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## Social Studies Unit | Grades 6-8 | Lesson 1: Wicks & Wax

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### Lesson Description

Step into a past filled with sights and smells and see how early settlers once used candles as a form of electricity. Now considered an “art,” candle making used to be a valuable skill and absolute necessity to provide families with light and a number of other household duties. Today, you will take a trip to Carrie’s Candle Shop where you will ask the craftsman a number of questions to see how this art was performed in the 1880’s. And if you’d like, you can even make your own candles as a souvenir!

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### Concepts

Tallow

Candle making

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### Objectives

Students will:

- Learn what candles were made out of in the 1880s.
  - Understand what the candles were used for.
  - Learn the steps to make a hand-dipped candle.
  - Learn specific vocabulary that goes along with candle making.
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### Content Standards

**GLE’s: SS 3c, f; SS 4f; SS 5c, e, f, h, j; SS 6i**

#### National Standards in Social Studies

##### Arts and Communication

- **Standard 5:** Knows a range of arts and communication works from various historical and cultural periods.
  - Benchmark 5, Grades 9-12: Knows art forms that reflect cultural elements of the local community (e.g. folk art, utilitarian objects, community environment (landscape and architecture), works of local professional artists and craftsmen).

##### Grades K-4 History & Level II [Grade 3-4]

- **Standard 2:** Understands the history of a local community and how communities in North America varied long ago.
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- Benchmark 1, Grades K-2: Understands the changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; change in jobs, schooling, transportation, communication, religion, recreation).
- Benchmark 7, Grades 3-4: Knows the history of the local community since it's founding, the people who came, the changes they brought, and significant events over time.
- Benchmark 8, Grades 3-4: Understands changes in land use and economic activities in the local community since its founding (e.g., changes in technology, the work people did, transportation, local resources).

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### Time Required

Approximately 45 minutes

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### Materials

- Student activity sheet from the Kids-U-Cation website
  - Silver Dollar City Park Map
  - Writing utensil
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### Procedures

1. Print off the student activity sheet from the Kids-U-Cation website and hand out to students.
  2. Pick up a park map upon entering Silver Dollar City to get to Carrie's Candles shop.
  3. Turn into teacher for a completion or accuracy grade.
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### Closure

Review the key points of this lesson by discussing the following:

- What were the major ingredients for making candles in the 1880s?
  - What were candles used for?
  - List a couple steps in the candle making process.
  - Did you learn any new words that go along with candle making? Were there any you weren't familiar with?
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## **Assessment/Independent Practice**

Give an assignment or test of your choice.



Name/Date: \_\_\_\_\_

## Candle making at Carrie's Candles

Step into a past filled with sights and smells and see how early settlers once used candles as a form of light.

Early settlers once used at candles as the primary source of light and candle making was a sought out, valuable skill. Take a step back into time, meet with a master craftsman who will enlighten you on the history of candle making and find the differences and similarities between candle making in the past and to the present time. You may even want the chance to dip your own candle into a variety of colors in Carrie's Candle Shop.

Directions: Use the Silver Dollar City park map to find Carrie's Candles. Introduce yourself to the master craftsman and ask the four interview questions. Read the informational passage and complete questions. When finished, turn in the student activity sheet to your teacher for a competition grade.

### Craftsman Interview Questions

1. How long does the candle making process take from beginning to the end?

\_\_\_\_\_

2. What are the steps in candle making?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How are candles today different from candles made in the 1800s?

\_\_\_\_\_  
\_\_\_\_\_

4. What supplies or materials are needed to create a candle?

\_\_\_\_\_  
\_\_\_\_\_

# Candle Making

## Did you know?

- \*Candles were made out of animal fat
- \*Candle wicks were often made out of linen or cotton
- \*Candles had to be kept in metal boxes to prevent rodents from consuming the candles

Early settlers in the 1800s produced candles as their main source of light. Candle making proved to be a valuable skill and was practiced throughout the region. Candles were made from animal fat that was cooked outdoors in a kettle with an open fire. The candle wicks were made from linen or cotton. The cotton wicks were dipped in tallow time and time again until the candle had reached the desired thickness. The candle maker had to keep a watchful eye on the correct temperature. If the temperature was too hot it would melt the candle and if it was too cool it would create lumps on the candle.

Directions: Use the information from your interview with the master craftsman and the informational passage above to complete the flow chart on the process of candle making.

