

Lesson Plan: Making Clothes

Objective:

Students will discover how to make raw fibers into clothes using wool.

Outcomes: Students will...

- Learn how to use three different fiber processing tools common in the 18th century: cards, drop spindle, and loom
- Explain the process of turning raw fibers into cloth in their own words

Common Core Standards Addressed:

4th Grade Standards:

English Language Arts → Writing

- CCSS.ELA-Literacy.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- CCSS.ELA-Literacy.W.4.2a
Introduce a topic clearly and group related information in paragraphs and/or sections; including and illustrations when useful to aiding comprehension
- CCSS.ELA-Literacy.W.4.2b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- CCSS.ELA-Literacy.W.4.2.d
Use precise language and domain specific vocabulary to inform about or explain the topic

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.



- CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5th Grade Standards:

English Language Arts → Writing

- CCSS.ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- CCSS.ELA-Literacy.W.5.2a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting and illustrations when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.5.2b
Develop the topic with facts definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.5.2.d
Use precise language and domain specific vocabulary to inform about or explain the topic.

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.5.1.d
Review the key ideas expressed and draw conclusion in light of information and knowledge gained from the discussions.



Items Used:

- Three instructional videos (on disk)
- Raw wool (labeled “for carding”)
- Yarn
- Wool Cards
- Drop Spindles
- Cardboard looms

Preparation:

- Watch the instructional videos ahead of time so you are prepared.
- Have at least one pair of scissors available for the weaving portion.
- Ensure your students have note taking supplies handy so they can take notes as they work through each process

Lesson:

Notes: You can do all three parts separately, or depending on the size of your class you can divide them into three groups to have all activities going on simultaneously.

Please have students take short notes (as needed) while they watch the instructional videos & work through each of the three phases of the hands on portion of this lesson. It will be helpful for them to have these notes when composing their own instruction manual in Part 4.

Part 1, Carding

1. Show students the instructional video.
2. Allow students to practice carding wool. NOTE: take care that no one scratches their fingers on the wool cards! They are not very sharp, but careless use can result in superficial scratches.



Part 2, Spinning

1. Show students the instructional video.
2. Allow students to practice spinning, with the wool they have carded. Helpful hint: it is easier for beginners to work in pairs. One person keeps the spindle spinning, and the other works with the wool.

Part 3, Weaving

1. Show students the instructional video.
2. Allow students to practice weaving, either with the yarn provided or with the yarn they have spun.
3. Please remove the yarn from the looms when you are finished. Used yarn may be discarded.

Part 4, Instruction Guides

Students will use their notes and their experience working through the 3 phases of cloth production to compose a step by step instruction guide for turning raw fibers into cloth. They may include illustrations where they are helpful as well as the domain specific vocabulary learned in this activity. Their instruction manual should include a minimum of six steps and should contain an introduction, clear transitions, and a conclusion.

