



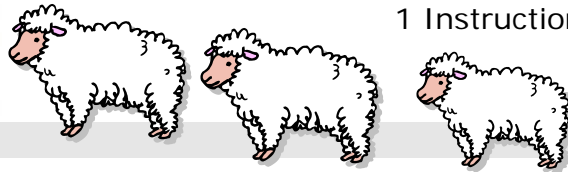
#10049 CHARLIE NEEDS A CLOAK

WESTON WOODS STUDIOS, 1977

Grade Level: K-3

8 mins.

1 Instructional Graphic Enclosed



DESCRIPTION

Charlie the shepherd shears his sheep and makes a new red cloak for winter. Each step is described, and one particular sheep insists on wearing each unfinished piece. Shows how wool clothing is made. Animated version of the American Library Association Notable Book by Tomie dePaola.



ACADEMIC STANDARDS

Subject Area: Geography–Human Systems

- Standard: Understands the patterns and networks of economic interdependence on Earth's surface
 - ◆ Benchmark: Knows the various ways in which people satisfy their basic needs and wants through the production of goods and services in different regions of the world (e.g., growing food and shopping for food in a developing vs. a developed society, economic activities in a rural region vs. those in an urban region in the same U.S. state) (See INSTRUCTIONAL GOALS 1 and 2.)

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To illustrate that woolen clothing comes from the wool of sheep.
2. To explain the process of making woolen clothing.
3. To promote the reading of children's literature.
4. To encourage appreciation of the fact that we get many of our foods and material goods from animals.

BACKGROUND INFORMATION

Before beginning the actual story, the video identifies the main items and the steps necessary for the process of making cloth from wool by using illustrations from the story. This is similar to the vocabulary provided at the end of the story book, but it's done in a much better fashion.

VOCABULARY

- | | |
|-----------------------------------|--------------------|
| 1. card (verb—to straighten wool) | 9. sheared (verb) |
| 2. cloak | 10. shepherd |
| 3. cloth | 11. spinning/ spun |
| 4. dyed | 12. strands |
| 5. flock | 13. weaving/wove |
| 6. loom | 14. wool/wooly |
| 7. sewed/sewn | 15. yarn |
| 8. shears (noun) | |

BEFORE SHOWING

1. Read the book *Charlie Needs a Cloak* by Tomie dePaola. Discuss the main elements of the story. Identify the key vocabulary.
2. Pass around woolen clothing. Note the feel and smell of the items. Discuss what the cloth is made from and where the wool came from.
3. Visit a farm with sheep prior to their shearing. Touch the sheep's wool and describe how it feels. Observe other farm animals. Compare the various animals' body coverings.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause during the scene where Charlie is cutting the cloth and pinning it together. Point out that the sheep has a new coat of wool.
3. Note the changing of the seasons throughout the video. Point out any words in the captions that help to identify each season. Indicate other ways the video shows which season it is.

AFTER SHOWING

Discussion Items and Questions

1. Why did Charlie need a new cloak?
2. When did Charlie shear the sheep? Did the sheep like being sheared? How did the sheep feel after being sheared?
3. Why did Charlie wash the wool? What did the sheep do with the bubbles?
4. Why did Charlie card the wool?
5. What happened when the wool was spun on the spinning wheel?

C a p t i o n e d M e d i a P r o g r a m

6. Describe how Charlie changed the color of the wool. When did he do the dyeing?
7. How did Charlie make cloth from the yarn? When did he do the weaving?
8. Why did Charlie cut the large piece of cloth into smaller pieces? What did he do with the smaller pieces?
9. When was the new cloak ready to wear?
10. What happened to the new cloak? Why?

Applications and Activities

1. Review the steps involved in making a cloak. (See INSTRUCTIONAL GRAPHIC.)
2. Dramatize the process of making clothing from sheep's wool.
 - a. Cut out the shape of a sheep from a large piece of cardboard. Glue cotton balls to the cardboard to represent the sheep's wooly coat.
 - b. Use scissors to dramatize shearing the sheep.
 - c. Use large pots to pretend washing and dyeing the wool.
 - d. Use hairbrushes to pretend carding the wool.
 - e. Push chairs together or use a bench to represent a spinning wheel.
 - f. Small children's looms can be used to represent larger looms.
 - g. Needles, thread, thimbles, and scraps of cloth can be used for the sewing.
3. Visit someone who actually uses a spinning wheel and loom to make cloth. Observe the steps involved.
4. Discuss the way clothing is made today. Compare and contrast the current process to Charlie's process. Consider the time involved.
5. Experiment with making natural dyes. Boil onion skins, blueberries, blackberries, and raspberries. Dye white yarn and/or white cotton fabric scraps.
6. Draw four pictures, one for each season. Include what Charlie was doing during each season.
7. Use children's individual looms to weave yarn. Make potholders or some other simple woven item.
8. Discuss other things people get from animals.

SUMMARY

Charlie Needs a Cloak is the story of a shepherd named Charlie, whom everyone says needs a new cloak. The story begins with a brief description of the way cloth is made, from shearing sheep to carding wool to spinning yarn to weaving the cloth, and finally, to sewing the cloth together.

We then follow Charlie as he works to make a cloak for himself. Each of the steps described above is included in this humorous and interesting story of Charlie's efforts to make a cloak. By the end of the story, children should have a clear understanding of the process by which woolen clothing is made.

CMP RELATED RESOURCES

- [The Clown of God #10091](#)
- [Farm Babies and Their Mothers \(Revised\) #3030](#)
- [The Legend of the Blue Bonnet #2491](#)

- *The Sheep* #3176
- *Strega Nonna* #1296

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• WOOL PRODUCTION

<http://ag.ansc.purdue.edu/sheep/ansc442/Semprojs/2002/wool/index.htm>

This predominately text site by Purdue's Animal Science Sheep Management students covers the background and history of wool, characteristics of wool, why we shear sheep, steps to shearing, washing and processing wool, uses of wool, and the economics of wool production.

• SHEEP SHEARING PHOTOS

http://www.chesterfarms.com/shearing_sheep.htm

Eleven photos showing the sheep-shearing process. Each photo can be clicked on to enlarge the view.

• MICHIGAN DEPARTMENT OF AGRICULTURE KIDZ KORNER – SHEEP

<http://www.mda.state.mi.us/kids/index.html>

This site has some general information about the importance of sheep, with links to information on sheep shearing and to processing wool into cloth.



- **TOUR THOMAS KAY WOLLEN MILL**

http://www.oregonlink.com/mission_mill/missionmill/index.html

This site has a 91-page color photo tour of this late 1800 woolen mill showing equipment in operation. A simple explanation is given with each photo.

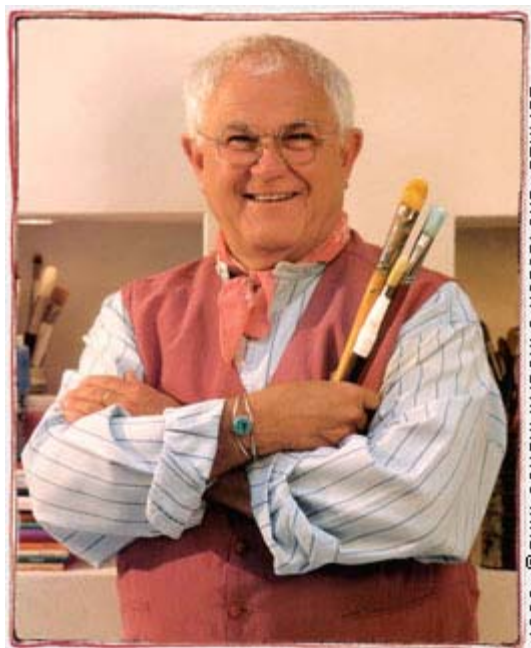
- **THE OFFICIAL WEBSITE OF TOMIE DEPAOLA**

<http://www.tomie.com/main.html>

This author Web site includes general information about Tomie dePaola, resources that include coloring pages; book information, including new releases; a bibliography; and a "spotlight" section on one of his books. There is also a section called "Being an Artist" that includes a monthly column written by dePaola, as well as information on his creative process.

INSTRUCTIONAL GRAPHIC

- CHARLIE MAKES A CLOAK

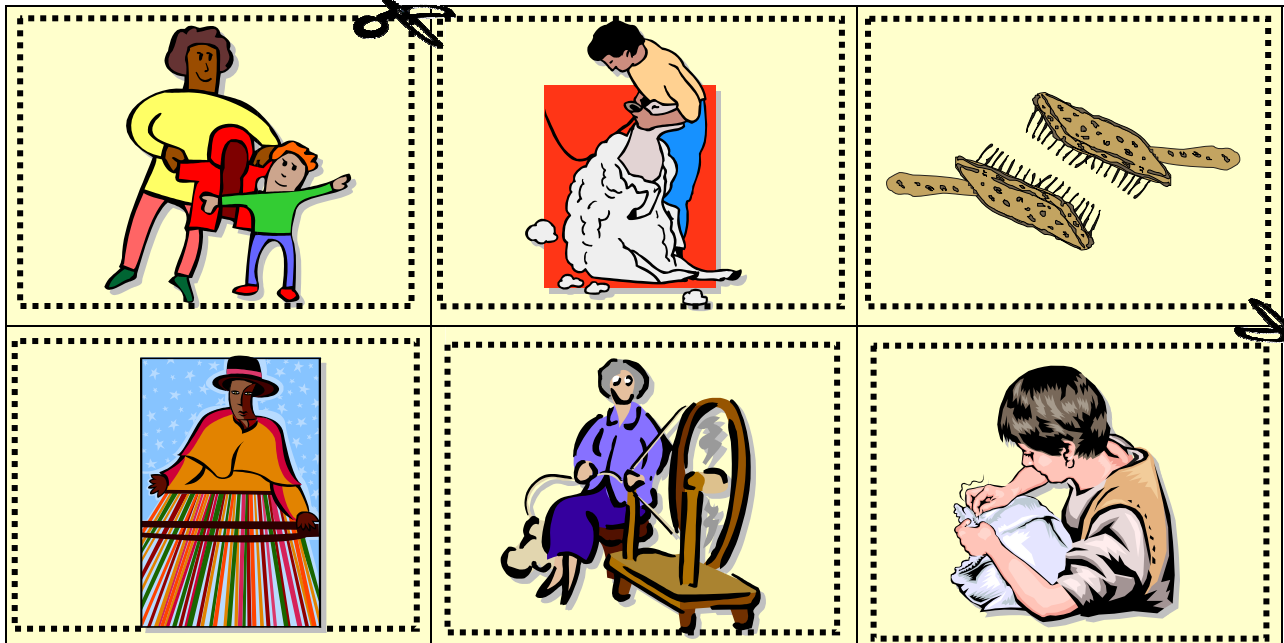


#10049 CHARLIE NEEDS A CLOAK

Charlie Makes a Cloak

Directions: Cut out the pictures below. Glue the pictures in the correct order. Write a sentence for each picture.

1	2	3
4	5	6



Captioned Media Program