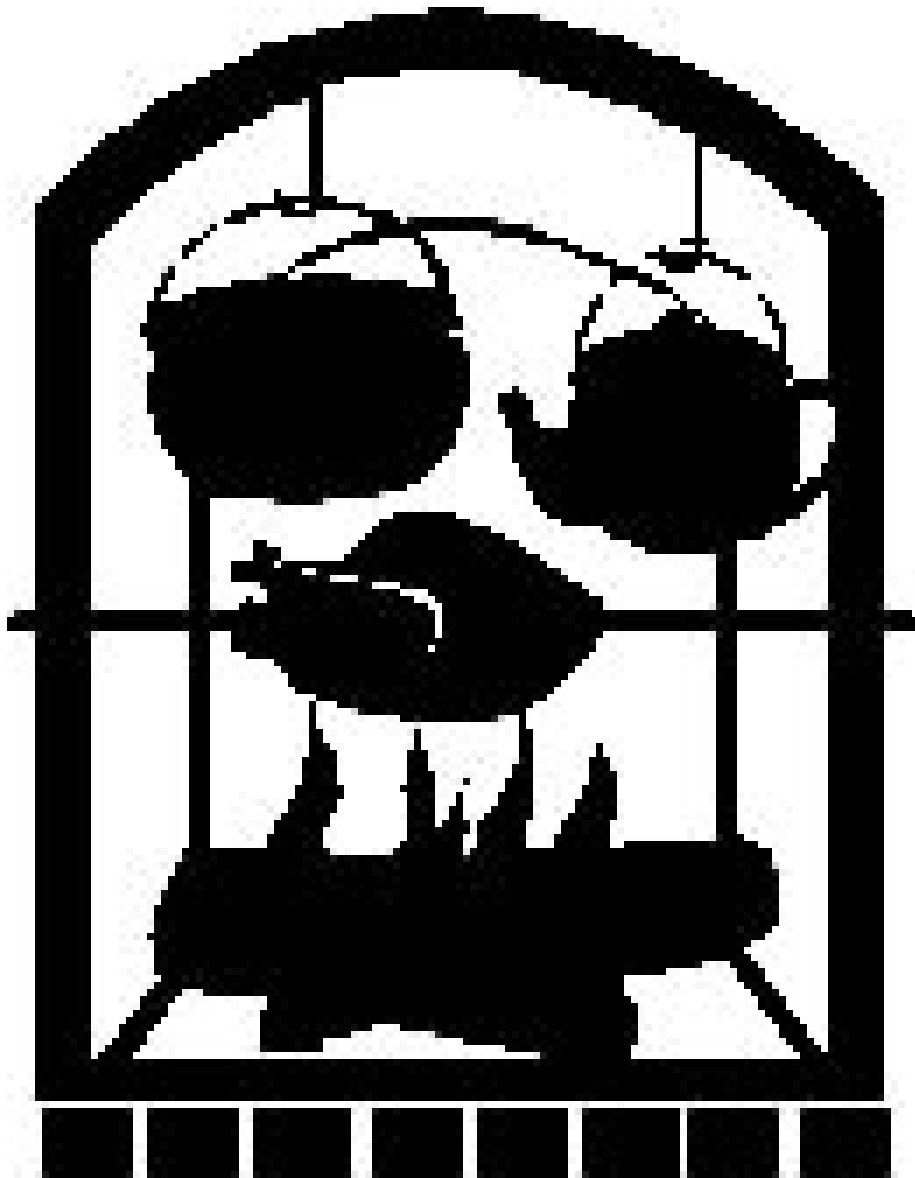


# Home Is Where the Hearth Is



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## State Curriculum Framework Objectives

### Kindergarten

|        |         |        |      |
|--------|---------|--------|------|
| K.1.02 | a, b, c | K.4.03 | b    |
| K.2.01 | a, b, c | K.4.04 | a, c |
| K.2.02 | b       | K.5.01 | a, b |
| K.3.02 | a, b, c | K.5.02 | a, b |
| K.4.01 | b       | K.6.02 | b    |

### First Grade

|         |         |        |      |
|---------|---------|--------|------|
| 1.1.01  | a, d    | 1.4.01 | c    |
| 1.1.03  | b       | 1.4.04 | c, d |
| 1.2.01  | c       | 1.5.01 | c    |
| 1.3.01  | d       | 1.5.02 | a    |
| 1.3.0.2 | c, d, f | 1.6.01 | a    |
| 1.3.03  | b       | 1.6.02 | b, c |

### Second Grade

|        |         |        |      |
|--------|---------|--------|------|
| 2.1.02 | a, b, c | 2.4.04 | c    |
| 2.1.03 | a       | 2.5.01 | a, b |
| 2.3.02 | a, e    | 2.5.02 | b, d |
| 2.3.03 | b       | 2.5.03 | b    |
| 2.4.01 | c, d    | 2.6.01 | a, d |

### Third Grade

|        |   |        |      |
|--------|---|--------|------|
| 3.1.01 | b | 3.5.01 | a    |
| 3.2.02 | b | 3.5.02 | c, d |
| 3.2.03 | f | 3.5.03 | a    |
| 3.3.02 | a | 3.6.01 | a    |
| 3.3.03 | d |        |      |

### Fourth Grade

|        |         |        |                   |
|--------|---------|--------|-------------------|
| 4.1.01 | a, b    | 4.4.02 | b                 |
| 4.1.04 | b, c    | 4.4.03 | a                 |
| 4.2.01 | a, c    | Era 3  | 4.5.07 a, b, c, d |
| 4.2.02 | b       |        | 4.5.08 a          |
| 4.2.04 | a, b    |        | 4.5.09 a, b       |
| 4.3.02 | b       |        | 4.5.10 a, b, c    |
| 4.3.03 | b, c, d |        |                   |
| 4.3.04 | a, b    |        |                   |
| 4.4.01 | b       |        |                   |

## A. Group Discussion

- ❶ Discuss the terms frontier and pioneer emphasizing the fact there were also women pioneers on Tennessee's frontier.
- ❷ Have students name things frontier people or pioneers wore such as breeches or trousers, hunting shirts, waistcoats, shifts, petticoats, etc.
- ❸ Discuss and contrast the role and responsibilities of men, women and children in frontier times to the role and responsibilities of women and children today.

## B. Vocabulary:

|                |              |          |
|----------------|--------------|----------|
| wool           | hatchel      | spinning |
| spindle        | weft         | fleece   |
| linen          | drop spindle | skein    |
| shuttle        | shear        | tow      |
| warp           | hearth       | weaver   |
| cloth          | flax         | distaff  |
| thread         | loom         | dye      |
| flax break     | spinster     | bobbin   |
| spinning wheel |              |          |

- ❶ Have students define each vocabulary word. (Glossary in the Appendix)
- ❷ Have students complete the Word Search in the Appendix.



- ❸ Create context clues game:

### For the teacher:

- a. Write sentences on red sentence strips or strips of red construction paper omitting the appropriate vocabulary word.
- b. Write each vocabulary word on blue strips of paper.
- c. Put red sentence strips in a red pocket and blue word cards in a blue pocket inside a manilla folder.

### For the students:

- a. Students pull a sentence strip from red pocket.
  - b. Students look for appropriate word card from blue pocket.
  - c. Students write complete sentences and hand in for evaluation.
- ❹ Have students write a paragraph or story using the vocabulary words about some aspect of clothes-making.

## C. Then and Now

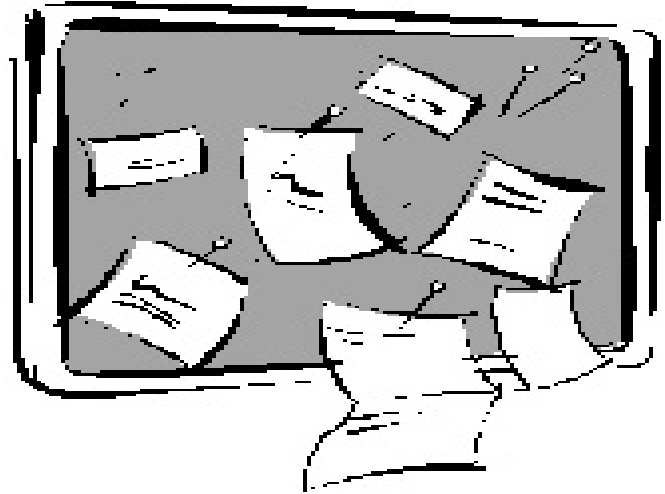
As a class make a chart comparing modern clothing and clothes-making to frontier clothing and clothes-making.

#### D. K-W-L Chart:

As a class, make a “K-W-L” poster to be displayed throughout the lesson. Divide a chart or poster into three sections; label them as follows:

- ❶ K-What we think we **know** about frontier clothes-making
- ❷ W- What we **want** to know about frontier clothes-making
- ❸ L- What we **learned** about frontier clothes-making

Use pictures from the past and the present to encourage discussion. Fill in the K and W sections before your museum visit during class discussion. Be sure to fill in the L section after your museum field trip.



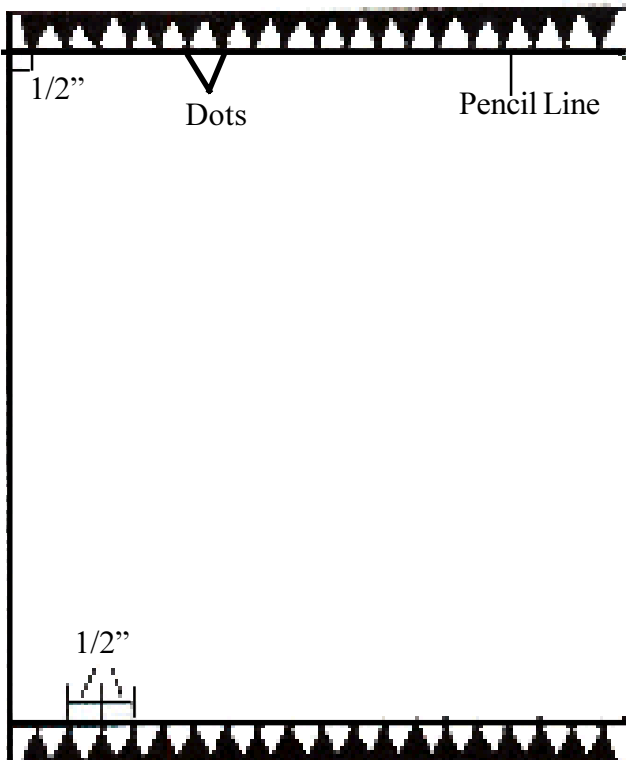
#### E. Projects

- ❶ Have students finish their weaving from the museum.
- ❷ For students who want create their own looms and weaving projects:

- ❸ Weaving project:

#### Materials for each child or cooperative group:

pencil                      stiff cardboard, 10 x 12 inches  
craft stick                ruler    Scotch tape    scissors  
1 to 2 yards each medium or heavy weight yellow yarn and blue yarn.



- a. Use the pencil and ruler to draw a line 1/2 inch in from 10-inch side of the piece of cardboard.
- b. Make a dot every 1/2 inch along the two lines.
- c. Use the scissors to cut v-shaped notches on both ends of the cardboard. The bottom of each v should be on the 1/2 inch dots, as shown in the drawing at left.
- d. Using yellow yarn as warp thread, prepare the loom for weaving.
- e. Use the blue yarn as weft thread and begin weaving.

④ Dye a white t-shirt or socks using onion skins.

Frontier people collected different plants to make dye to color their cloth and clothing. Children were usually given the job of collecting walnut shells (for brown), berries (blue or red), poplar leaves (yellow), or flowers (yellow or blue).

**Materials for one dye project:**

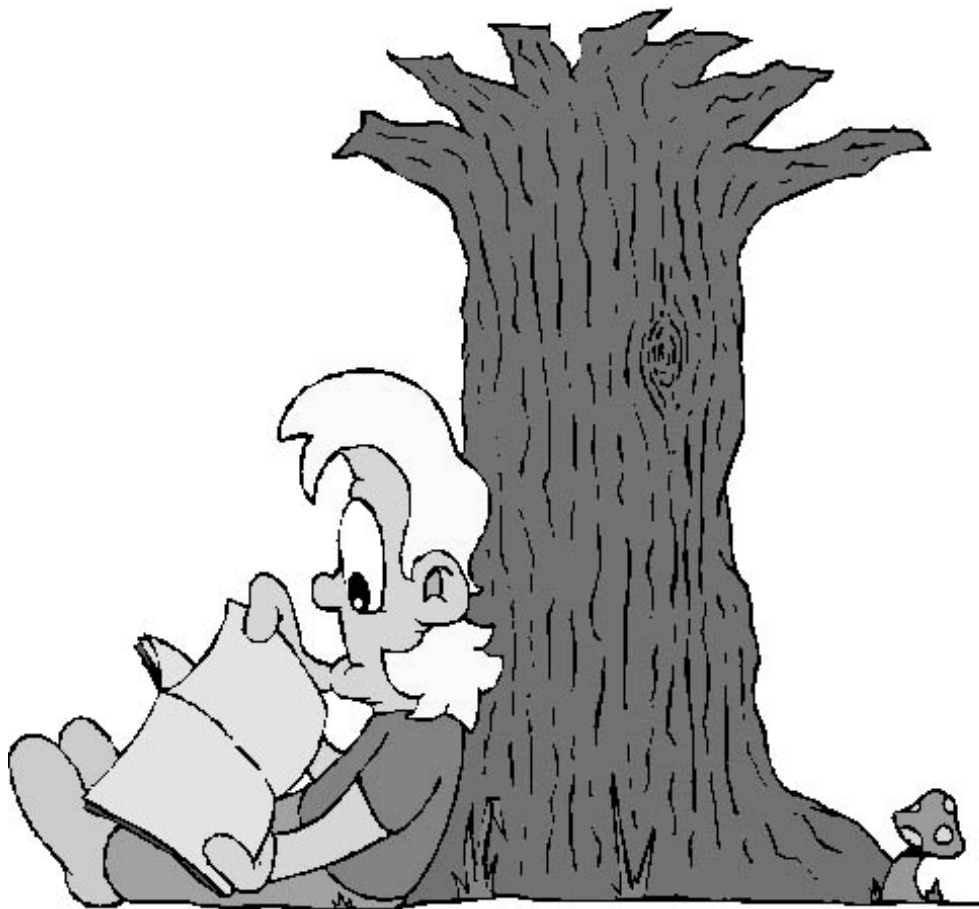
yellow-brown papery outer layers from six onions  
(Ask your grocery store manager for some when the vegetable bins are cleaned.)

large pot      measuring spoons  
water      vinegar      slotted spoon  
white, all-cotton T-shirt or socks

- a. Put the onion skins in the pot and cover them with water. Heat to a boil and simmer for 20 minutes. Let cool.
- b. Scoop out the onion skins. Heat the water again and drop the T-shirt or socks into the hot dye bath.
- c. To set the dye (so it won't wash out right away) add two tablespoons of white vinegar to the dye bath. Turn off the heat and let the shirt or socks soak in the dye for one hour.
- d. Wring the clothing out and put it in a sink or pan of cool water to rinse. Wring out the clothing and let it dry.  
(The color will depend on how many onion skins were used and how diluted the dye was. No two projects will color the same.)



# Appendix



## Glossary

**wool**– the soft, curly hair of a sheep used to make clothing

**fleece**– the coat of wool covering a sheep

**shear**– to remove fleece by cutting or clipping

**flax**– a grass like plant whose fibers can be spun into thread

**flax break**– a machine used to break open stalks of the flax plant in order to expose its fibers

**hatchel**– (*hackle*) an iron toothed comb used for separating flax plant fibers

**linen**– fine thread spun from the fibers of a flax plant

**tow**– course thread spun from the fibers of flax plant

**distaff**– a stick with three upright projections to hold flax fibers on a spinning wheel

**spinster**– an older unmarried woman or one who spins thread for a living

**spinning**– the pulling and twisting of plant or animal fibers into thread or yarn

**drop spindle**– a stick about eight inches long with a wooden disk at the end, acting as a weight

**spinning wheel**– a device used for making yarn or thread, consisting of a foot or hand driven wheel and a single spindle

**thread**– a fine cord of material such as cotton, flax, or fleece made from two or more fibers twisted together

**bobbin**– a spool or reel that holds thread or yarn for spinning or weaving

**spindle**– a rod holding a bobbin or spool on which thread is wound on a spinning wheel

**skein**– (*skain*) a length of thread or yarn wound in a loose, elongated coil

**weaver**– one who makes cloth by interlacing the warp and weft threads on a loom

**loom**– a machine from which cloth is made by interweaving warp and weft threads

**warp**– the yarn that runs up and down on a loom

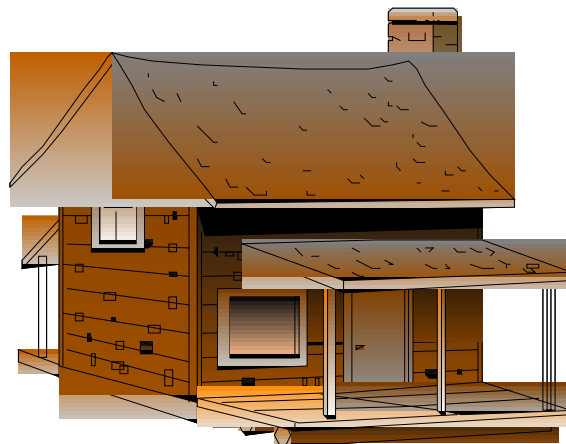
**weft**– the crosswise threads that are woven over and under the warp threads

**shuttle**– a device used in weaving to carry the weft thread back and forth between the warp threads

**cloth**– material or fabric formed by weaving warp and weft threads together

**dye**– a substance used to color material, fabric, or cloth

**hearth**– the fireside as a symbol of home or family life





## Weaving Word Search

U I L  
E F U M J C O  
L D X L Y K K X W H L  
A H U J G F A J A L E T C  
N L I Z L A F G B S E A H N O  
O H P Q S Q C H B H H R T Z E  
T K A T A P K E L W U C T B K W C  
H S L Z D V V U G O T T H N X R T  
E C U B O B B I N C O T A U L E A S D  
G L F F A T S I D X L L H Y J S E L I  
A M D H W K N S W W X E B R Q C H A F  
L I N E N D H C Y W O G R E K S M  
P V I I L A O Z E O B R E V A E W  
N P L P U W F P I U L O O M D  
S P I N S T E R Y F O H Y W L  
J O O Q P V A K N Z Y W Y  
Y R Y T O W E Q T U Z  
L Y B R Y M T  
E C D

bobbin  
cloth  
distaff  
drop spindle  
dye  
flax  
flax break  
fleece  
hatchel  
hearth  
linen

loom  
shear  
shuttle  
skein  
spindle  
spinning  
spinning wheel  
spinster  
thread  
tow  
warp

weaver  
weft  
wool



# Weaving Word Search



bobbin  
 cloth  
 distaff  
 drop spindle  
 dye  
 flax  
 flax break  
 fleece  
 hatchel  
 hearth  
 linen

loom  
 shear  
 shuttle  
 skein  
 spindle  
 spinning  
 spinning wheel  
 spinster  
 thread  
 tow  
 warp

weaver  
 weft  
 wool

