A Visit to Historic Watkins Mill

A conceptual unit by

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Goal: To enable children to make meaningful connections to the past by providing various experiences surrounding a visit to Watkins Mill

KWL Lesson

Lesson	Classroom Knowledge Chart This is a pre-visit lesson to pre-assess student knowledge of life in the mid-1800's by using some form of graphic organizer or KWL chart (see attached sheet).
Objective	The learners will display their current knowledge of information regarding life in the mid-1800's as well as generate questions for further study.
Materials	• KWL chart (or graphic organizer of your choice)
Time	15 to 20 minutes
Procedure	1. Together as a class, complete the K and W portions of the chart (the L section will be completed following the field trip).

KWL Chart

K	W	L
What we **k**now	What we **w**ant to learn	What we **l**earned

Jigsaw Lesson

Lesson	Jigsaw Activity for Bethany Plantation
Objective	The learner will research and present information regarding a specific site on the Bethany Plantation.
Materials	• Watkins Mill teacher resource packet to be duplicated for students • Construction paper • Markers, pens, and pencils
Time	2-45 to 60 minute class periods
Procedure	1. Divide class into eight equal groups 2. Assign learners a particular area of the plantation from the following list on which to report: a. The Watkins family home b. The smokehouse c. The fruit dry house d. The ice house e. The kiln f. The woolen mill g. The Mount Vernon Church h. The Franklin school 3. Instruct each group to display their gathered information on a construction paper poster to present to the rest of the class

Creative Dramatics Lesson

Lesson	Creative Dramatics Using Mill Vocabulary
Objective	The learner will demonstrate a knowledge of mill-related vocabulary
Materials	• *The Pioneer Sampler* by Barbara Greenwood • *Waltus Watkins & His Mill* by Ann M. Sligar • *The Weavers* by Leonard Everett Fisher • *The Mills* by Raymond Bial • *The Goat in the Rug* as told to Charles L. Blood and Martin Link by Geraldine
Time	2 class periods, approximately 45 minutes each
Procedure	1. Read aloud *The Pioneer Sampler*, pages 86-103, to class and discuss the process involved in making fabric from the beginning stages 2. Introduce the concept of creating fabric in a mill setting of mass production 3. Using the *Waltus Watkins & His Mill* book, pages 45-69, as a resource, the teacher will present the process step-by-step, highlighting key vocabulary, as the students act out the process through teacher direction
Evaluation	1. Complete the Word Scramble activity sheet

Word Scramble

Answer	Scrambled Word	Definition
	agkninh	The act of twisting skeins of yarn into a looped bundle to prevent tangling during shipping
	atv	A large vessel or tub used to hold liquid
	cadr	A machine fitted with wire teeth used to disentangle fibers such as wool
	edy mtarse	A person skilled in the art of dyeing
	eelfce	The coat of wool sheared from a sheep
	eftw	The crosswise threads in cloth
	etslhut	A device used in weaving to carry the weft thread back and forth between the warp thread
	evwae	To make cloth by interlacing the thread of weft and warp at right angles
	eyd	A substance used to color fibers or cloth
	hsera	To remove fleece or hair by cutting or clipping
	ipsn	To twist and draw out fibers into a thread
	mifrena	Man who feeds wood to the boiler
	obnbib	A spool used to hold yarn
	oirbel	An enclosed vessel in which water is heated and turned into steam to create power
	olow	The dense, soft hair of sheep
	omlo	A machine that produces cloth by interlocking threads at right angles
	pseilnds	A rod holding a slender spool in which thread is wound
	pwra	The lengthwise threads in a piece of fabric
	pyl	One of the strands twisted together to make yarn which was generally sold in two or three ply
	teelxit	Fabric that is woven or knitted

Vocabulary

bobbin
boiler
card
dye
dye master
fireman
fleece
hanking
loom
ply
shear
shuttle
spin
spindles
textile
vat
warp
weave
west
wool

Word Scramble -- Answers

Word	Scrambled Word	Definition
Hanking	agkninh	The act of twisting skeins of yarn into a looped bundle to prevent tangling during shipping
Vat	atv	A large vessel or tub used to hold liquid
card	cadr	A machine fitted with wire teeth used to disentangle fibers such as wool
dye master	edy mtarse	A person skilled in the art of dyeing
fleece	eelfce	The coat of wool sheared from a sheep
weft	eftw	The crosswise threads in cloth
shuttle	etslhut	A device used in weaving to carry the weft thread back and forth between the warp thread
weave	evwae	To make cloth by interlacing the thread of weft and warp at right angles
dye	eyd	A substance used to color fibers or cloth
shear	hsera	To remove fleece or hair by cutting or clipping
spin	ipsn	To twist and draw out fibers into a thread
fireman	mifrena	Man who feeds wood to the boiler
bobbin	obnbib	A spool used to hold yarn
boiler	oirbel	An enclosed vessel in which water is heated and turned into steam to create power
wool	olow	The dense, soft hair of sheep
loom	omlo	A machine that produces cloth by interlocking threads at right angles
spindles	pseilnds	A rod holding a slender spool in which thread is wound
warp	pwra	The lengthwise threads in a piece of fabric
Ply	pyl	One of the strands twisted together to make yarn which was generally sold in two or three ply
textile	teelxit	Fabric that is woven or knitted

I Spy at Watkins Mill

In what room of the house would you find the family reading or playing games?	Where would meals be cooked in the warm months of the year?	What would you find hanging from the ceiling in the smokehouse?	What kinds of fruit were grown at Bethany Plantation?
What building would you find located next to the log cabin site?	Where in the woolen mill is the well found?	Name the musical instrument found in the guest parlor of the home.	Choose your favorite part in the mill and describe it using words or pictures.
Name two items you could buy in the mill's sales room.	To whom does the tallest tombstone in the cemetery belong?	Locate the U.S. map in the school. How is it different from our current U.S. map?	Other than windows, describe the light source in the church.

Crossword Puzzle

Please insert the crossword puzzle PDF file in place of this page

Evaluation Lesson

Lesson	Evaluation
Objective	The learner will demonstrate a knowledge and understanding of life in the 1800's on the Bethany Plantation, to be measured in a creative writing project.
Materials	• Chart paper / wall chart • Letter writing stationery • Writing supplies
Time	60 minutes
Procedure	1. Divide students into groups of four or five 2. Direct students to reflect on their field trip experience and share their personal highlights with the group 3. As a class, generate a comprehensive list, describing life on the Bethany Plantation 4. Have the students imagine the details of their daily lives as if they were children of the Watkins family or other families living on the plantation. 5. Instruct each student to comprise a letter relating these details to a friend or family member of that time.

2nd credit lesson plan

Reliving History at Watkins Mill

By
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Goals: Help students to discover and reenact what life was like for immigrant German workers from the late 1800s – early 1900s in Missouri.

Objectives: Learn the number of German immigrants to the state of Missouri during the mid to late 1800s and where they settled. Discover what daily life was like in an immigrant German family settling on the prairie of Missouri. Learn German vocabulary dealing with farm life. Connect some of our present day culture and lifestyle to that of German immigrants to Missouri from this period of time.

Materials:

- Watkins Mill (although not run by a German family, there were German immigrant families listed in the record book, who at one time worked at Watkins Mill.
- *Waltus Watkins & His Mill* by Ann M. Sligar

Evaluation Lesson

- Volunteers from the Watkins Woolen Mill State Historic Site
- Unsure still of where to find school texts that were used in “German schools” here in America.
- Recipes books in German.
- German obituaries from the period.

Timeline:

- Fall semester German 2 and 3 classes research German immigrant numbers to the state of Missouri, learn some children’s songs and games from the time, translate some German recipes from cookbooks dating back to that time period.
- Fall semester, German 2 –4 classes prepare an activity for one of the following sites at Watkins Mill: church, school, house, museum,
- Spring semester, all German students from Park Hill School District invited out to Watktins Mill for a field trip – all day German immersion day. Pre-visit activities include vocabulary building, family tree of Waltus Watkins, map survey of property. Day of visit – students of upper-levels run activities at the various sites and all students work through each of the sites in the day. Sack lunch brought to site

Learning Activities:

- **Vocabulary building.** Students brainstorm in web format or other visual aide style the vocabulary of farm life. Ex. Farmstead, house, barn, privee, mill factory, stable, well. Using the Watkins Mill map showing buildings on Bethany plantation.
- **Research** of German immigration to Missouri from mid 1800s – early 1900s using internet, library resources.
- **Shower curtain** mapping: have students map out population of German immigrants to Western Missouri (Kansas City, Platte, Clay, Jackson, Ray counties) with dates. Shower curtain displayed as a bulletin board in room. Overlay of Watkins property on clear shower curtain to show relation to Watkins Mill.
- **Class chooses a station** at Watkins Mill to develop site activities for immersion day.
- **A) School house** – class researches lessons from the times, dress codes, culture and vocabulary. Includes walking in, lesson plan, spelling bee, recess games and songs.
- **B) The Big House** – class researches Watkins family, dress codes, culture, daily routines of family members and vocabulary. Adult led tour through house in German. Activities in yard could include: crafts for children – knitting, tatting, weaving loom, mending clothes, tending garden, peeling vegetables, drying fruit, other children’s games.
- **C) Church** – class researches religious life, culture and behaviors of the times and vocabulary. (mandatory to include either a church service – lesson on obedience, thankfulness, etc. or a funeral service of a Watkins family member in activities)
- **D) Museum** – class previsits the museum, plans a German scavenger hunt to prepare visitors for information about the Watkins family, the buildings on site and worker’s lifestyle – with vocabulary.
- **Present activities** for station before Christmas break to teacher and German volunteers (adults who speak German who will be volunteers and chaperones of event.)
- **Evaluation of activities** by students, volunteers and teacher. Changes made where necessary.

Evaluation Lesson

- **Immersion Day –** upper level students conduct and lead others through each station participating in museum visit, school house lesson, tour of house with activity in yard, lunch, church service or funeral service.
- **Lunch at Watkins Mill** – have lunch by the Big House, as Watkins' workers did each day. Have vegetables and fruit common from the period, have desserts from Mary Ann Holloway Watkins' recipes. Students provide their own sandwiches and drink.

Assesmment – A) Evaluation of activities as stated above for a "presentation in class" to teacher and German volunteers. Scoring guide will be used to aide students who developed the activity if the activity was manageable, understandable, appropriate in length, level of German ability needed, as well as accuracy to the time period. B) Immersion day itself - with quilt block "stamped" from each station that activity was completed by the visitor. C) German letter entry "mailed" – student writes a family member back east or back in Germany how life is going working for Mr. Waltus Watkins in Missouri and what hardships, good fortunes he/she has experienced. D) Where to go from here? In class discussion following immersion day – what evidence of German immigration to Missouri/Miswest can we still see today in our community/communities? What evidence do we have from the following "forms?" people, buildings, business, culture, technology?