



SHEEP TO SHAWL – PRE-SCHOOL PREPARATION SUGGESTIONS

BACKGROUND INFORMATION

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. A traveling trunk is available at museum and may be borrowed by teachers. Other materials can be reproduced and the book & video are available at amazon.com.

These pre-visit materials use the book, *Charlie Needs a Cloak* by Tomie DePaola and a VHS tape, *Sheep Crossing*. The story and the video identify the main steps in the process of making cloth from wool.

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 illustrate that woolen clothing comes from the wool of sheep.
- To explain the process of making woolen clothing.

LEARNING STANDARDS

- Social Studies 1.1
- Social Studies 1.4

SHEEP VOCABULARY

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

cloak – a loose outer garment

cloth – fabric formed by weaving, felting, etc.

dyed – colored or stained

ewe – an adult female sheep

fleece – the coat of wool that covers a sheep

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

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

loom – a hand operated machine for weaving fabric

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

ram – an adult male sheep

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

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

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

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

weave – to make cloth or fabric by interlacing threads

wool – the fine, curly hair that forms the fleece of sheep



SAMPLE PRE-VISIT ACTIVITIES

1. Before showing the video, *Sheep Crossing*, read the book, *Charlie Needs a Cloak*. Discuss the main elements of the story and identify key vocabulary.
2. Pass around an example of woolen clothing. Have the students note the feel and smell of the fabric. Discuss what the cloth is made from and where the wool comes from.
3. View the video, the first time uninterrupted. Show again and pause at each step in the processing of the wool.
4. After showing, discuss the questions below:
When did Charlie shear the sheep? Did the Sheep like being sheared? How did the sheep feel after being sheared?
Why did Charlie was the wool?
Why did Charlie card the wool?
What happen when the wool was spun on the spinning wheel?
How did Charlie make cloth from the yarn?
5. Review the steps involved in making a cloak by using the Instructional Graphic, "Charlie Needs a Cloak."

Sample Post-Visit Activities

Review the step in processing wool. Teachers received picture cards to use as a review of 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.

Complete the activity "Sheep to Shawl...Baa, Baa, Baa"

Draw a picture of your favorite step in the processing of wool.