

Little Houses on the Table

Pa and Ma and their neighbor Mr. Edwards worked together to build the little house on the prairie. Work together with some of your classroom "neighbors" to build a model of the little house in the book.

Step One: Decide what materials you will use and list them below. (For example, you can build your cabin from twigs, Styrofoam "logs" an empty cardboard box, etc. And you will need something to build it on, hold it together, and decorate or color it when you are through.

Step Two: Laura Ingalls Wilder listed all the steps Pa went through in building their house. List the steps you will have to go through to build your model. Check each item off when it is done.

Step Three: On a windowsill or table, display your model with those made by your classmates. Compare the ways the houses were built. Decide which model looks most like the house in the book.

Materials

Name _____

Pioneer Women

Read the story about pioneer women, below. Choose and write about one of the topics at the bottom of the page.

When the first white men explored the West in the 1830's, they left the women behind. By the mid 1840's, though, women and children both were accompanying the men. Covered wagons were crammed with household goods that would be needed to set up new homes. That left very little room to sit and women had to walk - many times they had to carry their babies. The clothing that the women wore was inappropriate for the harsh journey. Hoopskirts and bustles had to be abandoned. Sunbonnets and high-topped shoes were soon adapted for protection from the elements. There were no luxuries, no cosmetics, and very little privacy. Outdoor streams served as bathtubs and pieces of tin were substitute mirrors.

By the 1870's the West held great opportunities for women. In the West they could meet a husband, homestead land, or choose their own career. A variety of jobs was available and included the more traditional jobs of cooks, teachers, and laundresses. Pioneer women also worked as shopkeepers, restaurateurs, journalists, lawyers, doctors, dentists, actresses, photographers, and even barbers. Perhaps their greatest role was in civilizing the West. It was the women, after all, who brought table manners, schools, churches, libraries, and culture to an otherwise uncivilized land. Their diaries, letters, memoirs, and books still exist and help us understand the substandard conditions they had to endure. Dirt floors, sod homes, drought, prairie fires, storms, and illness with no help available were all part of their daily living.

More dreaded than any of these dire conditions was the fear of capture by Indians. Some captives were rescued or ransomed. They even went on lecture circuits or wrote books about their exploits. Not as many women were abducted by Indians as is generally believed, however. After 1861 there were no known reports of women in army posts being killed or taken by Indians.

1. These women faced many adversities in their journeys and were forced to abandon basic creature comforts. Would you be willing to abandon your current lifestyle to face a land of unknown hazards but many opportunities? Explain.
2. You are a pioneer woman from a wealthy Virginia family and have just arrived at your new home—a sod hut with insect infested floors and ceilings. Write a letter home explaining the conditions you are facing.
3. Pioneer women faced many dire conditions. Which one could you have least liked to have experienced? Explain your choice.
4. Write a creative story about your adventures as a pioneer shopkeeper, doctor, or journalist.
5. Design and draw an appropriate wardrobe that a pioneer woman might have worn while accompanying a covered wagon.
6. Explain the role of women in civilizing the West.

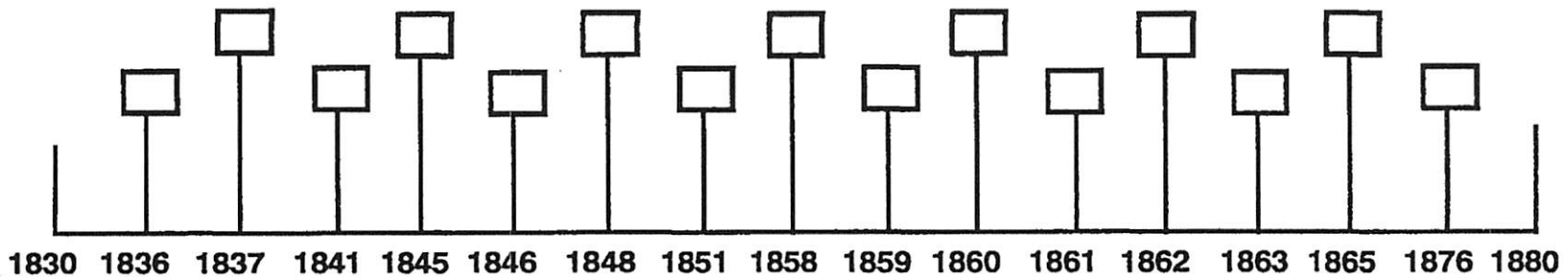
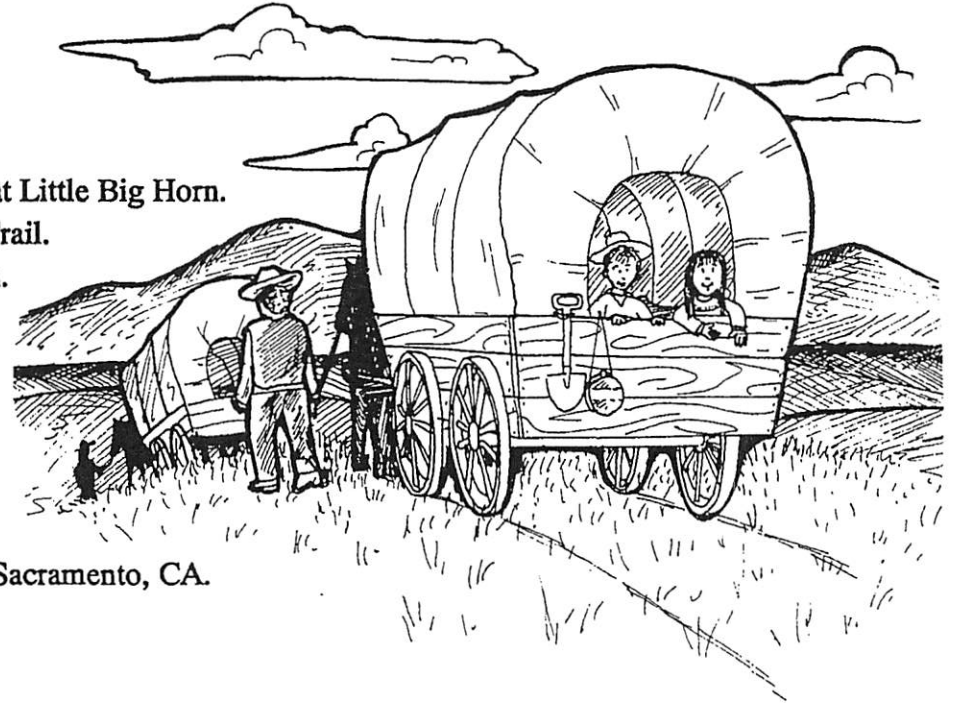
Name _____

Pioneer Time Line

Work with one or two partners to complete this activity. You may use encyclopedias and historical resource books to help you.

All of the events listed below happened during the same time period that the pioneers were migrating west across the United States. Read through the list and determine the correct order of occurrence by writing the letter of each event in the proper space on the time line at the bottom of the page.

- a. The United States declares war on Mexico.
- b. Arkansas becomes the twenty-fifth state.
- c. The first major silver strike in America is made in Nevada.
- d. General Custer and all 256 of his men are killed by the Sioux at Little Big Horn.
- e. The first covered wagon arrives in California via the Oregon Trail.
- f. The Emancipation Proclamation is issued by President Lincoln.
- g. The Civil War begins at Ft. Sumpter, SC.
- h. Stephen A. Douglas debates Abraham Lincoln in Illinois.
- i. The U.S. Naval Academy officially opens at Annapolis, MD.
- j. John Wilkes Booth assassinates President Lincoln.
- k. Martin Van Buren is inaugurated as the eighth president.
- l. Yosemite Valley in California is discovered.
- m. The Pony Express is established between St. Joseph, MO and Sacramento, CA.
- n. Gold is discovered in California.
- o. President Lincoln passes the Homestead Act.



Writing Poems

Student reaction to poetry is often mixed, but you can nurture and promote positive attitudes toward poetry through a variety of creative techniques. Four easy methods are described below.

Sensory Poems

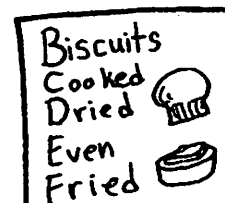
As a class prepare cornbread, a pioneer staple. Cut the bread into small pieces and distribute them to the students. Caution them not to touch or taste the cornbread until they've been instructed to do so. Students will also need a pencil and index cards or rectangular pieces of paper.

- Have the students observe their cornbread. Write one descriptive word or phrase per index card or paper rectangle. (Instruct students to write at least three words or phrases per sense.)
- Direct the students to smell the cornbread; write descriptive words or phrases.
- Instruct students to feel the cornbread; write descriptive words or phrases.
- Now students may taste their bread and then write descriptions.
- Tell students to arrange the words and phrases into a poem using as many of the cards as possible.
- Add words or phrases, if needed.

Extensions: Have on hand a variety of foods that the pioneers ate during their long journeys—crackers, beef jerky, biscuits, dried fruit, etc. Give students their choice of foods. Have them follow the same procedure that is outlined above.

Alphabetical Poetry

- Tell students to write three consecutive letters of the alphabet downwards on their paper.
- Choose a subject or topic.
- Write a word or phrase that begins with the same letter that appears at the front of the line (see sample at right).



Poetic Lists

In this form of poetry, words or phrases describing a topic are listed. For example,

The Prairie

*The prairie was home to many.
Prairie dogs live there.
Prairie sod houses for pioneers.
Prairie schooners that traversed its terrain.
Prairie grass that billowed in the wind.*

Concrete Poems

In concrete poems the shape or design of the word(s) helps to visually express the meaning of the word. Some examples appear below.

MOUNTAINS
Flag
Shake

Frontier Math

Review math skills and increase problem-solving skills by opening regular math lessons with one of the word problems below. Focus on which operation(s) is needed to solve each problem; the clues within the word problem that helped determine the correct operation to use; the actual computation.

1. Mrs. Peterson gave Laura and Mary one cookie each. They wanted to share a cookie with their baby sister Carrie. Laura and Mary ate half of a cookie each, which left Carrie with two halves or one whole cookie. Laura didn't think this was fair but she did not know how to divide two cookies three ways. Can you solve this dilemma?

2. The town of Pepin was seven miles from the Ingalls' little house in the woods. If their horse drawn wagon could travel at a rate of five miles per hour, how long would it take the Ingalls' to reach town? How long would a round trip take?

3. At harvest time Pa and Uncle Henry bundled the grain. They would use seven bundles to construct one shock. If 252 bundles were made, how many shocks could be constructed? If the men wanted to construct 25 shocks, how many bundles would they need?

4. The separator that Pa and the other men used required eight horses to pull it, so it was an eight-horsepower machine. If a 4-cylinder car today has a horsepower of 104, how many times more powerful is it than the separator?

5. Grandpa made ten new wooden buckets and dozens of little troughs. If Grandpa made seven dozen troughs, how many troughs did he make altogether?

6. The book begins, "Once upon a time, many years ago..." (60 years) Laura Ingalls Wilder wrote the book in 1932. What year did the story take place?

Facts and Figures

Most of the facts and figures on this page were gathered from the pages of *Children of the Wild West* by Russell Freedman (Clarion Books, 1983). Even if students have not read this book, the problems presented here may be used as an introduction to this intriguing literature selection. Write a different problem on the board each day for students to solve or cut apart the boxes below. Give each group a different problem. Discuss the solutions in a whole group. Share the book with the students. Watch them clamor for it when you're through with your presentation.

1. The first wagon train to travel west consisted of one dozen wagons and 70 men, women, and children. If the pioneers were divided equally among the wagons, how many people would be assigned to each wagon? Round off the remainder to the nearest one.
2. Wagon trains often travelled no more than 15 miles per day. At that rate, how long would a 2,400 mile journey take? If the wagons could have gone 20 miles per day, how long would a 2,400 mile journey take?
3. In 1841 the first wagon train set out from Missouri. By 1869 about 350,000 pioneers had followed the Oregon Trail across the West. On the average, how many people per year travelled this route? Round off the answer to the nearest one.
4. For every 17 people who started the journey over the Oregon Trail, one was buried beside the road. Write a fraction to show the number of people who died. Challenge: Write a percent to show this number.
5. San Francisco's population grew from 800 in 1848 to 50,000 by 1855. How many more people were in San Francisco in 1855 than in 1848? By how many people per year did the population grow during that time period? (Round to the nearest person.)
6. A typical sod house measured 16 feet by 20 feet. What was the area of the house? (Hint: $A=lw$) If the height of the house was six feet, what was the volume of the house? (Hint: $V=lwh$)
7. One sod block weighed 50 pounds. How many sod blocks were used to build a ninety ton sod home? (Hint: 2,000 pounds = 1 ton) If one sod block weighed 100 pounds, how many blocks were needed for a ninety ton sod home?
8. In the year 1800, 60 million buffalo roamed the plains. By 1850, only 20 million remained due to their slaughter by white hunters. How many buffalo were slaughtered? On the average how many buffalo were killed each year?
9. Native Americans once owned all the land in America. By 1890, they held only 200,000 square miles. Three million square miles had been taken by the white man. How many square miles of land were there altogether in America? What fraction did the Native Americans own?
10. Frontier teachers were paid meager wages from \$10.00 to \$35.00 per month. Some schools were in session only four months per year. How much per school year would a teacher earn if the salary was \$10.00 per month? If the salary was \$35.00 per month?

Fractional Recipes

Practice your fraction skills and learn some facts about Laura's girlhood in Wisconsin.

<p style="text-align: center;">Johnny-cake</p> <p>Johnny-cake was not cake. It was a crude form of bread used to soak up gravy or syrup.</p> <p>Below are the some of the ingredients for one recipe of johnny-cake. How much of each ingredient would be needed if the recipe were halved? Write your answer on the spaces provided.</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Whole</th> <th style="text-align: right;">$\frac{1}{2}$</th> </tr> </thead> <tbody> <tr> <td>2 cups of yellow cornmeal</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>1 teaspoon of salt</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>1 teaspoon of baking soda</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>2 tablespoons of drippings</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>2 tablespoons of molasses</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>1 cup of buttermilk</td> <td style="text-align: right;">_____</td> </tr> </tbody> </table>	Whole	$\frac{1}{2}$	2 cups of yellow cornmeal	_____	1 teaspoon of salt	_____	1 teaspoon of baking soda	_____	2 tablespoons of drippings	_____	2 tablespoons of molasses	_____	1 cup of buttermilk	_____	<p style="text-align: center;">Cheese</p> <p>Cheesemaking was a long process, but it was a necessary food because it could be stored for winter when fresh milk was unavailable.</p> <p>Listed below are some of the ingredients for 1 $\frac{1}{2}$ pounds of hard cheese. How much of each ingredient would be needed to make one half pound of cheese? Write your answers on the spaces provided.</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Whole</th> <th style="text-align: right;">$\frac{1}{3}$</th> </tr> </thead> <tbody> <tr> <td>6 cups of fresh milk</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>2 cups of buttermilk</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>3 rennet tablets</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>1 $\frac{1}{2}$ tablespoons of salt</td> <td style="text-align: right;">_____</td> </tr> </tbody> </table>	Whole	$\frac{1}{3}$	6 cups of fresh milk	_____	2 cups of buttermilk	_____	3 rennet tablets	_____	1 $\frac{1}{2}$ tablespoons of salt	_____
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<p style="text-align: center;">Hasty Pudding</p> <p>Hasty pudding sounds quick to prepare, but it isn't. The cornmeal must be added slowly to prevent lumps and cooked slowly to prevent scorching.</p> <p>Here are some of the ingredients for hasty pudding. How much of each ingredient would be needed if the recipe was cut in fourths? Write your answers on the spaces provided.</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Whole</th> <th style="text-align: right;">$\frac{1}{4}$</th> </tr> </thead> <tbody> <tr> <td>1 teaspoon of salt</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>1 cup of cornmeal</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>$\frac{1}{2}$ cup of syrup</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>4 cups of water</td> <td style="text-align: right;">_____</td> </tr> </tbody> </table>	Whole	$\frac{1}{4}$	1 teaspoon of salt	_____	1 cup of cornmeal	_____	$\frac{1}{2}$ cup of syrup	_____	4 cups of water	_____	<p style="text-align: center;">Butter</p> <p>Churning cream into butter was a regular chore. Ma's butter was excellent in quality. She was able to command fifty cents per pound at a time when fifty cents bought a lace blouse.</p> <p>These are the ingredients for $\frac{1}{2}$ pound of butter. How much of each ingredient would be needed if the recipe were cut in half? Write your answers on the spaces provided.</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Whole</th> <th style="text-align: right;">$\frac{1}{2}$</th> </tr> </thead> <tbody> <tr> <td>1 carrot</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>$\frac{1}{4}$ cup of milk</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>3 cups heavy whipping cream</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>$\frac{1}{4}$ teaspoon of salt</td> <td style="text-align: right;">_____</td> </tr> </tbody> </table>	Whole	$\frac{1}{2}$	1 carrot	_____	$\frac{1}{4}$ cup of milk	_____	3 cups heavy whipping cream	_____	$\frac{1}{4}$ teaspoon of salt	_____				
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For complete recipes and directions see *The Little House Cookbook* by Barbara M. Walker (Harper Trophy, 1979).

Story Math

1. Sam and Billy's classroom had ten rows of chairs and desks. If there were 7 chairs and desks in each row, how many chairs and desks were there altogether?

5. The plow made strips of earth that were twelve inches wide and four inches thick. Sam cut the strips every two feet. What is the volume of one brick?
(Hints: $V=lwh$; 1 foot = 12 inches)

2. When Pa took his soldier's jacket from Sam, he said it had been nine years since the war. The Civil War ended in 1865. What year was it?

6. Sam found the Grant family living two miles down stream. If it took him fifteen minutes to walk one mile, how long did it take him to reach the Grant's farm?

3. Pa's map showed that land was divided into sections which were one hundred sixty acres. If there were 25 sections on the map, how many acres were there altogether?

7. Grasshoppers were seen for hundreds of miles in all directions. If they were spread over 510 miles and they could travel 30 miles in one day, how long would it take them to travel that distance?

4. The government specified that ten acres of the land they gave each family had to be planted. What fraction of a 160-acre piece of land is that? Reduce the fraction to its lowest term.

8. Grandpa sent his family fifty dollars. If they divided the money equally among themselves, how much would each of them receive?

Related Science Topics

An interesting and simple method for introducing science topics into the curriculum is to connect them with a piece of literature. This page is full of examples that will show you how.

Translucent, Transparent, Opaque. Use the quote from *Grasshopper Summer* to introduce the qualities of light. "Pa came over with some greased paper and began to nail it to the window frame... Pa said, I'll get glass as soon as I can afford it, Ellen' She looked through the window and touched it softly. It's just that it smudges the outside.' " Discuss what can be seen through clear glass versus a sheer curtain or a window shade. Learn the difference between translucent, transparent, and opaque. Find examples of each at home or in the classroom. Test for light conduction by shining a flashlight under an open palm, a book, a tissue, a sheet of colored paper, etc.

Grasshoppers and Locusts. Grasshoppers swarm over the prairie devastating the crops in *Grasshopper Summer*. Learn more about grasshoppers. Find out how they are related to locusts and crickets. Grasshoppers are insects. Define insect. Research other insects. Make a chart showing how various insects live, reproduce, eat, etc. Additional information about insects can be found in Teacher Created Materials *Creepy Crawlies* (a thematic unit) # 268 and *Creepy Crawlies for Curious Kids* # 217.

Cooking. Laura Ingalls Wilder delightfully describes the many wonderful dishes that her mother and grandmother prepared. Since the changes occur when batter is baked or ingredients are added together, these processes are basically chemical reactions. For example, make caramel syrup to show that sugar decomposes; prepare pudding to observe coagulation; boil winter squash to study the properties of cellulose. More edible science experiments can be found in Vicki Cobb's *Science Experiments You Can Eat* (Harper and Row, 1972).

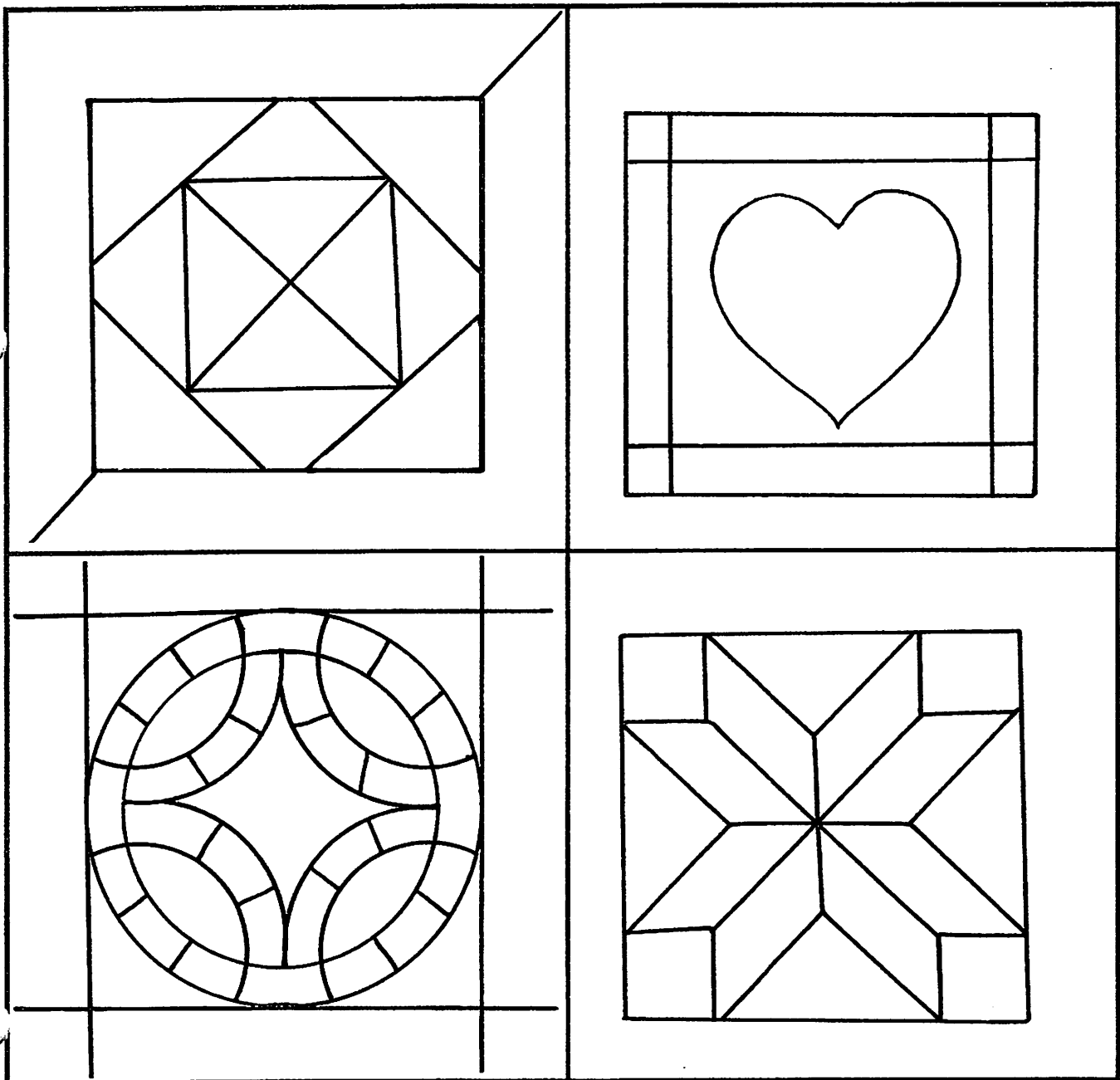
Snow and Rain. Both snow and rain were conditions familiar to the pioneers. Compare the two forms of precipitation in a Venn diagram. Learn how each is formed. Make rain (see page 61). Discuss the water cycle; draw a picture showing the stages. Read this *Grasshopper Summer* quote aloud to the students. "...Ma ran out carrying buckets to catch the rain. 'Here! Soap! Now we don't have to drink and bathe in that awful creek water!'" Discuss other uses for rainwater and its importance.

Machines. Machines help us do work. In *Little House in the Big Woods*, Pa and his neighbors use a separator to harvest wheat. Pa from *Grasshopper Summer* uses a plow to dig up sod. Identify the simple machines—inclined plane, lever, wheel and axle, pulley, wedge, and screw. Make separate collages of each type of machine by cutting out pictures from magazines and gluing them to construction paper. Find examples of these machines in everyday life. For more detailed information about machines see Teacher Created Materials *Simple Machines* (#227).

Patchwork Quilt

Make as many copies of the quilt designs below as you will need. Cut them apart on the solid lines and randomly distribute one piece to each student. Have all students with the same design form groups. Give them a choice of any of the following activities.

1. Color the quilt pieces alike. "Sew" the pieces together by taping or gluing to a construction paper frame.
2. Write a cooperative story. Possible titles include "How to Make a Quilt," "The Quilting Bumblebee," or "Grandma's Quilt."
3. Design new quilt squares using fabric scraps and/or construction paper.



Enrichment Challenge Tasks → Research Activities SAMPLE PROJECTS

You are to choose one of the **Challenge Tasks** below to work on at home for your homework project this week. You will present your project on Thursday, January 15, 2004. The task completed will be worth 20 Graduation Points. If you think of another task, other than those listed, please ask your schoolmaster (teacher) for approval. Pick something you would enjoy doing!

This project needs to show 2-3 hours of student time spent designing, organizing, and making a finished project. Be ready to present in class. Presentations will be worth up to 10 Graduation Points.

Challenge Task Choices:

1. Research what an 1848 US flag looked like. Tell what states were included at this time. Draw a replica of the 1848 and write a short history of it.
2. Design a cornhusk doll that someone in your pioneer family might have made. Give it clothes and be prepared to tell us the steps in making one.
3. Learn to play a pioneer game. Remember to think of what was available back then. Look up the directions, rewrite the directions, get the materials to play the game and give a demonstration in class (Example: jacks, marbles, pick up sticks).
4. Build a raft or design a pioneer tool. Write out the directions for the item and be prepared to tell why the item was necessary and how it was used.
5. Draw three pictures: one of a one-room schoolhouse, one of your school today, one of what the school might look like in 50 years. Write a sentence about each picture and be ready to explain your future school.
6. Make a homemade Pioneer musical instrument to share with the class. Write how it was made and the instructions of how to play it. Be prepared to play us a tune.
7. Sing a song from pioneer days. Write the lyrics on chart paper so you can teach the class your song. Be sure you can explain the meaning of the words.
8. Write a poem (2 or 3 verses) or a short story about pioneer life. Share it with the class. Please illustrate your writing.
9. Read a book on pioneer life. Report on the book orally and in writing.
10. Make a quill pen from a large feather. Dip it in ink and write three sentences with it. Bring both to share.
11. Make a diorama of a one-room schoolhouse. You may show the inside or outside view.

SCHOOL DAYS INTERVIEW-

Your name: _____

I interviewed: _____

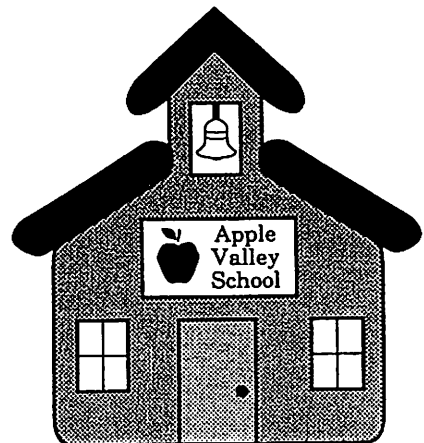
Here are the questions I asked and the answers I received:

1. What elementary school did you attend?
2. Where was your school located?
3. How big was your school?
4. What was your favorite teacher's name?
5. What was special about that teacher?
6. What did you like most about school?
7. What did you like least about school?
8. Write your own question and answer here!

Question:

Answer:

128



RESOURCES AND READINGS

By year:

1780's- The Courage of Sarah Noble- Alice Dalgliesh

1880's- Little House in the Big Woods Series- Laura Ingalls Wilder

1880's- Abraham Lincoln- D'Aulaire

1890's- If You Traveled West In A Covered Wagon- Ellen Levine

1900's- Sarah, Plain and Tall- Patricia MacLachlan

Historic Communities Series- student reading level- Third Grade

ALL Written by Bobbie Kalman Paperback and Hardcover

A One Room School

Children's Clothing of the 1800's

19th Century Clothing

Games From Long Ago

A Child's Day

Classroom Games

Old-Time Toys- Bobbie Kalman & David Schimpky

Children's Clothing Of the 1800's- David Schimpky & Bobbie Kalman

Teacher Resources

Westward Ho - Thematic unit

A Guide for using The Courage of Sarah Noble in the Classroom

Little House In The Classroom. Guide for Laura Ingalls Wilder books

Interact Unit: Apple Valley School—a simulation of pioneer school/Kit

Pub: Interact -Interaction Publishers in 1992 #INW90591

Check with school library or district IMC for check out

Email: interact@highsmith.com or 1-800-359-0961

To purchase complete kit or consumable student guides

Also: Pioneers--wagon train simulation/kit #INW23759

Cities & Towns of San Joaquin County since 1847

Raymond Hillman and Leonard Covello

Panorama West Books, Fresno, CA, 1985.

San Joaquin County's Public Schools 1852-1990

S.J. County Superintendent of Schools, Stockton, CA, 1991.

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Nonfiction

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DeMuth, Patricia. *Joel: Growing Up a Farm Man*. Putnam, 1982
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Levine, Ellen. *If You Travelled West in a Covered Wagon*. Scholastic, 1986
Mason, George. *Animal Tracks*. Linnet Books, 1988
Murphy, Paul C. *Since 1776: A Year-by-Year Timeline of American History*. Price, Stern, Sloan, 1988
Tunis, Edwin. *Frontier Living*. Thomas Y. Crowell, 1961
Walker, Barbara M. *The Little House Cookbook*. Harper & Row, 1979
Wolfman, Ira. *Do People Grow on Family Trees? Genealogy for Kids and Other Beginners*. Workman, 1991

Biography

- Baker, Rachel. *The First Woman Doctor*. Scholastic, 1971
Brandt, Keith. *Daniel Boone: Frontier Adventures*. Troll, 1983
Brenner, Barbara. *On The Frontier with Mr. Audubon*. Coward McCann & Geoghegan, Inc., 1977
Giff, Patricia Reilly. *Laura Ingalls Wilder: Growing Up in the Little House*. Puffin, 1988
Santrey, Laurence. *Davy Crockett: Young Pioneer*. Troll, 1983

Teacher Created Materials

- #217 *Creepy Crawlies for Curious Kids*
#227 *Simple Machines*
#268 *Creepy Crawlies-A Thematic Unit*
#358 *Literature & Critical Thinking (Sarah Plain and Tall)*
#363 *Literature & Critical Thinking (Little House on the Prairie)*
#364 *Literature & Critical Thinking (Caddie Woodlawn)*

D. Audio/Visual Resources

1. *Sarah Plain and Tall*. video.
2. *The Spirit of Pioneer Women*. video.
3. *As the Wind Rocks the Wagon*. video.
4. *The Oregon Trail. American Traditions Series*. video.
5. *The Way West. American Experience Series*. video. note: not created with children in mind, though applicable for some.

F. Literature Resources

Fiction

- Fisher, L.E. *The Oregon Trail*. 1990
Harvey, Brett. *My Prairie Christmas*. 1990
Howard, Ellen. *The Chickenhouse House*. 1991
Lydon, Kerry Raines. *A Birthday for Blue*. 1989
Nixon, Joan Lowery. *Fat Chance Claude*. 1987
Wisler, G. Clifton. *The Wolf's Tooth*. 1987

Non-fiction

- Harvey, Brett. *My Prairie Year: based on the diary of Eleanor Plaisted*. 1987
Freedman, Russell. *Cowboys of the Wildwest*. 1985
Garst, Shannon. *Jim Bridger, Greatest of the Mountain Men*. 1952
McCall, Edith. *Heroes of the Western Outposts*. 1960
Parkman, Francis. *The Oregon Trail*. 1969
Seidman, Laurence Ivan. *The Fools of 49: California Goldrush, 1848-1856*. 1976
Tunis, Edwin. *Frontier Living*. 1976
Wilder, Laura Ingalls. *On the Way Home: the Diary of a Trip*. 1967

Poetry

- Began, Shonto. *Navajo: Visions and Voices Across the Mesa*. 1995
Benet, S.V. *The Ballad of William Sycamore*. 1959
Bierhorst, J. *On the Road of Stars: Native American History Through Poetry*. 1994
Boulton, Jane. *Only Opal: the Diary of a Young Girl*. 1994.
Hopkins, Lee B. *Hand in Hand: An American History Through Poetry*. 1994

Ackerman, Karen. **Araminta's Paint Box**. Illustrated by Betsy Lewin. Picture Book. Grades 1+.
Featured Book.

- * Turner, Ann. **Grasshopper Summer**. Novel. Grades 3+. Featured Book.
- * Erdrich, Louise. **The Birchbark House**. Novel. Grades 3+.
- * Bunting, Eve and Greg Shed. **Dandelions**. Picture Book. Grades 2+. Featured Book.
- * Conrad, Pam. **Prairie Songs**. Novel. Grades 5+.
- * Conrad, Pam. **Prairie Visions**. Nonfiction. Grades 3+.

Valley Days Bibliography
Supplemental Readings

- Baylor, Byrd, The Best Town in the World, Charles Scribner's Sons
- Courtault, Martine, Going West: Cowboys and Pioneers, Marboro Books
- Grenier, Nicholas, Following Indian Trails, Marboro Books
- Hall, Donald, Ox Cart Man,
- Harvey, Brett, My Prairie Year,
- Johnson, Tony, Yonder, Scholastic
- Kalman, Bobbie, Early Settler Series, Crab Tree Publishing Company
- Lawlor, Laura, Addie Across the Prairie, Pocket Books Publishing
- Laycock, Ellen and George, How The Settlers Lived, David McKay Company, Inc.
- Leeuwen, Jean Van, Going West, Dial Books
- Menten, Theodore, Victorian Fashion Paper Dolls,
- Stewart, Gail, The Wild West in American History Series, Rourke Publications, Inc.
- Wetterer, Margaret, Kate Shelley and the Midnight Express, Carolrhoda Books, Inc.