies.
- **Who wore these cloaks?**
Many Aboriginal groups from south-eastern Australia wore them. Adults wore them, but also babies and children. Babies were wrapped in a small cloak of just a few possum skins sewn together, and as they grew bigger/older, more possum skins were slowly added until they were an adult and wore one as big as this one.

Let's Look: Early Canberra



A. E. Macdonald
Early Canberra 1913
Oil on canvas
139 x 260 cm
Acquired 1997

INFORMATION FOR TEACHERS ABOUT THE ARTIST + THE WORK

In 1912, the Prime Minister's Department announced a competition inviting Australian artists to portray the site chosen to become the Federal capital of Australia - Canberra. This painting by A E Macdonald was one of the ten entries submitted. Little is known about the artist. We know that he lived in Wahroonga in Sydney at the time of the competition. The agenda of the competition was to advertise the new site in a way that inspired nationalism by presenting an optimistic and heroic view of the Australian landscape. *Early Canberra* shows the site of Canberra looking towards Mount Ainslie and the present-day suburb of Ainslie with St Johns Church in the middle ground. It depicts the landscape on a beautiful sunny day with blue skies, a sweeping valley and mountain range in the distance. Although this painting did not win the competition, it exemplifies the hopes of our new nation for its soon to be built capital city.

A large-scale poster of this work of art from the CMAG collection is provided for you to keep and display in the classroom.

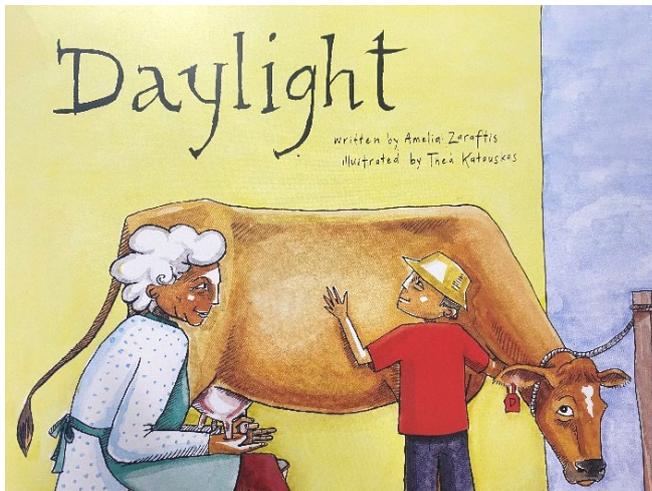
Let's Discuss

Over one hundred years ago, this landscape was chosen to become the capital city of Australia: Canberra. But before the big buildings and the city was built, it was a farm.

- **Does this landscape look different from the city we know as Canberra today?**
There are no buildings, roads, cars, bridges or lake!
- **What can you see on this farm?**
Sheep, horse, clouds, mud, grass, trees, sky, houses, church.
- **This farm was painted by a man called Mr Macdonald! Mr Macdonald did this painting a long, long time ago. Because it was painted so long ago when farms were different, the farm looks a bit different to farms today:**
 - Can you see any fences? (no fences - they used shepherds)
 - Can you see any taps for water? (no taps - they used the river)
 - Are there any tractors? (no tractors - they used horses)
 - Are there any shops? (no shops nearby)
 - No shops! Where did the farmer and his family get food from?
(their food was home-made and home-grown)
- **Let's all sing Old Macdonald's Farm!**

Old Macdonald had a farm
Ee i ee i o
And on his farm he had some cows
Ee i ee i oh
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old Macdonald had a farm
Ee i ee i o
(repeat verses with different animals)

Let's Read: Daylight



Read the storybook, *Daylight*. What animals are in the story? What other animals might you find on a farm? Show the children the modern-day dairy farm milking equipment in the story. Compare with the milking bucket that was used before this technology was created.

A soft cover copy of this storybook is provided for you to keep in your classroom library.

Let's Play: Felt Farms



- Divide the class into 4 smaller equal sized groups and distribute the felt farms to each group.
- Children work in groups to create their own felt farm.
- Once the children have finished, provide time for the children to look at and exchange ideas about one another's felt farms.

Let's Look: Duntroon Dairy Door Lock



Door lock, knobs, plate and key approx. c.1830-37

Iron, brass

11.8 x 16.5 x 16.5 cm

Purchased 2002

INFORMATION FOR TEACHERS ABOUT THE OBJECT

The Duntroon Dairy (c.1832) is regarded as the oldest survivor of Canberra's rural past. In 1977 the first archaeological excavation of an historic place in the Australian Capital Territory took place at the dairy. Over three hundred artifacts were recovered from the site and are recorded as the first handwritten entries in the ACT Objects Register (1981). This door lock from the Duntroon Dairy is one of the oldest artefacts in the CMAG collection.

Let's Discuss

- **Can you guess what this object is?**
It is the door lock from a very old door.
- **Do you think this object is old or new?**
It is very old!
- **Why? How can you tell?**
It has bumps and scratches and looks worn – this is called patina.
- **This door lock came from a dairy farm called Duntroon Dairy which used to be in Canberra a long time ago in the 'olden days'. This object is even older than Mr. Macdonald's painting! What sort of animals would you find on a dairy farm?**



Let's Imagine: Milking Cows

How do you milk a cow?

Do you remember when Sam was learning how to milk Daylight in the story? How did Sam milk the cow? (Discuss aspects of milking the cow - bucket, stool, udder, milk, squeezing his fingers just the right way).

Where does the milk come from?

Hand out the toy cows and children can pass them around. Ask children to look closely at the underside of the cow at the udder and teats.

Let's imagine milking a cow

Let's imagine that we are milking a cow just like Sam in the *Daylight* story book. First let's unlock the imaginary dairy door and tiptoe inside the dairy – we don't want to scare the cows – there are just enough imaginary cows for everybody to milk! Everybody can put on an imaginary apron and get the imaginary milking buckets and milking stools ready. Imagine the splashing sound as the milk squirts into the metal bucket! Tsh! Tsh! Tsh! Tsh! Tsh! Tsh!

Milk Products

Now that our buckets are full, let's look inside. Can you see the milk? (Teacher swishes the imaginary milk around in the bucket). Can you name some other dairy foods that are made from milk? (Teacher can provide hints by holding up empty cheese, butter, yoghurt and ice cream containers).

Cream Products

The dairy farmer will collect the fresh milk from the cow in a metal bucket and leave it for a few hours so that cream separates out and floats to the top. The cream is then scooped off with a special spoon and turned into.... Butter! Would you like to make your own butter, just like they did in the olden days?



Let's Make: Butter Making

Look at the stages of butter-making and discuss the changes from cream to butter.



Step 1 – The cow is milked and the milk is collected in a bucket.



Step 2 – After some time, the cream separates from the milk and floats to the top where it can be scooped off.



Step 3 – The cream is churned/whisked/shaken until small peaks form making whipped cream.



Step 4 – The whipped cream is further churned/whisked/shaken forming fat globules that turn yellow and resemble scrambled eggs.



Step 5 – The buttermilk is removed, making butter!

Demonstration

Demonstrate how each butter-making station will work. One adult helper is placed at each station to assist the group.

- **Churning table** – two children hold down the lid from both sides and the third turns the handle. Children count to ten or twenty together and then switch roles.
- **Whisking table** – two children hold the bowl from both sides and the third child whisks. Children count to ten or twenty together and then switch roles.
- **Shaking table** – show how to turn your body so that you face side on to the table to avoid banging the jar on the table. Shake fingers out when they get tired.

Divide the class into the three equal-sized groups. Begin making butter by rotating each group through each of the butter-making stations.

Butter rinsing and patting

Teacher settles children on the floor for story-time while adult helpers finish preparing the butter at the sink:

- Place a colander inside a large bowl and tip in the butter milk (liquid) and butter (solid). Pour the buttermilk into jugs. The buttermilk may be reserved and used for making pancakes.
- Collect the butter into ceramic bowls. Use a wooden spoon to press the butter against the side of the ceramic bowl, squeezing the butter milk out of the butter. Remove as much butter milk as possible to ensure that the butter hardens.
- Spread the finished product onto bread and cut slices in half. The remainder can be packaged up into small containers for children to take home.

Butter tasting

The teacher hands out buttered bread to children.

- Discuss the texture, taste and smell of the butter with the children. How is it different to the butter that is purchased from a supermarket?
- Show children the buttermilk that was squeezed out of the butter as well as the butter molds and pats, which were once used for molding and shaping the butter.

Shopping for Butter Making activity

Preparation for the Butter Making activity requires shopping for ingredients, classroom set-up and preparation of cream on the day prior to the program.

CREAM

Purchase only fresh pure cream (no additives or preservatives) such as **DAIRY FARMERS** Pure Cream and not thickened cream. You will need 4 litres, plus an additional 250ml.

BREAD

We recommend **HELGA'S** Light Rye.

Ingredients: Wheat flour, rye flour, yeast, rye meal, wheat gluten, salt, vinegar, vegetable oil, toasted malt flour (wheat or barley), soy flour, emulsifiers (471, 481), vitamin (thiamin).

Helga's Light Rye is produced on machinery which does not come into contact with eggs or nuts but does come into contact with sesame.

For children with dairy or gluten allergies, we suggest the following alternative products:

NUTTELEX spread

Ingredients: Sunflower oil, canola oil, vegetable oil, water, salt, emulsifiers (471, 322 sunflower lecithin), flavour, vitamins A,D,E.

MOORE'S Yeast Free, Gluten Free and Wheat Free bread

Ingredients: Water, tapioca flour, rice flour, non fat milk solids, egg, raising agents (575, 500), vegetable oil, sugar, vegetable gum (415, 412), salt, vinegar, emulsifiers (471, 481), acidity regulator (260). Made in a bakery that also bakes products containing almonds.

GALLETTE DI RISO Certified Organic Rice Cakes

Ingredients: 100% wholegrain rice.

Cream preparation

- Pre-whip 2 litres of cream for butter churn in stainless steel bowl (glad wrap and store in fridge overnight).
- Pre-whip 1 litre of cream for ceramic whisking bowls (500ml for each bowl, glad wrap and store in fridge overnight).
- Pour 250ml of cream evenly between 4 shaking jars (fill each jar one third full of cream, seal and store in fridge overnight).
- The cream needs to be pre-whipped to a stage where it is well and truly thick, but not yet forming fat globules. The cream expands as it whips.
- Prepare the 4 stages of cream bowls for discussion.

PLEASE NOTE:

THE MIX MASTER BOWL CAN ONLY TAKE 1.5 L OF CREAM AT A TIME.

1.5 litres of cream will take approximately 8 minutes to whip in the mix master on a setting of 8.



Classroom set-up

Teacher's presentation table:

- butter pats for handling and discussion
- butter molds for handling and discussion
- 4 stages of cream bowls pre-prepared for discussion



Three low tables for each method of butter making:

- **Butter Churn table** – To set up the butter churn, the stainless-steel churn interior fits into the wooden exterior with the larger hole on the side of the churn where the handle is. The handle is then threaded through and 'is done up' by winding the handle clockwise into the screw thread in the smaller hole. Put 2 litres of pre-whipped cream into the churn and place it on a non-slip mat.
- **Whisking table** – Place 2 white ceramic bowls containing pre-whipped cream and 2 whisks on the table on non-slip mats.
- **Shaking table** – Place 4 jars from fridge onto table. Ensure lids are closed firmly.

Table for preparing bread and butter:

- 2 chopping boards
- 2 butter knives
- Plates and napkins
- Bread
- Alternative products - gluten free bread and dairy free butter.

At the kitchen sink:

- Stainless steel bowls
- Plastic jugs
- Colanders
- Wooden spoons
- Latex gloves
- Aprons
- Tea towels

Suggestions for extension activities

HOME MADE BREAD

Is there anything better than hot bread and freshly whipped butter? Talk to the children about the process of planting and harvesting wheat, and then discuss how flour is made (by grinding wheat). Reading *The Little Red Hen* would be a great way to introduce this activity.

Ingredients

4 cups of plain flour
¼ cup gluten flour
1 dessertspoon salt
20 grams fresh yeast
1 dessertspoon sugar
½ litre warm water

Method

1. Dissolve yeast and sugar together in warm water then let it stand for 10 minutes until it looks frothy.
2. Sift flours and salt into a large bowl.
3. Make a well in the centre of the flour and pour in the yeast and water mix. Mix well with your hands.
4. Place dough in a bowl in a warm place until it rises to twice its size. Cover the bowl with plastic film or a cloth to keep it moist.
5. Punch the middle of the dough and place on a floured surface. Knead the dough for 10 to 15 minutes.
6. Place into oiled tins or shape into rolls then let stand to rise again until twice its size.
7. Cook in a hot oven (230-240C) for 10 minutes then reduce heat to 180C for 20 minutes. Cook much less for rolls.
8. Cool on a rack and gobble up with your freshly whipped butter!

BUTTERMILK PANCAKES <https://tasty.co/recipe/buttermilk-pancakes>

Clean up

Rinse all equipment, including the stainless-steel interior of the butter churn, with hot soapy water, prior to putting it through the dishwasher.

Repack the clax trolleys with the clean equipment and complete checklist prior to returning the outreach learning resources to CMAG.



Crate 1



Crate 2



Crate 3



Crate 4

Checklist

Please complete the check list before **returning** the outreach resources.

Teacher Pack

- Teacher notes
- 3 images
- 1 poster
- Daylight (soft cover)

Let's Read

- Daylight (hard cover)
- When will it rain?
- Big Red Hen
- Young Dark Emu
- Welcome to Country
- The Windy Farm
- The Kings Breakfast by A.A Milne

Let's Play Felt Farms

- 4 felt boards
- 1 sun
- 2 farmers
- 2 overalls
- 2 hats
- 1 pitchfork
- 1 bucket
- 2 water troughs
- 2 water
- 2 haystacks
- 4 barns
- 4 clouds
- 4 grass
- 1 tree canopy
- 1 tree trunk
- 2 cats
- 2 pigs
- 2 baby pigs
- 4 sheep
- 2 cows
- 2 dogs

Let's Make Butter

Crate 1

- 1 wooden butter churn
- 1 metal insert
- 1 nonslip mat
- 6 butter molds
- 2 butter knives
- 4 glass jars with lids
- 20 butter pats

Crate 2

- 2 ceramic bowls
- 4 glass bowls
- 1 enamel bowl
- 3 metal colanders
- 4 plastic jugs
- 2 non-slip squares

Crate 3

- 6 toy cows
- 1 metal milking bucket with lid
- 1 enamel cream carrier
- 1 cream spoon
- 2 sieves
- 2 wooden spoons
- 2 plastic spatulas
- 2 metal whisks

Crate 4

- 1 Sunbeam Mixmaster
- 2 wooden breadboards
- 4 felt farm kits
- 4 felt farm boards

Early Years Learning Framework

Old MacDonald's Farm integrates The Early Years Learning Framework for Australia – *Belonging, Being Becoming*:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
 - by openly expressing their feelings and ideas
 - by initiating and joining in play and role play
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - all children's attempts are enthusiastically encouraged
 - by working co-operatively and collaboratively with others
- Children develop knowledgeable and confident self-identities
 - by providing resources that reflect children's social worlds
 - by promoting a shared identity as Australians
- Children learn to interact in relation to others with care, empathy and respect
 - by engaging in and contributing to shared play experiences
 - by promoting social inclusion and respecting perspectives of others

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
 - by broadening their understanding of the world in which they live
 - by participating in group discussions and shared decision-making about rules and expectations
- Children respond to diversity with respect
 - by listening to the ideas of others and respecting different ways of being and doing
- Children become aware of fairness
 - by empowering them to make choices
- Children become socially responsible and show respect for the environment
 - by embedding sustainability in routines and practices

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
 - by accepting new challenges, making new discoveries, celebrating their efforts and achievements and that of others
- Children take increasing responsibility for their own health and physical wellbeing by being happy, healthy, safe and connected to others

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - by using play to investigate, imagine and explore ideas
 - by extending their own interests with enthusiasm, energy and concentration
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
 - by exploring and experimenting with art materials and techniques
- Children transfer and adapt what they have learned from one context to another
 - by transferring knowledge from an art appreciation to an artmaking setting
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials
 - by exploring ideas using imagination, creativity and play

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
 - by contributing their ideas and experiences when discussing works of art
 - by extending their vocabulary to include art and museum specific terms
- Children engage with a range of **texts** (see note below) and gain meaning from these texts
 - by viewing texts (reproductions of original works of art) and responding with relevant comments and questions

Evaluation

We appreciate your feedback. Please complete the Evaluation via the CMAG website:

[www.cmag.com.au/learning/Old MacDonald's Farm](http://www.cmag.com.au/learning/Old%20MacDonald's%20Farm)

Thank you

Thank you for participating in *Old MacDonald's Farm*.



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