Baking Routine

This is a routine to assist you during the day.

History: In the 1800s many household chores centered on the kitchen's wood burning stove. Here the enterprising housewife cooked daily meals, preserved food for future use, heated water for washing and bathing, and warmed irons for weekly laundry. During the chilly winter months the kitchen stove provided much of the home's warmth. However, in the summer, chores requiring heat often relocated away from the house. The outdoor wood burning stove represents one kind of "summer kitchen".

Before students arrive

Bake one **double** batch of biscuits. Each group of students will eat the biscuits that the previous group has prepared. You will bake the first batch so that there are biscuits ready for the first group. When the biscuits are done set them on the stove and cover them with a towel to keep them warm.

Arrival of the students

Welcome the students. Exchange introductions.

Divide students into two groups. One group will prepare a batch of biscuits while the other group churns the butter and grinds the wheat. The groups will switch when the first batch of biscuits go in the oven (this will be at roughly half way). Students will eat biscuits together at the end.

Biscuit making

Inform students that they will be baking biscuits and they must all wash their hands. Two students can get water from the pump.

Explain that all students will participate in preparing the biscuits. One student can read the recipe, another can add milk, another can add the butter, etc.

Show students the different parts of the stove from the kitchen window. **Children are not allowed inside the kitchen.**

Wheat and butter preparation

Explain
- That you will be preparing the ingredients for making biscuits but will first talk about how biscuits were made and why they were an important food.
- A family finished their morning chores before everyone sat down to breakfast. One of the things you might have eaten was biscuits. If there were leftovers they would be packed in your lunch.

Ask
- What ingredients are used to make biscuits? Emphasize flour and butter.
- Where does flour comes from? Show the students the sample wheat that has not been ground. Explain that sifting wheat was important to remove large grains before baking or cooking. Show them the photographs. Explain that some families could grind their own wheat but by 1889 most families would purchase sacks of flour.
- Where does butter come from? Show the students the picture of the cow and the butter churn. Explain that after the cow was milked the milk was poured into a pan and the cream would rise to the top. The cream that was skimmed off the top and put in a churn to make butter. This was a chore that children would be asked to do.

Note: All students will get a turn at each of the following activities. First show each student how to: use the butter churn, how to **safely** use the wheat grinder, how to use the flour sifter; then let two students work together at each activity and rotate through until everyone has had a turn.

When students have completed their butter churning, wheat grinding **and** biscuit making chores, have them gather around the baking table and eat their biscuits.
Encourage students to try the jam. This is a good time to explain what preserves are.
(The butter is used as an ingredient in the biscuit dough, not as a topping)
Students must remain in the cooking area until the station is complete. When you hear the triangle, line up your students and walk them to the laundry station.

Students are not permitted to go to the next station unless an adult walks them over.

End of the day clean up
- Please bring all the ingredients and dishes to the winery kitchen. Rinse all dishes in the sink with cold water, a staff member will load them into the dishwasher.
- Clean the baking table and laminated sheets thoroughly with the bleach water.
- We appreciate your help in keeping our facilities clean!