

# Where did my clothes come from?

## Grade Level(s)

1<sup>st</sup> grade

## Estimated Time

30 minutes

## Purpose

Students will explore how clothes are made by comparing sheep to cotton.

## Materials

### ▪Links:

Our website with virtual resources: [www.linncoag.com](http://www.linncoag.com) -drop down tab-2020/21 virtual learning-December

Instructional video: <https://www.youtube.com/watch?v=D0QMVRnyXFQ>

Book: Where did my clothes come from?

[https://drive.google.com/drive/folders/1wGptwX0X6vm0XQdtC3MYxQrojHe-yr\\_r?usp=sharing](https://drive.google.com/drive/folders/1wGptwX0X6vm0XQdtC3MYxQrojHe-yr_r?usp=sharing)

Optional local sheep FarmChat <https://www.youtube.com/watch?v=IsScpkQufz4>

Shearing sheep: <https://www.youtube.com/watch?v=TtP63IOhg1Y>

Harvesting cotton: <https://www.youtube.com/watch?v=GMAAnEUwIs4A>

### ▪Worksheets (included in kit or available on website):

Sheep and cotton Venn-diagram worksheet

Sheep and cotton coloring sheet

### ▪Other:

Cotton samples

Wool samples

## Vocabulary

**lanolin:** also called wool wax or wool grease, a wax found in the wool fibers of sheep

**ewe:** a female sheep

**fleece:** the woolly covering of a sheep

**lamb:** a young sheep

**ram:** a male sheep

**boll:** the part of a cotton plant that contains the seeds; the pod or capsule of a plant

**gin:** to separate cotton fiber from seeds and waste material

**Combine:** tractor for harvesting cotton

**Bale:** cotton wrapped in a tight round bale

### **Interest Approach – Engagement**

1. Ask the students, "What produces wool?" "What produces cotton?" Once they identify that sheep produce wool and a plant produces cotton ask, "What is wool used for?" What is cotton used for?
2. If possible, point out any clothing, socks, or coats in the room that are made of wool and cotton. You may also provide a sample of wool and cotton for the students to see and touch.

### **Background - Agricultural Connections**

Wool played an important role in colonial America. Before the Revolutionary War, most of the finest textiles and fashionable styles were imported from Great Britain. Many colonists wanted to produce their own clothing and textile goods. Wool and linen were the most common materials used. **Homespun** clothes, clothes that were produced by the colonists, reduced the amount of clothing that had to be bought from England.

Sheep are grazing animals. A male sheep is called a **ram**. A female sheep is called a **ewe** (pronounced "you"). A baby sheep is called a **lamb**. Lambs are born in the spring. Ewes often have twin lambs; occasionally, they will have triplets. If the mother cannot give her lambs enough milk, a **shepherd** may decide to raise the lamb on a bottle. These lambs are often called "bum lambs". When sheep are bottle-fed, they become very tame. It is very important to **shear** sheep before their lambs are born. It can be difficult for the new lambs to drink milk with a lot of **wool** in the way. Sheep shearing is a unique job. It is generally performed by a professional shearer. It takes a whole year for a sheep to grow a heavy **fleece**.

Cotton production increased across the South following the invention of the cotton gin. At the same time, factories that could process cotton were being built across the north. Unlike wool, which is a very long and scale-like fiber, cotton is a short and smooth fiber. These physical differences make wool easier to spin into thread than cotton, either by hand or by machine. Spinning cotton by hand is time consuming and difficult. Wool, and to some extent linen, was the fabric of choice until machine technology made the production of cotton thread viable. Cotton production in the South was only economical or possible with the manufacturing industry of the North. The Southern economy had virtually no manufacturing and was based solely on production.

Cotton requires a long, warm growing season, meaning it cannot be grown in colder, northern climates. Today, cotton is grown across the southern United States from Virginia to California. Cotton also requires ample water but grows well in the arid southwest with modern irrigation technology.

### **Procedures**

1. Read or watch the video read-aloud “Where did my clothes come from?” Review with the students- what did they learn? How are clothes made? Explain to the students that today we are going to compare cotton to wool.
2. Watch the instructional video provided above if opting out for zoom call.
3. Watch the sheep shearing and cotton harvest video. Ask the students to brainstorm how cotton and wool are similar and different.
4. Pass out the sheep and cotton Venn-diagram worksheet. Instruct the student to cut out the pictures and place them in sheep, cotton or both. Review as a class on the white board or document camera.
5. Three additional activities (demonstrated in instructional video):
  - Cotton seed counting-ask the students to predict how many seeds are in each boll. After recording their predictions, allow time for any students who would like to hand gin the cotton (\*tip: demonstrate to the students how to pull the fibers away from the seeds- you can feel the seeds in each clump of cotton).
  - Wool bracelet: cut a piece of wool arm’s length and use the spinning stick to loop one end around the elbow of the stick. Hold the end tight and drag your fingers to the other end and begin spinning the wool. Tie to student’s wrist.
  - Sheep and cotton coloring sheet

### **Organization Affiliation**

Combination of King Cotton and Wool to Wheel from National Ag in the Classroom Lesson Matrix-modified by Morgan Hibbs

### **Agriculture Literacy Outcomes**

Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes (T5.K-2.d)

Recognize that agriculture provides our most basic necessities: food, fiber, energy and shelter (T3.K-2.b)

Explain how farmers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop (T2.K-2.a)

Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs) (T2.K-2.b)

Recognize and identify examples of simple tools and machines used in agricultural settings (T4.K-2.b)

### **Iowa/ Common Core Standards**

K-LS1: From Molecules to Organisms: Structures and Processes

Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.