Little House on the Prairie Unit Study
Social Studies – 3rd to 5th grade
Created by Karen Carlton
The purpose of this unit study is help students learn about early American history and be able to compare and contrast it to life today. They will be learning about the Midwest region of the US and learning about pioneer life, it’s culture and customs, as well as the culture and customs of the Native Americans at the same time.

This unit study was developed to use along with my reading unit (also on CIRCLE) and takes about 3 weeks to complete unless you are enjoying yourselves so much you need more time!

**Key Learnings:**

1. Identify Native Peoples in the local area
2. Explain how the local community was established and identify founders and early settlers
3. Show how the Ten Commandments relate to the laws of a country
4. Exhibit tolerance and respect for individuals with different beliefs
5. Use a variety of maps
6. Understand the importance of cooperation and sharing
7. Know the impact of early settlers
8. List the functions of money and compare and contrast things that have been used as money in the state/parish/province
9. Tell how natural resources affected the early settlers’ lives.
10. Identify challenges of the different cultural groups throughout the history of the state/parish/province
Internet Sources:

Prairie dog video

http://www.youtube.com/watch?v=jcB5kySUxWA

Pronhorn video

http://www.youtube.com/watch?v=Qdux3-cCj2I

Fiddle music & picture

http://www.youtube.com/watch?v=NGtckNUY7b8&feature=results_main&playnext=1&list=PLF991E92B85E9FF9C

Sod House picture

http://memory.loc.gov/ammem/award97/ndfahtml/hult_sod_02.html

Laura’s Travels map

http://lauraingallswilderhome.com/images/travelmap.jpg

Wolves video

http://www.youtube.com/watch?v=20SWz2Gf_BY

http://www.youtube.com/watch?v=UYSE5_cOh0w&feature=related (this one is almost one hour long – you may want to pick parts or pieces to show that are appropriate for our kids)
Matchbook foldable directions on page 244 of this site:


Barn Raising video

http://www.youtube.com/watch?v=hmHbu2VC6UA

http://www.youtube.com/watch?v=2H5tN8N3xac&feature=related

Osage info

http://www.nps.gov/fosc/historyculture/osage.htm

Panther

http://a-z-animals.com/animals/panther/

Prairie fires


Trail of Tears

http://nativeamericans.mrdonn.org/trailoftears.html

www.brainpopjr.com you have to have a subscription here
Elementary Lesson Plan

Name: Karen Carlton  
Date: Day 1  
Subject: Social Studies  
Time:  
Topic: Little House on the Prairie  
Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, its culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
   A. Raising the Level of Concern: Motivation
      Show a map of the U. S. and point out the 5 major regions of the the country.
   B. Review/Prior Knowledge
      What region do we live in? (k)  
      What region is in the middle of the United States? (c)  
      Did the Wilders stay in the same region when they moved from WI to KS? (app)  
      How was the land different from the big woods to the prairie? (analysis)
   C. State Objective
      We are going to learn about some of the difficulties and good things that the Ingalls family experienced.

II. ACQUISITION:
   A. Explanation
      Read first chapter of Little House on the Prairie. Teacher read aloud and students follow along to look at the pictures.
   B. Organizer
      Prepare a two column chart. First column entitled "Difficulties in the new place" and the second column entitled "Enjoyable things in the new place". Use this chart to note the differences between life in the big woods and life on the prairie in Indian territory.
   C. Structured Practice
      Begin working on a poster that will describe the life and times of the Wilder family in America. Research and find info on one of the following questions. (All questions will be covered when the project is finished.)
      1. 2-5 events in Laura's family  
      2. 3-5 events in US or world history  
      3. A US President or First Lady fact. Who was it and something about them.  
      4. An invention or technology item of the times.
      Divide the poster into four equal parts and use one part for each question. Label each section. Include at least 3 pictures for each section. (We will work on this for several days.)

III. CONSOLIDATION:
   A. Guided Practice
Look at the chart and pick one thing that was difficult or different about the prairie. Draw a picture of that and write why you think that would be hard or different. Share with the class.

B. Closure
There were many difficulties facing Pioneers that are easy things for us today. (Slow travel/cars, no maps, rest areas, hotels, restaurants, etc.) But it was also an exciting time because people were beginning to travel more and see new areas.

C. Independent Practice
Write in your journals three reasons why you would be excited to move like Laura and explain why those things would be exciting. Title your entry "The Fun of Moving".

USE OF TECHNOLOGY/MATERIALS:
Maps, poster boards, history books and internet for researching historical facts for the posters.
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<th><strong>Tools</strong></th>
<th><strong>Weight in Pounds</strong></th>
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<tr>
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<td>7</td>
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<tr>
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<td>bedding</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>rocking chair</td>
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<tr>
<td>pitcher and bowl</td>
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</tr>
<tr>
<td>cooking stove</td>
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<tr>
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</tr>
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<td>stool</td>
<td>10</td>
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<td>spinning wheel</td>
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</tr>
<tr>
<td>clock</td>
<td>1</td>
</tr>
<tr>
<td>10 candles</td>
<td>1</td>
</tr>
<tr>
<td>set of dishes</td>
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</tbody>
</table>

This is the amount of food that was recommended for each person travelling West in a covered wagon.

200 pounds of flour
30 pounds of pilot bread (hardtack)
75 pounds of bacon
10 pounds of rice
5 pounds of coffee
2 pounds of tea
25 pounds of sugar
½ bushel of dried beans
1 bushel of dried fruit
2 pounds of saleratus (baking soda)
10 pounds of salt
½ bushel of corn meal
½ bushel of corn, parched and ground
1 small keg of vinegar
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, its culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
   A. Raising the Level of Concern: Motivation
      Show picture of inside of wagon again (from Reading yesterday). Talk about how small the space was.
   B. Review/Prior Knowledge
      What kinds of things did the Ingalls family need to pack? (k)
      Did they take furniture? Why or why not? (analysis)
      Why did they have to choose and not just take everything? (app)
      Was it hard to decide what to take? (c)
   C. State Objective
      We are going to make our own list of things that we would need to start a new home on the prairie.

II. ACQUISITION:
   A. Explanation
      Give students a list of possible items that they can take along. Explain what a manifest was and how it was used for packing.
   B. Organizer
      Make a 2-column chart on poster board of "Needed Items" and "Wanted Items". Printed list will be large enough that the students can cut them apart and then paste them in the appropriate columns on their chart. The list of items has weights as well, so students will need to make sure they don't "load" their wagon to heavily.
   C. Structured Practice
      Students will work in teams of two or three to make their charts and agree on which things are needed and wanted. They will be creating their own manifest for the trip.

III. CONSOLIDATION:
   A. Guided Practice
      Compare manifests by presenting them to the class. Compare the manifests to what most people usually took in their wagons.
   B. Closure
      Choices were very difficult for the Pioneers. They had to leave their things behind and their family and friends.
   C. Independent Practice
Think about one thing that the Wilders had to leave behind and write at least 5 sentences in your journals about why that would have been hard to leave. Title the entry "Left Behind".

**USE OF TECHNOLOGY/MATERIALS:**
Picture of inside of wagon (from yesterday). List of common items to pack and what they typically packed.
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U.S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I.  SET:
   A.  Raising the Level of Concern: Motivation
       Show video clip about prairie dogs and other prairie animals.
   B.  Review/Prior Knowledge
       What kind of animals was Laura watching on the ground? (k)
       How do these animals live and survive on the prairie? (c)
       What other types of animals live on the prairie? Do any of these animals live here? Do we live in the prairie? (appl)
       How are these animals different from animals that live in the mountains? (analysis)
   C.  State Objective
       We are going to learn more about some of the animals that lived on the prairie.

II.  ACQUISITION:
   A.  Explanation
       Read to end of page 51.
   B.  Organizer
       Make a pocket book with the headings "Prairie Animals" and "Mountain Animals". Cut out pictures of animals for each pocket.
   C.  Structured Practice
       Continue working on a poster that will describe the life and times of the Wilder family in America. Research and find info on one of the following questions. (All questions will be covered when the project is finished.)
       1. 2-5 events in Laura's family
       2. 3-5 events in US or world history
       3. A US President or First Lady fact. Who was it and something about them.
       4. An invention or technology item of the times.
       Divide the poster into four equal parts and use one part for each question. Label each section. Include at least 3 pictures for each section. (We will work on this for several days.)

III.  CONSOLIDATION:
   A.  Guided Practice
Look at your pocket book of animals. Which animal would you like to learn more about. Take 10 minutes to look up some more information about that animal and list the things you find out in your journal titled "Prairie Animals".

B. Closure
Many animals are the same now as they were during Laura's time, but some animals are not as common today as they were then. (ie Buffalo)

C. Independent Practice
Write in your journals why you think we don't have as many animals in Iowa and the Midwest Region now. Title your entry "Animals Today"

USE OF TECHNOLOGY/MATERIALS:
Maps, poster boards, history books and internet for researching historical facts for the posters. Prairie Animal Video. Pictures of animals from prairie and mountain areas.
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, its culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Listen to a brief piece of fiddle music. Show a picture of a fiddle.
B. Review/Prior Knowledge
   What kind of instrument was playing the music? (k)
   How is it like or unlike a violin? (c)
   What type of people play the fiddle and what type play the violin? (appl)
   Where would the different styles of music be played? Why was a fiddle important on the prairie? (analysis)

C. State Objective
   We are going to continue to learn about some things that were happening or important during Laura's time.

II. ACQUISITION:
A. Explanation
   Read to end of page 70.
B. Organizer
   In your journal make a list of at least 5 words or feelings that you think of when you listen to the fiddle music. (Play a jig and also a slower song while the children are thinking about this and making their list.)
C. Structured Practice
   Continue working on a poster that will describe the life and times of the Wilder family in America. Research and find info on one of the following questions. (All questions will be covered when the project is finished.)
   1. 2-5 events in Laura's family
   2. 3-5 events in US or world history
   3. A US President or First Lady fact. Who was it and something about them.
   4. An invention or technology item of the times.
   Divide the poster into four equal parts and use one part for each question. Label each section. Include at least 3 pictures for each section. (We will work on this for several days.)

III. CONSOLIDATION:
A. Guided Practice
   Show a clip of a movie with a fiddle and jig dance.
B. Closure
Today we can listen to music on the radio, cd player, movies, internet, concerts, etc. On the prairie the only music was singing, whistling or whatever instrument someone had that they could play.

C. **Independent Practice**
Write in your journals about the kind of instrument you would like to play and what kind of music it would make. Would it be played by itself or play with other instruments in a band or orchestra. Title your entry "Music"

**USE OF TECHNOLOGY/MATERIALS:**
Maps, poster boards, history books and internet for researching historical facts for the posters. Fiddle music and pictures.
Laura's Travels

In the LITTLE HOUSE books, Laura does not mention that the family returned to Wisconsin from "The Little House On The Prairie" before heading westward to "On The Banks of Plum Creek." The trip to Burr Oak, Iowa is another period Laura does not include in the LITTLE HOUSE books.

1879 Routes traveled by the Charles Ingalls Family.
1894 Route traveled by Almanzo and Laura Wilder and their daughter, Rose.

© 1991/2001 Wilder Home & Museum
Elementary Lesson Plan

Name: Karen Carlton  Date: Day 5
Subject: Social Studies  Time:
Topic: Little House on the Prairie  Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Show a picture of a sod house. Explain that Laura and many pioneers lived in a sod house for a while until they could build a "real" house.

B. Review/Prior Knowledge
   Why did people build sod houses? (k)
   Where was a sod house built? (c)
   How would it feel to live in a sod house? (appl)
   How would a sod house be different from your house? (analysis)

C. State Objective
   We are going to work on a map of where Laura and her family travelled.

II. ACQUISITION:
A. Explanation
   Read to end of page 79.

B. Organizer
   Give each student a map of the midwest states with nothing written on them.

C. Structured Practice
   You will need to look at a present day map to find where Laura and her family began their journey in the Big Woods of Wisconsin and map their trek to Independence, Kansas. Label each of the 5 states, the 2 rivers and 1 large town.

III. CONSOLIDATION:
A. Guided Practice
   Look at pictures of log cabins - inside and outside. Compare them to our homes today.

B. Closure
   Today we usually move into a house that is already built and ready with paint, carpet and walls and doors and windows. Laura's family came to a spot on the prairie and decided that they would build their own house right there. It took a lot of very hard work to get the house built.

C. Independent Practice
   Build a log cabin out of sticks collected from the playground or from Lincoln Logs.

USE OF TECHNOLOGY/MATERIALS:
Sod house & log cabin pictures. Map worksheet and maps for the children to look at. Lincoln logs or sticks to build with.
Elementary Lesson Plan

Name: Karen Carlton                      Date: Day 6
Subject: Social Studies                  Time: 
Topic: Little House on the Prairie       Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
   A. Raising the Level of Concern: Motivation
      Listen to the sound of wolves howling on cd or internet.
   B. Review/Prior Knowledge
      What kind of animal makes that sound? (k)
      Do wolves usually live by themselves or in groups? (c)
      Would wolves be a scary thing for someone living on the prairie? Why? (appl)
      What do wolves eat and why would this have worried the Ingalls family? (analysis)
   C. State Objective
      We are going to continue to learn about some things that were happening or important during Laura's time.

II. ACQUISITION:
   A. Explanation
      Read to end of page 98.
   B. Organizer
      Make a shutter foldable and list all the things that you know about wolves inside. Label the top "What I know about Wolves". Students will interact with teacher and make a master list but each student will make their own list in their foldable.
   C. Structured Practice
      Continue working on a poster that will describe the life and times of the Wilder family in America. Research and find info on one of the following questions. (All questions will be covered when the project is finished.)
      1. 2-5 events in Laura's family
      2. 3-5 events in US or world history
      3. A US President or First Lady fact. Who was it and something about them.
      4. An invention or technology item of the times.
      Divide the poster into four equal parts and use one part for each question. Label each section. Include at least 3 pictures for each section. (We will work on this for several days.)

III. CONSOLIDATION:
   A. Guided Practice
      Show a short video clip about wolves.
   B. Closure
Today we don't need to worry about wolves since they live in the mountains and not out in our backyards. But wolves were a very real concern for people living on the prairie.

C. Independent Practice
Write in your journals the five most interesting things you've learned about wolves. Title your entry "Wolves".

USE OF TECHNOLOGY/MATERIALS:
Wolf video, howling sounds cd/web. Shutter foldables.
Elementary Lesson Plan

Name:  Karen Carlton  Date:  Day 7
Subject:  Social Studies  Time:  
Topic:  Little House on the Prairie  Grade Level:  Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
   A. Raising the Level of Concern: Motivation
      Watch a short clip from Little House on the Prairie TV Series to show the prairie and log cabin.
   B. Review/Prior Knowledge
      How did the Ingalls family get their food? (k)
      Was it difficult to keep food good? (no refrigeration, long ways from the store, etc) (c)
      How often do you go to the store? How often did Laura's family go to the store? (appl)
      Why didn't they go to the store more often? (analysis)
   C. State Objective
      Today we are going to think about all the things that the Ingalls family needed. There weren't any Walmart's or grocery stores so they had to live off the land. (Food, shelter, safety, warmth, furniture, etc.)

II. ACQUISITION:
   A. Explanation
      Read to end of page 119.
   B. Organizer
      Make a two column list of items that they used from the prairie in the first column and what they were used for in the second column. (Example: wood - warmth, lumber for the house and barn, furniture, etc.)
   C. Structured Practice
      Finish working on a poster that will describe the life and times of the Wilder family in America. Research and find info on one of the following questions. (All questions will be covered when the project is finished.)
      1. 2-5 events in Laura's family
      2. 3-5 events in US or world history
      3. A US President or First Lady fact. Who was it and something about them.
      4. An invention or technology item of the times.
      Divide the poster into four equal parts and use one part for each question. Label each section. Include at least 3 pictures for each section. (We will work on this for several days.)

III. CONSOLIDATION:
A. *Guided Practice*
   Today we will share the posters with the class. Each student will briefly tell the class about the things they found out.

B. *Closure*
   Our lives today are much different from those of the pioneers. We have stores where we can buy almost anything we might ever think of wanting or needing. But the pioneers were happy and content with what they had. They didn't need as many things as we do today because life was more simple.

C. *Independent Practice*
   Think about one thing that is different for your family and write in your journal how Laura might react if she had that thing in her life. Would it have made her life happier or more busy?

**USE OF TECHNOLOGY/MATERIALS:**
   Little House on the Prairie video.
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Show several pictures of Native Americans.
B. Review/Prior Knowledge
   Where did the Native American's live? (k)
   What did the pioneers know about Native Americans? (c)
   How did that effect the pioneer's thinking about whether the Indians were good or bad neighbors? (appl)
   Were the Native Americans enemies of the pioneers? (analysis)

   C. State Objective
   Today we are going to learn some more about the Indians and how their lives were effected by the pioneers coming to their land.

II. ACQUISITION:
A. Explanation
   Read to end of page 146.
B. Organizer
   Use a matchbook foldable to make a list of facts you know about the Indians and the Pioneers. One side will be for each group of people. Include what you know about the way they lived, what they ate, how they travelled, etc.
C. Structured Practice
   We will work together on a master list of the facts that we know and then the students will transfer those items to their matchbook foldables.

III. CONSOLIDATION:
A. Guided Practice
   Today we will share the posters with the class. Each student will briefly tell the class about the things they found out.
B. Closure
   When the pioneers began moving into Indian territory, there was a lot of misunderstanding between the two groups of people. Today there are still some misunderstandings between people who are different.
C. Independent Practice
   Think about something that might have been hard for the Indians when the pioneers started moving into their land. Write about what that was and how it affected the Indian's way of living. Title your entry "Changes".
USE OF TECHNOLOGY/MATERIALS:
Native American pictures. Matchbook foldables.
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Look at online pictures/videos of a barn raising and harvesting in the fall.
B. Review/Prior Knowledge
   How did the people get their barn built and their crops harvested? (k)
   Could the pioneers do those things by themselves? (c)
   Would their fields still be harvested if they had done the work themselves? Did they need their neighbors? (appl)
   What were the benefits of working together? (analysis)
C. State Objective
   Part of living on the prairie included working together to get things done before winter, or working together to do things that a person couldn't do by themselves.

II. ACQUISITION:
A. Explanation
   Read to end of page 161.
B. Organizer
   Make a webchart to list some of the things that the pioneers needed to do to work together. Draw a picture of Laura's family in the center and then add things that they might have needed help with.
C. Structured Practice
   We will work together on a master list of the facts that we know and then the students will transfer those items to their matchbook foldables.

III. CONSOLIDATION:
A. Guided Practice
   Put students in teams of two or three. Blindfold the first child. They will need to navigate a maze of chairs/desks etc. The team mate will be the helper and help to guide the blindfolded person to the other end of the maze.
B. Closure
   Sometimes there are things that we need help with or need to work together to get accomplished.
C. Independent Practice
   Draw a picture of one of the things from your webchart that the Ingalls family would have needed help with. Draw this in your journal and color it. Write a paragraph describing the need. Title your entry "Helping"
USE OF TECHNOLOGY/MATERIALS:
Video/Photos of barnraising and harvesting. Web chart worksheet.
## Compare Your home to a Pioneer Home. Day 10 Social Studies

<table>
<thead>
<tr>
<th></th>
<th>Ingall’s Home</th>
<th>Your Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rooms</td>
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<tr>
<td>Size of Rooms</td>
<td></td>
<td></td>
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<tr>
<td>Walls (covered with)</td>
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<td>Windows</td>
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<td>Doors</td>
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<tr>
<td>Heating</td>
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<td></td>
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<tr>
<td>Cooking (with what)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture (kitchen and living room)</td>
<td></td>
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</tbody>
</table>
Elementary Lesson Plan

Name: Karen Carlton

Date: Day 10

Subject: Social Studies

Time:

Topic: Little House on the Prairie

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, its culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
   A. Raising the Level of Concern: Motivation
      Show a picture of a modern day house and compare it to a picture of a log cabin. Today we'll compare these two types of houses and see how they are the same and how they are different.
   B. Review/Prior Knowledge
      How many rooms did a pioneer house have? (k)
      Would this be considered a small house or just normal - everyone had one like this? (c)
      Would your family and all you stuff fit into a house like this? (appl)
      Why are houses bigger today than they were on the prairie? (analysis)
   C. State Objective
      Today we'll compare these two types of houses and see how they are the same and how they are different.

II. ACQUISITION:
   A. Explanation
      Read to end of page 171.
   B. Organizer
      Three column comparison chart.
   C. Structured Practice
      Students will fill in the comparison chart comparing Ingall's home to their own home.

III. CONSOLIDATION:
   A. Guided Practice
      Together, the class will go outside to find some things that can be used in their own diorama of what Laura's house and yard looked like. Collect items like small sticks, moss, dry grasses, pebbles, etc.
   B. Closure
      We have compared how different our houses are today compared to the houses of pioneers. We're going to make a picture in a box of what we think Laura's house and yard looked like.
   C. Independent Practice
      Students will each have a box and the materials collected earlier to begin working on a diorama.
USE OF TECHNOLOGY/MATERIALS:
Pictures of modern day houses and log cabins. Glue, boxes for dioramas, string or twine, misc. craft supplies.
Elementary Lesson Plan

Name: Karen Carlton   Date: Day 11
Subject: Social Studies   Time:
Topic: Little House on the Prairie   Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, its culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   We'll look at some 1800's pictures of Dr. offices.
B. Review/Prior Knowledge
   What happens when you get really sick? Where do you go? (k)
   Would this be the same as the place where the Ingalls family would go when they got sick? (c)
   How would their doctor be different than yours? (appl)
   Why did a Dr. usually just have a room in his house for his office and not a hospital like today? (analysis)
C. State Objective
   Today we will learn some more about pioneer life. We'll learn what it was like to be sick on the prairie and how the pioneers handled that.

II. ACQUISITION:
A. Explanation
   Read to end of page 198.
B. Organizer
   Add a new page to your Little House Comparison Booklet.
C. Structured Practice
   Students will add a new page to their booklets entitled Health Care. They will list the things available for the pioneer families and compare that to what's available for health care today.

III. CONSOLIDATION:
A. Guided Practice
   Continue working on the diorama of what Laura's house and yard looked like.
   Collect more items like small sticks, moss, dry grasses, pebbles, etc if needed.
B. Closure
   The Ingalls family all got very sick and Dr. Tan said it was because of eating watermelons. Pa seemed not to believe Dr. Tan and ate watermelon anyway.
   Today, because of science we know that just eating watermelon will not make you sick.
C. Independent Practice
   In your journals, write why you think Dr. Tan though the watermelon made them sick. Title your entry "Sickness".
USE OF TECHNOLOGY/MATERIALS:
1800's Dr. office pictures.
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Osage Indian Picture
B. Review/Prior Knowledge
   What type of person is in the picture? (K)
   How can you tell they are Indian? (c)
   Did they always dress like this? (appl)
   How do they look different from us? (Analysis)

C. State Objective
   Today we'll identify some of the things that were happening to the Indians during this time.

II. ACQUISITION:
A. Explanation
   Read to end of page 233.
B. Organizer
   Add a new page to your Little House Comparison Booklet.
C. Structured Practice
   Students will add a new page to their booklets entitled Indians. They will list the things they know about Indians at that time and compare this to present day Native Americans.

III. CONSOLIDATION:
A. Guided Practice
   Research information about the Osage Indians and about their relocation.
B. Closure
   Pioneers were excited to be moving to a new part of the land, but it was difficult for the Indians in many ways. They were losing their land where they had lived, the food was becoming scarce and new diseases were spreading to the Indians.
C. Independent Practice
   In your journals, write 3 - 5 facts that you found most interesting about the Osage tribe. Title your entry "Osage Fast Facts".

USE OF TECHNOLOGY/MATERIALS:
Osage relocation websites. Osage Pictures
CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   There were many dangers that faced the early pioneers. Wolves, Indians, hunger, sickness. Today we're going to learn about a new danger that faced them as well.

B. Review/Prior Knowledge
   Could Pa protect his family from all the dangers? (k)
   What types of things did Pa do to try to keep his family safe? (c)
   Are these types of dangers still a concern to us today? (appl)
   How would you keep your family safe from these dangers? (analysis)

C. State Objective
   Today we'll continue learning more about the things that a pioneer had to face every day and how they work to stay safe.

II. ACQUISITION:
A. Explanation
   Read to end of page 262.

B. Organizer
   Add a new page to your Little House Comparison Booklet.

C. Structured Practice
   Students will add a new page to their booklets entitled animals in the backyard.
   They will list the animals that were in the Ingall's "back yard" and compare that to a list of what types of animals you might find in a back yard today.

III. CONSOLIDATION:
A. Guided Practice
   Online research about a panther. Gather facts and write them down on a poster.

B. Closure
   Being a pioneer meant having to be brave and careful. Today we don't see panthers very often at all. Many have been shot and killed because people were afraid of them. The rest live very secluded in the mountains. Pa and the Indian both wanted to keep their families safe and they actually worked toward the same goal by killing the panther.

C. Independent Practice
   Draw a picture of a panther. Below the picture, list 4 things you've learned about it.
USE OF TECHNOLOGY/MATERIALS:
Panther websites.
Elementary Lesson Plan

Name: Karen Carlton

Date: Day 14

Subject: Social Studies

Time:

Topic: Little House on the Prairie

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Prairie fires can be very devastating even today. But in the pioneer days, there weren't fire trucks to come help a farmer save his house and barn and animals. The farmer and his family had to work to save it by themselves.

B. Review/Prior Knowledge
   What would be the worst thing for the Ingalls family from having a fire? (k)
   How would this affect them during the winter? (c)
   What was good about the fire? (appl)
   Is there anything that Pa could have done to prevent the fire? (analysis)

C. State Objective
   Today we'll continue learning more about the things that a pioneer had to face every day and how they work to stay safe.

II. ACQUISITION:
A. Explanation
   Read to end of page 285.

B. Organizer
   Add a new page to your Little House Comparison Booklet.

C. Structured Practice
   Students will add a new page to their booklets entitled Fire. They will list the way that the Ingall's fought a fire and compare that to a list of what types of things we could do/use today to fight a fire.

III. CONSOLIDATION:
A. Guided Practice
   Online research about prairie fires. Look for their usefulness as well as their destruction.

B. Closure
   The Ingalls family has lived through so many scary things. Their tools and methods were very limited, but they worked hard to carve out a place for their family to have a home and be safe.

C. Independent Practice
   In your journals, write an entry about the way Ma and Pa fought the fire and how that is different from the way we fight fires today. Title your entry "Prairie Fire".
USE OF TECHNOLOGY/MATERIALS:

Prairie fire websites.
Elementary Lesson Plan

Name: Karen Carlton  Date: Day 15
Subject: Social Studies  Time:
Topic: Little House on the Prairie  Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Pa & Ma didn't always like having the Indians living so close to them. Sometimes they were afraid because they couldn't talk to them in their own language and understand what they wanted.

B. Review/Prior Knowledge
   Were the Indians friendly to the Ingalls family? (k)
   Did the Ingalls family like the Indians? (c)
   How do we feel about people who are different from us? Is there still prejudice today? (appl)
   Where have the Indians gone now? Are they still on the Prairie? (analysis)

C. State Objective
   Today we're going to continue learning about the Indian's and how their way of life was being changed.

II. ACQUISITION:
A. Explanation
   Read to end of page 311.

B. Organizer
   Add a new page to your Little House Comparison Booklet.

C. Structured Practice
   Students will add a new page to their booklets entitled Indians. List the facts or opinions that you know about Indians in the 1800's and now.

III. CONSOLIDATION:
A. Guided Practice
   Online research about why the Indian's had to leave. (Government rules, etc).

B. Closure
   The Ingalls family watched as all of the Indians rode away. The whole family seemed very sad to see the Indians leave.

C. Independent Practice
   In your journals, write an entry about why you think that watching the Indians leave makes the Ingalls family so sad. Title your entry "Indians Ride Away".

USE OF TECHNOLOGY/MATERIALS:
Online websites about the Indian laws governing them to move West and then onto reservations.

Useful outline map: 'Trail West' available through eduplace.com
Elementary Lesson Plan

Name: Karen Carlton  Date: Day 16
Subject: Social Studies  Time:
Topic: Little House on the Prairie  Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):
To learn about Early American history and how it was different and/or the same as today.

INSTRUCTIONAL OBJECTIVES:
To learn about the Midwest region of the U. S. and to learn about pioneer life, it's culture and customs as well as the culture and customs of the Native Americans at the same time.

I. SET:
A. Raising the Level of Concern: Motivation
   Yesterday we read about the Indian's leaving. In today's story, we're going to read about how the government sent soldiers to make sure that this happened.
B. Review/Prior Knowledge
   Where did the Ingalls Family live? (close to town? close to the capital?) (k)
   How did they find out information about the things the Government was doing? (c)
   Did they agree with the decisions of the government? (appl)
   Did these decisions help their family? (analysis)

C. State Objective
   Today we're going to continue learning about the Indian's and how their way of life was being changed.

II. ACQUISITION:
A. Explanation
   Read to end of end of the book.
B. Organizer
   Map of the US.
C. Structured Practice
   Students will find Independence, KS and Washington DC on their maps.

III. CONSOLIDATION:
A. Guided Practice
   Continue research about the Indian migration West.
B. Closure
   Things were changing in America. The West was being settled and the Indians were being pushed away from their homeland. The government was trying to make laws that would be in effect a long ways away from Washington DC.
C. Independent Practice
   In your journals, write an entry to answer this question. Do you think that being so far from the U.S. Government made the situation better or worse? For the Pioneers and the Indians.
Online websites about the Indian laws governing them to move West and then onto reservations.