

SHEEP TO SHAWL – SUGGESTIONS FOR PRE-VISIT PREPARATION

In order that the students experience **Sheep to Shawl** to the fullest, the following materials are offered for use by the teacher in the classroom prior to and after the site visit.

OBJECTIVES:

- To understand that many people living in Saratoga County 150 to 200 years ago had to work hard to meet their basic needs of food, clothing and shelter.
- To experience the steps in processing wool from ‘sheep to shawl’ by observation and hands-on activities including shearing, washing, spinning, and weaving of the wool.

LEARNING STANDARDS

- Social Studies 1.1
- Social Studies 1.4

I. Sheep Vocabulary

self-sufficiency – able to supply one’s own needs of food clothing and shelter

flock – a number of animals of one kind, herding together such as sheep or goats

ewe – an adult female sheep

ram – an adult male sheep

fleece – the coat of wool that covers a sheep

shear – to cut or clip the wool fleece from a sheep

shears – hand-powered steel clippers used to remove the wool from a sheep

lanolin – the fatty substance found in wool; used for lotions

pick – to pulling apart clumps of wool to remove dirt and straw

card – to straighten and fluff the wool; done on tools called hand cards

spin – to twist fibers together to form a yarn that is longer and stronger than the original fiber

Great Wheel – a devise used for spinning wool, with a large wheel and a spindle

weave – to make cloth or fabric by interlacing threads

II. Sample Pre-Visit Activities

Introduction: Have students look at the clothing that they are wearing. Ask them where their clothes came from? Discuss the idea that 150-200 years ago many people were self-sufficient and provided for their own clothing needs. Ask them how they did this? Discuss raising sheep for wool.

Read “On A Sunny Day in May” to the students. Show the photograph of Sheep Hole. Discuss the steps in processing wool. Use the “Sheep to Shawl” flow diagram to facilitate the discussion.

Read a story from the Bibliography about sheep.

III. Sample Post-Visit Activities

Review the step in processing wool. Each student received a picture card at each station visited. In classroom after the field trip have the student arrange the picture cards in the proper sequence and use the flow chart to check the accuracy of their arrangement.

Draw a picture of your favorite step in the processing of wool. / Write your own story about wool processing including pictures. / Imagine you are a child in 1850; keep a diary for a week in the spring during sheep shearing time.