

STORYTELLING PROJECT:

Warm as Wool



From

The Mahoning Valley Historical Society

The Arms Family Museum of Local History

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STORYTELLING PROJECT: *Warm as Wool*

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Contents:

Two copies of *Warm As Wool*: one whole and one in sections ready for reading

- ❖ This notebook
 - General outline
 - 'Imagine' worksheet
 - Journey map with labels
 - 16-fold paper log cabin
 - Entertainment
 - Songs
 - Games
 - Food and Fun
 - Recipes
 - Things to Make
 - Things to Do
 - Annotated bibliography
 - Related Web Sites
 - Evaluation Forms and Envelopes
- ❖ Artifacts from the story, with context cards:
 - Wool Carders
 - Drop Spindle
 - Weaving Shuttle
 - Blue wool sock, modern red sock, sock knitting instructions
- ❖ Artifacts for story-starters, with context cards:
 - Cast iron skillet
 - Ink well, quill, a 'quire' of paper
 - Basket

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The instructional and performance objectives are based on Ohio's Model Competency-Based Program.

Instructional Objectives: the student will explore historical information that relates to the story *Warm As Wool*:

- Examine artifacts or historically correct reproductions as well as maps and pictures
- Identify what he/she knows or wants to know
- Ask questions about historical events of the period, e.g., the family in the story left Connecticut in September 1803. Ohio became a state in 1803. What was Ohio like then? (See the author's note at the end of the story)
- Read and interpret a map, Identify and locate the state of Ohio and two of the great lakes, learn to correctly position a compass rose
- Obtain information from print and visual sources
- Predict outcomes based on factual information

Performance Objectives: the student will hear the story *Warm As Wool* and see the pictures. Then they will be shown artifacts, a map, and pictures related to the story. After the above experience, the student will be able to

- Name an artifact and tell how it was used
- Ask questions about the artifact, map, or picture
- Compare the artifact, map or picture to what is used today
- Participate in activities based on the story and artifacts, maps, or pictures presented

Subjects: Social Studies, Language Arts, Arts Education

Teacher Preparation:

- Read the story *Warm As Wool* including the author's note at the end of the story.
- Read the information provided about all the artifacts.
- Choose games, songs, projects, and additional stories from the annotated lists provided. You, as the teacher, know which suggested activities are most appropriate for your group of students.
- Collect all the materials needed for each activity. You may want to include modern items to compare with the artifacts (e.g. a clothing catalogue, a stainless steel skillet, a ball-point pen and notebook, an insulated sport water bottle). The story, maps and pictures, all the artifacts, and the context cards should be available to the students while they are working on this project.

Contact MVHS at 330-743-2589 for further information or to plan a visit to the Arms Family Museum of Local History.

Procedure/Project Description:

- Show the story-related artifacts, one at a time, to the students. The students may carefully handle all the artifacts. Discuss the name and function of each artifact. Tell students to listen carefully to the story to see where these things were used in the story.
- Read the story.
- The ‘**Imagine**’ worksheet may be used now, if desired.
- Present the story-starter artifacts with their context cards. Discuss how each was used, who might have used them, and the time period in which they were used. Use the critical thinking questions to help students generate ideas about possible uses and users.
- Depending on the written work to be produced, the students may individually or in small groups begin to write a story, a diary, a play, or a round-robin tale. Allow access to the artifacts and context cards as they work. Each piece of writing should feature the story-starter artifacts, in any order, use, or context the students decide on.

Materials: *Warm As Wool*, story-related artifacts with contextual information, story-starter artifacts with context cards, questions to consider, guide to many optional activities

Other language arts and arts education projects:

- Stories or diaries may be illustrated.
- Plays may be presented to the class or other groups.
- Younger students may dictate stories of a few sentences, perhaps featuring only one of the story-starter artifacts.
- Older students could decide on a small cast of characters and a series of situations. Each student would then write a sentence or two about each situation.

Ohio or local history projects:

- Read the prologue to *Warm as Wool*, discuss the family’s journey to Ohio, and use the fabric map to identify the states the family traveled through.
- Read or summarize the author’s note at the end of the story.
- Discuss conditions in Northeastern Ohio 200 years ago. An excellent source for local conditions is *Historical Collections of the Mahoning Valley*, available at the Mahoning Valley Historical Society.
- Read Scott Russell Sanders book *Aurora Means Dawn*.

