The City of Fort Walton Beach
Heritage Park and Cultural Center Lesson Plan Series


Lesson Plan: Lower Elementary Grades (K-2)
Using the Camp Walton Schoolhouse As a Learning Environment

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WHAT WILL MY CLASS LEARN AT THE MUSEUM?

The Camp Walton School is a historic structure. The building is the original one-room structure created by the local community in 1911 and opened for students in 1912. The high school room was added in 1927 making the structure a two-room school.

The building has been adaptively restored and now functions as an educational museum whose mission is to preserve, maintain and interpret for exhibition items from the history of Camp Walton, Florida.

The goal of this program is to introduce students to a school and schoolhouse activities of the past, with emphasis on role playing and imagination activities. The Kindergarten program is 45 minutes in length, while the first and second grade programs are one hour in length. They are presented inside the front room of the schoolhouse where actual and replica furnishings, photographs, and props are used in a show-and-tell manner by the school marm.

At the same time we are striving to develop an appreciation of and an interest in the local history of Camp Walton, Florida, especially as it relates to education. This program will introduce students to a school of the past and allow them to compare and contrast life in the early 1900’s with their current school environment.

COURSE OF STUDY This lesson plan and accompanying tour will meet the following Florida State Standards for students:

- **SS.A.1.2.1** understands how individuals, ideas, decisions, and events can influence history.
- **SS.A.1.2.3** understands broad categories of time in years, decades and centuries.
- **SS.A.3.2.1.** knows significant people and their contributions in the field of communication/technology (e.g., inventors of various non-electronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.
- **SS.A.5.2.4.** understands social and cultural transformations of the 1920s and 1930s.
- **SS.B.1.2.1** uses simple maps, globes, and three-dimensional models to identify/locate places.
- **SS.B.1.2.4.** knows how changing transportation and communication technology have affected relationships between locations.
- **SS.D.1.2.2.** understands that scarcity of resources requires choices on many levels, from the individual to societal.
- **LA.C.1.2.1.** listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
- **LA.C.1.2.5.** responds to speakers by asking questions, making contributions, and paraphrasing what is said.
TOUR OBJECTIVES

1. Students will experience a fun, learning environment while at the Camp Walton Schoolhouse Museum. They will meet the school marm, who is friendly, patient, enthusiastic, and connected to the child’s learning level. The marm will guide the learning experience by using simple directions and positive reinforcement to maintain a productive learning environment.

2. Students will develop an appreciation of things made and used by people of the past and an understanding that history is about people and events of other places and times. Students will actively take part in age-appropriate memory games, storytelling, dramatic interpretations and small group activity. Students will discover that a museum is a special place to visit.

3. Students will see, discover and learn the importance of a school to a community. They will be taught to look and see the furnishings of the Camp Walton Schoolhouse Museum through guided involvement and imagination situations. Students will role play the part of students in a school years ago (i.e. Lining up in boy/girl lines, sitting in wooden desks, wearing hats and bonnets, writing on slates) and will participate in number counting exercises, singing songs, and dramatic interpretation. They will also be hearing stories about the history of the school teachers and the students.

4. Students will recognize that schools have changed over time. This will include comparison and contrast of schoolroom objects then and now, discussion of clothing worn by teachers and students, discussion of the expected chores and duties of children attending the school.

MATERIALS PROVIDED:
• Teacher Notes 1: Overview of a city called Fort Walton Beach.
• Teacher Notes 2: Overview of the Camp Walton School.
• Pre-Visit Activity: Learning About Camp Walton and the Students Who Lived Along Santa Rosa Sound
• Post Visit Activity 1: History Match-Up
• Post Visit Activity 2: Chores – Industry in the Home: Making your own Butter

TEACHER NOTES 1: Overview a City called Fort Walton Beach

Fort Walton Beach is a town with an exciting past. Its colorful past has been made possible by prehistoric people, pirates, frontiersman, educators, adventurers, visionaries and, of course, recent visitors to this thriving tourist city.

Fort Walton Beach’s history goes back to the earliest Native American inhabitants who thrived here about 14,000 years ago. Mounds, middens and village sites found in the area have provided Fort Walton Beach with some of the most significant archaeological treasures in the
Panhandle. The city owns and operates The Indian Temple Mound Museum (and the Fort Walton Temple Mound) which exhibits a collection of rare and beautiful artifacts from this area.

There is no doubt that pirates sailed the coastal waters where the bays offered places to hide. The most famous pirate of this area was William Augustus Bowles. The Billy Bowlegs festival is celebrated by the City each year in June in his honor.

In July 1861, the site of the present city was used as an encampment by the Walton Guards of the Confederate States Army. Their mission was to guard the Narrows, the narrowest point on the waterway of Santa Rosa Sound. This helped to secure a possible inland waterway against Federal troops seeking to attack Pensacola or re-supply the Federal troops at Fort Pickens. One of the soldiers stationed here, John Thomas Brooks, returned after the war to make the area into a dream and built the first hotel. He gave Fort Walton Beach its original name, Brooks Landing” because of a boat landing near his log cabin on Santa Rosa Sound.

By 1913 lumber and supply schooners traversed the Sound in large numbers and the first mercantile establishments were built on pilings over the Sound to accommodate water trade. Mail, supplies and visitors arrived by boat and stayed and played at the local resort hotels. When the first post office was established in 1913, inside Buck’s Mercantile Store, the town was officially called Camp Walton. This name was chosen for the community by John Thomas Brooks. Camp Walton was located in Santa Rosa County, as Okaloosa had no yet been created.

Walton County, Florida and Camp Walton, Florida were both named to honor Colonel George Walton who was Secretary of the Territory of West Florida from 1821 to 1826. He became acting Governor of West Florida when military Governor Andrew Jackson left the post to return to Tennessee. Colonel Walton’s father, George Walton, Sr., was Governor of Georgia and the 56th signer of the Declaration of Independence in 1776.

Supposedly, fort was a reference to a military fort in this area during the Seminole Wars. However, the Seminole Wars fort is now known to have been located near Alachua, about 100 miles from here.

Camp Walton was upgraded to Fort Walton by an act of the State Legislature in 1932. Dr. Beal, a retired pharmacist and early developer, requested the name change. He traveled widely giving lectures and was always being asked what kind of “camp” he lived in, when signing guest registers. He wanted people to understand that he lived in a progressive little town in the Panhandle of Florida.

The area grew quickly. Electricity arrived about 1927. The first paved highway and first bridge to the island came in 1934. Eglin Field was established in 1935. Fort Walton became a municipality in 1937. In 1941 the community had 91 permanent residents and was governed by a Mayor-council government. In 1946 the Playground News went into weekly publication. Restaurants, hotels, bowling alleys, car dealerships, banks and businesses of every kind arrived on the scene to service the growing number of tourists and retirement communities springing up all along the City’s boundaries. In 1953 the City again changed their name to Fort Walton Beach, Florida in honor of the visitors and locals alike who have made this their home. This charter also initiated the City-Manager form of government. Winston Walker, the first City-Manager, was a graduate of the Camp Walton School.
Today the community boasts around 22,000 persons and has been voted one of the 10 places to live for several years in a row.

**TEACHER NOTES 2: Overview of the Camp Walton School**

Schooling in America was very different than schools in the United States today. Before a town grew large enough to support a one-room school, many communities taught their children at home or in the church. Once the one-room school was built most towns considered themselves to be prospering. A town that had a school, had a future.

The Camp Walton School was the first schoolhouse constructed for the children of Camp Walton. Local citizens crafted the building of native pine and oak in 1911 at its original location across the street from today’s Chamber of Commerce on Highway 98. When the school opened in 1912, fifteen students in eight grades had one classroom with one teacher. In 1927 a second room was added for the high school students with an additional teacher. The schoolhouse inspired imaginations and sparked learning in local children for 24 years. When the new Fort Walton School was built in 1936, the Camp Walton Schoolhouse closed its doors.

The old school building was purchased by John Brooks of the Gulf View Motor Company and moved to Fourth and Tupelo Streets. It was used as an apartment house for several families during World War II and until the 1960’s. The building was eventually sold to Dr. and Mrs. Langston who continued to use it as rentals. By the 1970s the building was left to deteriorate.

The building was scheduled to be burned by the City of Fort Walton Beach Fire Department as a practice burn, but members of the Junior Service League convinced the Langston's to donate the building to become a historic museum. The preservation of the historic Camp Walton School was undertaken by the Junior League of Fort Walton Beach and the Okaloosa County School Board in 1974 and the building was again moved - to First Street. The building was opened as an educational museum for the public in 1976. In 1986, at the request of the Junior League, the operation of the schoolhouse museum and its educational programming was transferred to the City of Fort Walton Beach. It continued to serve as an educational museum for fieldtrips and summer visitors through 2005.

In January 2006 the Camp Walton Schoolhouse Museum was moved again and joined the Indian Temple Mound Museum, the Fort Walton Temple Mound and the Garnier Post Office Museum to create the City of Fort Walton Beach Heritage Park and Cultural Center.

Restoration of the Camp Walton School returned it to its former appearance and it is now one of four historic properties cared for by the City of Fort Walton Beach Heritage Park and Cultural Center.

(All photographs in the Collection of the City of Fort Walton Beach Heritage Park and Cultural Center)
REFERENCES AND FURTHER READING SUGGESTIONS:

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Carswell, E. W.  

Hutchinson, Leonard Patrick  

Junior Service League of Fort Walton Beach  
"Recollections," Fort Walton Beach, Florida n.d.

McKinnon, John L.  

Northwest Florida Daily News  
*Our Town*, Northwest Florida Daily News, 1992

Wells, William James  
*Pioneering in the Panhandle*, Self Published, Fort Walton Beach, Florida, 1976.

VOCABULARY LIST

**chores:** a routine task or job, usually activities around the house or on a farm.

**industry:** a job; a craft, art, business or manufacture that employs people and provides an income.

**one-room schoolhouse:** a building dedicated to the processes of learning, a teaching facility that consists of one room with one teacher presiding over multiple grades.

**school marm or dame:** a person employed as a teacher or educator in a classroom or a vocation. These terms refer specifically to a female. A man would be a school master or a doctor.

**teaching:** the acts which cause a person to learn, activities which use the senses and the environment to experience knowledge

**three R’s:** subjects taught in rural schools, included classes in reading, (‘riting) writing and (‘rithmetic) arithmetic
GETTING STARTED:

• Teachers wishing to utilize this lesson plan will need to arrange a tour of Camp Walton Schoolhouse Museum for their classes. You may call the City of Fort Walton Beach Heritage Park and Cultural Center at (850) 833-9595 to make arrangements for available days.

• There is an admission fee of $2.00 per student/chaperone for tax-exempt schools and a fee of $2.12 for non-tax-exempt schools. Bus drivers and teachers are always free.

• Once your trip has been confirmed, a package with information will be sent to you. Please be sure to read over the material in your package before your trip. You will find helpful parking, payment and behavior instructions.

• Discuss the Pre-Visit Activity with your students to prepare them for their visit to the museum. Students may also find the time post information useful for recognizing the changing times in the panhandle. There are also associated vocabulary words. Discuss what your students will experience at the museum and the behavior expected of them. See exhibit rules.

EXHIBIT RULES:

The Camp Walton Schoolhouse Museum has Exhibit Rules to make your experience an entertaining and educational field trip experience.

• Please remember that adult supervision is required inside the museum at all times.

• The museum exhibits are fragile and require that students appreciate that the building they are in has a commitment to preservation and protection.

• There will be no running or horseplay inside the museum.

• There will be no food or drinks inside the museum. (Please inform your chaperones as well)

• Please use common classroom courtesy and instruct the students to use their inside voices when discussions are taking place inside the museum. Chaperones should refrain from talking to one another during the presentation and cell phones should be silenced.

• Remember to have fun!
TIMEPOSTS:

2008, August 8: The 2008 Summer Olympic Games, officially known as the Games of the XXIX Olympiad, began in Beijing, China.


1935, November 05: Parker Brothers releases the board game Monopoly.

1931, March 03: The United States adopts "The Star-Spangled Banner" as national anthem.

1924, November 27: In New York City the first Macy’s Thanksgiving Day Parade is held.

1918, March 19: U.S. Congress establishes time zones and approves daylight saving time.

1914: Congress passed a resolution making the second Sunday in May a day to honor mothers and important women.

1913, February: Prizes are included in Cracker Jack candy boxes for the first time.

1907: Sir Robert Baden-Powell founds the Boy Scouts.

1900: At the Paris Exhibition, electricity was used to showcase several new inventions including the escalator, X rays, wireless telegraph, motor car, and silent movies.

SETTING THE STAGE: Basic Information on the Students and the Community of the Camp Walton school (students will receive this information during the presentation).

The goal of this program is to introduce students to a school and schoolhouse activities of the past, with emphasis on role playing and imagination activities. Students will develop an appreciation of and an interest in a one-room school and local history. The program will introduce students to a school and the activities of the past and allow them to compare and contrast by using actual and replica furnishings and photographs in a discovery discussion.

What is the Camp Walton School? The Camp Walton Schoolhouse Museum is a special historic structure which was once the school for the children of this community when it was called Camp Walton. It is not the oldest or the rarest example of a school building from the early 1900’s, but it is unique because it was made and used by the people of this community. They used the resources available to them right here in the Panhandle.

What is a one-room school? The entire school had only one room. It was the classroom, the lunchroom, the principal’s office, the nurse’s area and the library – all in one room.
What happened before a town had a one-room school? In some towns students might go to church to learn to read. Or your own parents might teach you to read and write. In some towns there were women called Dames who taught the girls to sew and quilt and crochet. They also taught the girls to read a little. Camp Walton had classes in homes for some time, but then realized that it was time to have a school of their own. The community built this school.

What was a school day like? Once the morning bell was rung, students began the day. They would make two lines, one for the boys and one for the girls, and enter the room by marching into place. The day started with the pledge of allegiance; then a prayer; then announcements; then morning calisthenics. They might sing songs or read from a common story book. After making their manners, students took the proper placement in their chairs and the teaching began.

What was taught in school? Students could expect different subjects in specific grades. Once a subject was introduced, it would be built upon in all succeeding years. A student could expect to redo lessons until the material was learned. Spelling, Penmanship, Language Arts, Art & Drawing, Music, Civics, Arithmetic, Basics (Daily Attendance, Manners, Morals, Situational Etiquette and Biblical Training), Agriculture, Physiology (hygiene, physical training, sanitation), Grammar, Reading, Handicrafts, Geography, American and World History. Reading, (w)riting, and (a)rithmetic, the three "R’s were the most fundamental subjects taught to children.

How did students get to school? At this time students could not come to school by bus or car – they had to come in other ways. Most students came to school by walking, running or bike riding. Some might ride a pony or come in a wagon. Some even came by boat.

What equipment would the students use in the classroom? The community provided what was needed in the classroom. Readers, desks, slates, paper, pens, and ink were standard classroom equipment. A globe, wall maps, reference books, composition books, and scientific equipment would be found only in a well appointed classroom.

What were the students like? Students were between the ages of 5 and 17. They were in grades 1 to eight. Students who came to this school wore special clothes. Boys wore hats with big brims to protect them from the sun. They carried their books tied with a strap. Girls wore bonnets that tied under the chin. In school boys could wear long or short pants. They wore white shirts, sometimes overalls. They did not have to wear shoes to school. Sometimes they went barefooted. Girls did not wear long or short pants. Girls had to wear dresses or skirts and blouses to school.

What did students eat for lunch? When it was time for lunch, boys and girls had no lunch room at this school so they went home to eat or brought their lunch to school. They brought lunch in a metal tin that once held butter or bacon fat. Inside you would find whatever mom had made for dinner the night before – leftovers. If students in this class got thirsty, there was no water fountain to get a drink of water. Instead one of the kids would use the outside pump, fill up a bucket and bring the water inside. Every student would drink from the bucket with a dipper.

What was classroom discipline like? Students were expected to help with chores and were expected to try hard at their lessons. A lazy student could expect to stay after and complete additional chores. A student who was under-achieving could expect a place in the dunce chair. A student sleeping or goofing off in class could expect a whipping. Good students could expect rewards from early dismissal to reduced lessons to free time in the classroom.
Pre-Visit Activity: Learning About Camp Walton and the Students Who Lived Along Santa Rosa Sound

Introduction: The experience of attending school strengthens students growing sense of independence and their relationship with the world beyond their family. This pre-visit activity focuses students on information that will help them to experience the Camp Walton Schoolhouse Museum fully.

Learning Objectives: Students will be able to:
• Understand key facts about being a student and being a teacher in a one-room schoolhouse.
• Understand that while education is the “job” of a student, a community has many aspects that contribute to its industries and its character.

1. Have the class talk about these questions and make a list of their responses to these questions.
   • Why do we go to school?
   • What activities do we do in school? After school?
   • Do you have chores to do at home? What? Do you get an allowance?

2. Explain to the class that early schools in America were very different from schools today. In rural areas, children were sometimes taught at home. As areas of the country were settled and farmers prospered, one-room schoolhouses were built. Students spent more time away from home and not only studied but played at the school. Let students know they will look at pictures to see what school was like for children their age almost one hundred years ago. It may be helpful to explain that their own grandparents might have attended a one-room schoolhouse. Explain that history is a real, living experience that happened to people. In fact, each of us is a part of the history in which we live. Explain that by examining clothing we can examine history. Clothing can tell us a lot about the social, cultural, and political events that occurred when the garment was worn.

3. The Learning Environment – Men, Woman and Children and their Clothing: Share the pictures of the clothing that families wore. Invite students to share their impressions of the people. Ask them to imagine and describe who the people are, what they are doing and what type of work these people may have accomplished.

4. The Learning Environment – Students at Play: Share the pictures of the students at play. Look at the clothing they are wearing. Can students identify what time of year it is? (Student clothing might give clues.) Are these the types of things students today do after school?

5. The Learning Environment - Industry and Tourism: Share the pictures of the students and townspeople at work. What jobs were important to this community? Vacationers flocked to Florida during the 1920s. Many Americans moved to the state to enjoy the mild climate. Many others came in the hopes of new and better ways to make money. Because the economy was thriving, money was easy to borrow and many people were able to buy land in Florida. Many resorts and cities were born during the land boom. The governor of Florida at that time, John Wellborn Martin, encouraged development and promoted the building of
highways throughout the state, as well as financing public schools by direct state funds. He supplied free textbooks to all pupils through the sixth grade.

6. After studying and discussing the photographs, encourage students to make comparisons by answering these questions:
   • Who wore these clothes? Where did he/she live?
   • What was the occasion? Where was the event held?
   • Who were some of the people they may have met?
   • What topics of conversation might have been held? Why?
   • What kind of food would they have been eating?
   • What kind of songs would they have been singing?
   • What was going on in the country or the world at this time?
   • How was clothing related to the community?
   • Did children wear the same clothes to school that we do today?
   • What activities did students do after school? Did they have gyms and playgrounds to play in?
   • Compare these to the answers to the questions you asked at the start of this lesson. To complete the comparison, ask students if, given the choice, they would prefer to live a hundred years ago or today. Why? Where would you rather be living? Why? Back up your answers with facts. Chart the students’ responses on the board in two different columns. Have the students compare and contrast the different reasons.
The Learning Environment –
Men, Woman and Children and their Clothing

Top: Children and their families at the beach around 1916.
Bottom: Children playing at the Indianola Inn around 1936.

(All photographs in the Collection of the City of Fort Walton Beach Heritage Park and Cultural Center)
The Learning Environment –
Students at Play

There were many activities that kept children busy before and after school. In Camp Walton most activities had to do with the water.

(All photographs in the Collection of the City of Fort Walton Beach Heritage Park and Cultural Center)
Industry and Tourism

People came to visit Camp Walton because of its beautiful beaches. There were also parties, dances and fancy dress occasions.

Fishing and families travelling to the area to enjoy its fishing were major industries in the area.

Getting from place to place in the town had its own charm. In 1906, there were only 300 cars in Florida and a small number of paved roads. Very few people could afford cars before Henry Ford began mass-producing the Model T. By 1919 more than 7 million cars were on American roads. The car gave Americans the freedom to travel where and when they wanted. For many Americans, Florida was the perfect destination. By the early 1920s, roads connecting Florida cities were linked to highways stretching to northern cities. (All photographs in the Collection of the City of Fort Walton Beach Heritage Park and Cultural Center)
**EXTENSIONS:** Upon returning to the classroom, discuss the main ideas that students should remember from their museum experience and their visit to the Camp Walton Schoolhouse Museum. Use one or more of the following ideas to expand children’s understanding of this topic:

- **Read About:** *The American Girl Series* includes several books from the times surrounding the Camp Walton School.

**Samantha Parkington, 1904:** Samantha is an only child growing up during the Edwardian period (although American Girl designated her as Victorian). Orphaned at age five and raised by her wealthy grandmother in fictional Mount Bedford, New York, Samantha befriends a poor servant girl named Nellie O’Malley. Eventually Samantha, Nellie and Nellie's young sisters are adopted by Samantha's uncle and aunt. Samantha book themes include women's suffrage, child labor, and classism. The first two books in the core series were written by Susan S. Adler; the third book by Maxine Rose Schur; the last three by American Girl author Valarie Tripp.

**Nellie O’Malley, 1904:** Born to Irish immigrants, Nellie works for Samantha's neighbors and is befriended by Samantha. She represents the working-class immigrant experience of the time and teaches Samantha about the conditions faced by children who work in factories. Nellie and her sisters are orphaned and later adopted by Samantha's relatives.

**Kit Kittredge, 1934:** Kit Kittredge faces the hard times of the early years of the Great Depression in Ohio. Her family struggles to adjust to the realities of the economy after Kit's father loses his job. Although referred to as 'Kit' in almost all books and promotional material, Kit's full name is Margaret Mildred Kittredge. Her book was illustrated by Walter Rane. The feature film *Kit Kittredge: An American Girl* was released in 2008.

**Ruthie Smithens, 1934:** Ruthie is Kit's best friend. Her family is well-off compared to the financial struggles of Kit's family. The character of Ruthie adores fairy tales and idolizes movie stars. She is generous and often tries to help Kit, but sometimes wounds her friend's pride instead. Her book, "Really Truly Ruthie" was written by Valerie Tripp and is set in late December 1932.

- **Watch a movie:** *Snow White and the Seven Dwarfs came to theatres in 1937.* The classic movie, which taught the world to "whistle while you work," focuses on a young beauty named Snow White who is tormented by her mean stepmother. Snow White escapes to join the company of seven lovable characters named Sleepy, Dopey, Sneezy, Happy, Bashful, Grumpy, and Doc and makes fairytale history by being rescued by a handsome prince.

Schoolhouse era artifacts on display in the Elementary Grades room.
Post Visit Activity 1: History Match-Up

Students of the past had to have very good memories. They had to memorize lessons and remember their chores and the activities expected of them at school. Now that you have visited the Camp Walton Schoolhouse Museum and learned about the changes in education over the years, let’s see what you remember about your visit.

Teachers should hand out the History Match-Up Activity Sheet. Discuss the various changes with your students.
History Match-Up

Students of the past had to have very good memories. They had to remember lessons, lists of chores and the activities expected of them at school. Now that you have visited the Camp Walton Schoolhouse Museum and learned about the schools of the past, let’s see what you remember about your visit.

Draw a line to match-up the items used at your school with those from 1912. Have things changed or remained the same?

<table>
<thead>
<tr>
<th>NOW</th>
<th>THEN</th>
</tr>
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<tbody>
<tr>
<td>How do you get to school?</td>
<td>How do you light the room to read?</td>
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<td></td>
<td>Where do you take a bathroom break?</td>
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<tr>
<td></td>
<td>What do you use to write words?</td>
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<tr>
<td></td>
<td>How do you communicate information?</td>
</tr>
<tr>
<td></td>
<td>Where do you go for a drink of water?</td>
</tr>
</tbody>
</table>
Post Visit Activity 2: Chores – Industry in the Home
Making your own Butter at Home

Once, butter was a luxury, which few families could afford. For those who owned milking cows, the milk and the butter that they produced could be sold at market or be traded for simple items, such as food or clothing.

In time, dairy farming spread across America and milking cows became more plentiful. Soon the supply of milk increased and the butter churn became a common tool in American kitchens. Late spring was the favorite butter making season, for that is when cows give the most milk. The children of the house were responsible for milking the cows and bringing the pails of fresh, warm milk into the house. The pails would be left to sit until the milk began to sour. At that time the cream was skimmed from the top and put into the butter churn.

When enough cream had been collected in the churn, the butter making began. The job of beating the dasher up and down in the churn was usually given to the children. To amuse themselves, the children chanted butter-churning rhymes in time to the up-down pumping motion.

“Come butter come
Come butter come
Peter standing at the gate
Waiting for a butter cake
Come butter come”

The whole process took about half an hour, sometimes longer. Before the butter could be eaten it had to be rinsed in cold water and shaped into squares using two wooden paddles. Sometimes it was packed into small table-sized tubs. The color of butter would vary from light yellow to deep gold, depending upon what the cow had eaten. The taste of butter was sweet, although salt was sometimes added for flavor or as a preservative.

Making Butter:
You can make butter in your classroom. All you will need is a butter churn, whipping cream or heavy cream, salt, and a spoon. If you do not have a butter churn you can make one. You will need a clean coffee can or glass jar with a tight fitting lid (preferably a snap-fit plastic lid), some Tinkertoy parts and a small knife or sharp scissors.

To make the churn take a Tinkertoy stick long enough to reach from the bottom of the container out though the top. Attach it to a Tinkertoy wheel with at least three spokes. This is called the dasher and it should sit inside your container. Wash the container and all the Tinkertoy parts carefully and then let them dry. You will need to have an adult help you cut a small hole in the plastic lid through which to put the dasher. You are now ready to make butter.
To make butter:
1. Let the cream stand at room temperature for an hour or so and then pour it into the butter churn until it is about half full.

2. Place the lid tightly on the churn (you might want to tape it into place) and begin beating the dasher up and down at a steady rhythm. Try chanting the Come Butter Come rhyme. Work shared goes faster - you and your friends can take turns. After twenty or thirty minutes the butter should come as lumps that float on the top and stick to the dasher. Sometimes the cream will turn to whipped cream before the butter curds form – just keep churning with the dasher.

3. When no more curds seem to be forming, remove the lid and use a spoon to scoop out the butter curds. You might want to refrigerate and save the buttermilk that remains as it is used in many recipes. The butter will be quite soft and mushy. Put the curds in a bowl and rinse them carefully under cold water to remove any milk left in the butter.

4. Put the butter in the refrigerator to cool. After an hour or so the butter balls will be firm enough to be molded together. While you are doing this, taste the butter. It will probably seem sweet. Just a pinch or two of salt blended with the butter will give you that familiar butter taste.

5. The butter can now be shaped into balls, sticks or pats or cut into shapes using small cookie cutters. If you still want to do more, try carving designs on the butter using the point of a toothpick.