

**Little House on the Prairie**

**Unit Study**

**Social Studies – 3<sup>rd</sup> to 5<sup>th</sup> 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

**Little House on the Prairie  
Social Studies Unit Study  
Created by Karen Carlton  
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](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](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=20SWz2Gf_BY)

[http://www.youtube.com/watch?v=UYSE5\\_cOh0w&feature=related](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:**

**[http://www.glencoe.com/ebooks/reading/9780022033750/anc/teachers\\_rb\\_2.pdf](http://www.glencoe.com/ebooks/reading/9780022033750/anc/teachers_rb_2.pdf)**

**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**

**<http://www.campsilos.org/mod2/teachers/r6.shtml>**

**Trail of Tears**

**<http://nativeamericans.mrdonn.org/trailoftears.html>**

**[www.brainpopjr.com](http://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

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## 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 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 Prarie*. 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.



<b>Tools</b>	<b>Weight in Pounds</b>
ax	15
shovel	12
hatchet	9
hammer	7
hoe	3
anvil	150
grinding stone	75
animal trap	15
rope	4

<b>Personal Items</b>	<b>Weight in Pounds</b>
doll	2
jump rope	1
marbles	1
family Bible	2
books	2
hunting knife	1
bag of clothes	40
fiddle	2
snowshoes	8
rifle	10
pistol	7
first aid kit	3

<b>Food</b>	<b>Weight in Pounds</b>
flour	150
tea	10
salt	50
sugar	50
coffee	100
bacon	40
dried fruit	100
dried beans	100
cornmeal	10
spit peas	100
oatmeal	8
vinegar	25

pickles	50
dried beef	25
salt pork	5
assorted spices	5
barrel of water	350
vegetables	5

<b>Household Goods</b>	<b>Weight in Pounds</b>
coffee grinder	5
rug	40
bedding	20
mirror	40
dutch oven	70
butter churn	40
table and 4 chairs	200
piano	900
organ	2000
baby cradle	75
wooden bucket	10
bedpan	2
butter mold	1
rocking chair	50
pitcher and bowl	5
cooking stove	700
cooling utensils	2
stool	10
spinning wheel	80
lantern	4
clock	1
10 candles	1
set of dishes	40

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

# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 2

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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 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 chose 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.



# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 3

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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.

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# Elementary Lesson Plan

**Name:** Karen Carlton  
**Subject:** Social Studies  
**Topic:** *Little House on the Prairie*

**Date:** Day 4  
**Time:**  
**Grade Level:** Third - Fifth

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## 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 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:**

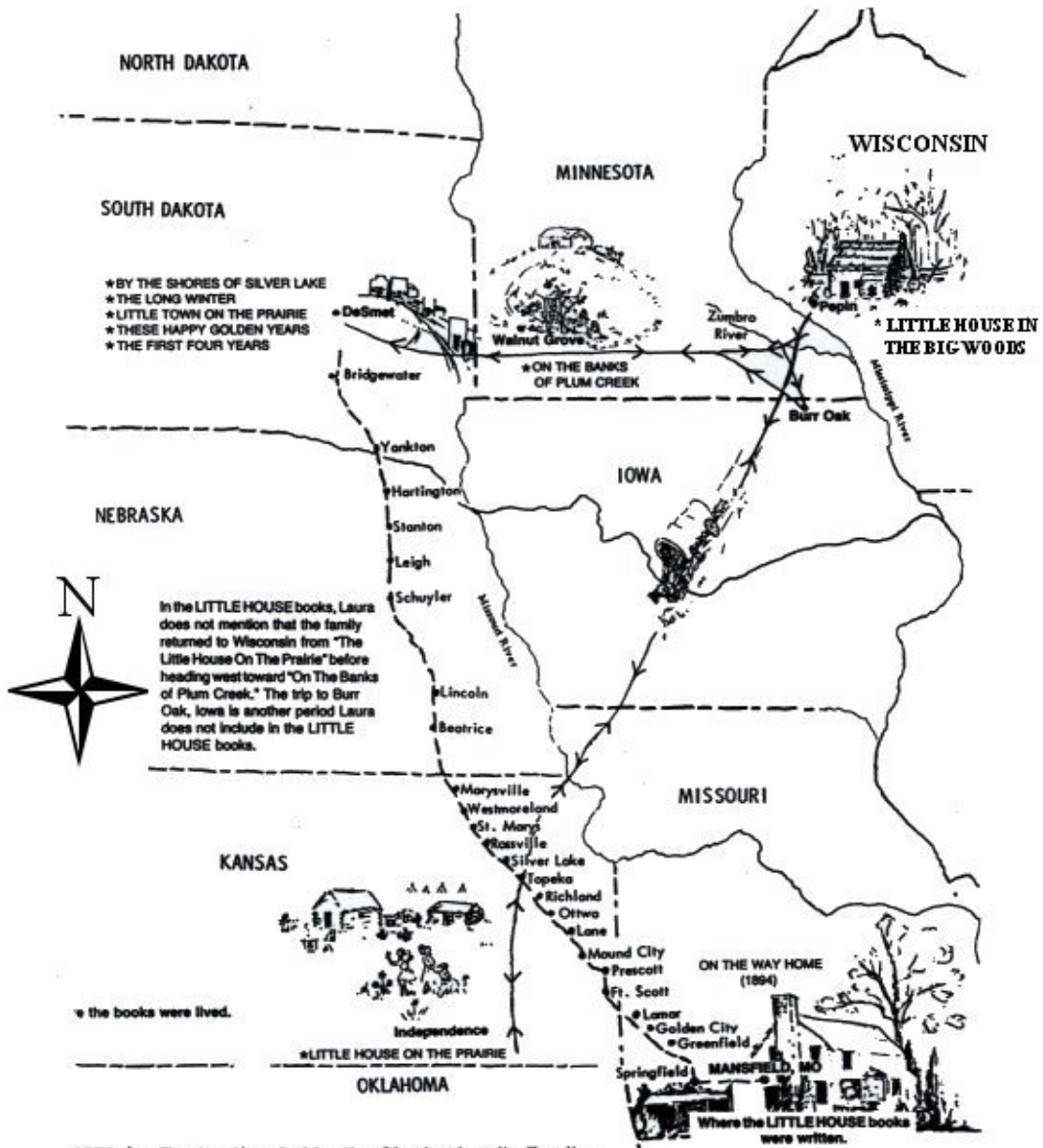
Maps, poster boards, history books and internet for researching historical facts for the posters. Fiddle music and pictures.

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# Laura's Travels



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



# Elementary Lesson Plan

**Name:** Karen Carlton  
**Subject:** Social Studies  
**Topic:** *Little House on the Prairie*

**Date:** Day 5  
**Time:**  
**Grade Level:** Third - Fifth

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## 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

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## 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.

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# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 7

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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.

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# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 8

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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.





# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 9

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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

	Ingall's Home	Your Home
Number of Rooms		
Size of Rooms		
Walls (covered with)		
Windows		
Doors		
Heating		
Cooking (with what)		
Furniture (kitchen and living room)		

# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 10

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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 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 your 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

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## 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*

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.



# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 12

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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



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# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 13

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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

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## 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 Ingalls 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

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## 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".

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## USE OF TECHNOLOGY/MATERIALS:

Online websites about the Indian laws governing them to move West and then onto reservations.

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# Elementary Lesson Plan

**Name:** Karen Carlton

**Date:** Day 16

**Subject:** Social Studies

**Time:**

**Topic:** *Little House on the Prairie*

**Grade Level:** Third - Fifth

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## 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 mad ethe 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.

