

AMO®
TEACHER GUIDE
AND RESOURCES

LITTLE HOUSE IN THE BIG WOODS

Helen Abernathy, Writer

Mary Britt, Illustrator

Lorraine Bruno, Arts and Crafts

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Elizabeth L. Youmans, Ed.D., Editor

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Little House in the Big Woods Overview

Lesson	Reading	Principle	Vocabulary	Record	Art/Craft	Music/Drama
1	Biographic sketch of Laura Ingalls Wilder	To be a pioneer requires faith in the Lord, great courage, and mental strength.	pioneer	Sketch and color title page	Log House	Song: "BINGO"
2	Ch 1: Little House in the Big Woods (1 st half)	It is wise to work and lay aside provisions for the future when they are available.	provision	Coloring page 1 Setting notes		
3	Ch 1: Little House in the Big Woods (2 nd half)	Respect and honor others, as you would have them respect and honor you.	respect	Setting notes		
4	Ch 2: Winter Days and Winter Nights (1 st half)	God created man to interact with others by being loving and helpful.	helpful	Coloring page 2 Laura's character notes	Cornhusk Dolls	Song: "Yankee Doodle"
5	Ch 2: Winter Days and Winter Nights (2 nd half)	God gave us earthly fathers so we could better understand our heavenly Father's deep love and care for us.	heavenly Father	Pa's character notes		
6	Ch 3: The Long Rifle	Children who obey their parents will be blessed; children who disobey will suffer the consequences.	obedient	Pa's character notes		
7	Ch 4: Christmas	It is good and pleasant to spend time fellowshiping with your family	family	Coloring page 3 Theme notes	Big Woods Paper Quilt	Songs: "Jingle Bells" "Pop Goes the Weasel"
8	Ch 5: Sundays	The internal qualities that mark an individual's character are formed by his daily choices.	character	Theme notes		
9	Ch 6: Two Big Bears	"Courage is fear that has said its prayers."	courage	Coloring page 4 Ma's character notes		
10	Ch 7: The Sugar Snow	God is sovereign, and all events in life are divinely appointed.	appointed	Setting notes	Wind Catchers	Songs: "Buffalo Gals"
11	Ch 8: Dance at Grandpa's	Rejoice in the Lord with each new day.	rejoice	Ma's character notes		
12	Ch 9: Going to Town (1 st half)	To share unselfishly with others is to love them.	sharing	Coloring page 5 Setting notes		

Little House in the Big Woods Overview

Lesson	Reading	Principle	Vocabulary	Record	Art/Craft	Music/Drama
13	Ch 9: Going to Town (2 nd half)	True happiness is being content with whatever you have.	content	Mary's character notes	Covered Wagons	"Oh! Susannah"
14	Ch 10: Summertime (1 st half)	Everyone is fearfully and wonderfully made, an original masterpiece by the Master Creator.	masterpiece	Coloring page 6 Setting notes		
15	Ch 10: Summertime (2 nd half)	Resourcefulness is the act of using your God-given imagination and whatever resources you have to solve problems.	resourceful	Ma's and Pa's character notes		
16	Ch 11: Harvest	Truthfulness brings God's blessings; lying and deceitfulness produce unpleasant consequences.	truthful	Coloring page 7 Theme notes	Indian Beaded Necklaces	"Come ,Ye Thankful People, Come"
17	Ch 12: The Wonderful Machine	Hard work produces gain and a deep sense of fulfillment.	fulfillment	Setting notes Pioneer snack		
18	Ch 13: The Deer in the Wood	Those who seek the Lord and trust Him will reap His blessings.	trust	American pioneer character notes		
19	<p>Old-fashioned American Pioneer Picnic</p> <p>Invite family members and others in the community as appropriate</p> <p>Pioneer games and prizes</p> <p>Pioneer picnic</p> <p>Pioneer character awards and the blessing</p> <p>Singing with a local fddler</p>					

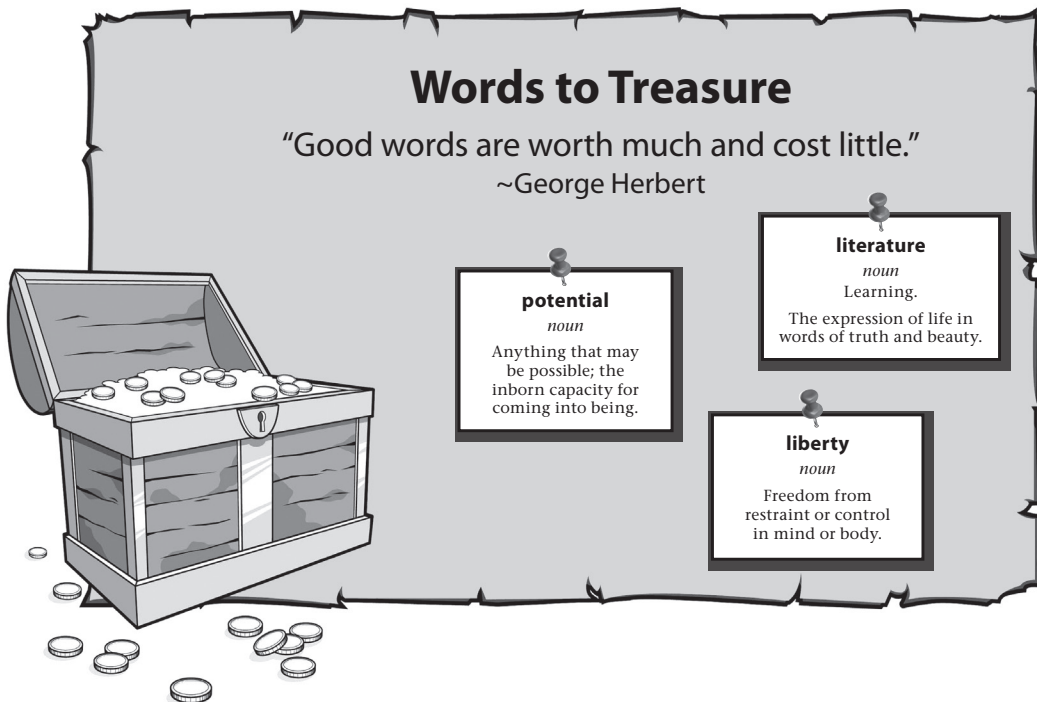
Little House in the Big Woods

Treasure Chest

Words are the keys that unlock the treasure chest of ideas!

Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will wisely guide our thinking, reasoning and decision making. We also need a noble and biblical vocabulary with which to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the Apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy. (Proverbs 18:21) Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediate the language and begin using the words to create new realities within your students. (Numbers 14:28)

Following are the student Key Vocabulary Words from the lessons of the *Little House in the Big Woods* literature unit. The definitions are taken from many dictionaries. They are meant to be used daily in the curriculum by pinning the Key Word Vocabulary Card that you have printed for each lesson onto the Treasure Chest bulletin board. Leave all the words out on the bulletin board until the next lesson – the literature word, the Bible reading word, and the Christian history word. When replaced with the next lesson's vocabulary cards, store them in your treasure chest. We have printed ours on card stock, but plain paper works just as well. Use these words throughout the weeks as you teach and reason with the children. Help build their thinking and reasoning skills by asking them to include the words in their conversation and in answering questions.



Words to Treasure

1. **pioneer** (n.) 1) One of the first to settle in a new territory. 2) One who takes the lead in developing a new venture.
2. **provision** (n.) 1) Something provided. 2) A store of food or clothing.
3. **respect** (n.) 1) Regard or honor for the distinguished qualities of others. 2) Good will; favor.
4. **helpful** (adj.) Providing assistance; showing a willingness to work together.
5. **heavenly Father**, Creator, Lawgiver, and Protector; one of the names of God in the Trinity: Father, Son, and Holy Spirit.
6. **obedient** (adj.) Dutifully complying with the commands or instructions of those in authority.
7. **family** (n.) 1) Basic unit of society consisting of father, mother, and their children. 2) The building block of nations.
8. **character** (n.) The qualities that mark an individual's nature, which are formed by his daily choices.
9. **courage** (n.) A quality of spirit that enables one to face danger with firmness, without fear or fainting of heart.
10. **appointed** (adj.) Established; ordained for a specific purpose.
11. **rejoice** (v.) To greatly experience joy and gladness.
12. **share** (v.) To divide in portions among two or more.
13. **content** (adj.) Desiring no more than what one has; having peace in your present condition.
14. **masterpiece** (n.) A most outstanding work of a creative artist.
15. **resourceful** (adj.) Able to act effectively or imaginatively to solve problems and make decisions on your own.
16. **truthful** (adj.) Consistently telling the truth; honest.
17. **fulfillment** (n.) The act of completing a promise or desire.
18. **trust** (v.) To put confidence in and rely upon.

Little House in the Big Woods

Family Picnic



The AMO® Family Picnic was inspired by the Ingalls's picnic in *Little House in the Big Woods*. Their simple picnic consisted of bread, butter, cheese, hard-boiled eggs, and cookies. They ate their picnic lunch on a blanket at the edge of Lake Pepin.

A picnic for your children and their families would be best scheduled on a Saturday or Sunday afternoon when parents are available to attend and help with the food. It requires an outdoor space such as a church playground or community park with picnic tables. Choosing a site near the beach, a lake, or river would add to the ambiance, but is not necessary. If the weather is inclement or cold, the picnic can be held in a gymnasium or a very large meeting room.

The atmosphere is casual, and everyone who attends should plan to participate in the games and good eating. The food can be as simple or as elaborate as you desire. Make sure to tell parents to dress their children in comfortable shoes so they can participate in the games.

Purposes of the Family Picnic:

1. To culminate our study of *Little House in the Big Woods* by creating a memorial or milestone through the spirit of celebration
2. To give each child and his family an opportunity to enjoy being together and to fellowship with other like-minded families in the community
3. To affirm a “pioneer” character quality in each child by awarding each a special prize
4. To share with the community and its leaders all that God is doing in your ministry with children

Events:

Pioneer Games and Prizes
Pioneer Picnic
Pioneer Character Awards and the Blessing
Singing with a local fiddler

Length of Time Needed for the Community Fair

2 to 3 hours

Dress:

Dress needs to be casual for participation in the activities.

Suggestion: Have AMO t-shirts printed for each child to wear at the picnic

Suggested Activities:

1. Organize various outdoor games for the children and families. Assign an adult to govern each activity:
 - Horseshoes or Ring Toss
 - Egg (fresh) and Spoon Race in teams of four (Bring lots of eggs.)
 - Tug of War with adults on each team
 - Three-legged Sack Race (Use pillow cases.)
 - Egg Hunt (color hardboiled eggs and provide bags or baskets for the children)
 - Pin the Tail on the Wolf (Use the pattern from the quilt craft and draw a large wolf without a tail on a piece of butcher paper. Cut out a tail for each participant and write his name on it. Staple wolf to a tree for the game, which is known as Pin the Tail on the Donkey.)
 - Hopscotch
 - Jumping Rope
 - Volleyball
2. Have simple prizes for the winners of each activity such as small bags of hard candy, small molasses popcorn balls, slices of watermelon, and carmeled apples.
3. Invite a local fiddler to accompany your children in their singing the songs they learned in the Little House study. You can print and distribute the words for additional folk and patriotic songs for your parents to join in the singing. Be certain to provide music to the musician.

Picnic Food:

1. Ask key parents to help you prepare certain foods. Assign various tasks to each and get their commitment.
2. Prepare a schedule and provide each parent with specific duties. Suggestions for the picnic:
 - Have popcorn balls, carmeled apples, (See recipes provided.) watermelon slices, and bags of hard candy prepared for prizes. Provide water, homemade lemonade, and root beer to drink.
 - Ask each family to bring enough food for their own picnic and to bring a dessert to share with everyone.
 - Have a large buffet table set up to hold the paper plates, cups, napkins, plastic utensils, and desserts. Decorate the table with some of the children's crafts.

Organization:

1. If you are planning to use a church or community site, reserve the site with the church or local government office for the date you need it.
2. Locate and invite a local fiddler to attend your picnic to accompany the children singing their 19th century American pioneer songs. Provide him/her the names of all your songs.
3. Create an invitation and send to parents, church, and community leaders with an RSVP.
4. Plan various games and relay races. Assign one activity to the teachers and fathers to organize.

5. If you do not have banners and streamers stored from your Heidi festival, you will want to make some for your picnic. Directions are in the Heidi Arts and Crafts Lesson Plans. Use the children's Four Season Banners and lots of balloons, as well. Decorate the area where children will sing and present your awards.
6. Prepare a "Pioneer Character Award" for each child in your AMO® program. (See instructions with the Resources.)
7. Assign someone to take plenty of photos at the Little House Picnic. Be certain to get pictures of whole families.
8. Plan to have picnic tables or plenty of seating available.

Picnic Day:

1. The most important reminder for governing your picnic is to be certain that teachers and parents agree on whom to monitor. Know each child's whereabouts at all times. If parents want to monitor their own children, be certain that you have an agreement with them, so there is no confusion.

Good planning produces memorable events. May this one be enjoyable and build unity among your AMO families.

2. Post a schedule of events and adhere to the timetable.
3. Serve the food after the games.
4. Present your character awards.
 - Call each child separately and share why he/she is receiving the character award you have chosen.
 - Hang the award around his neck and shake his hand.
 - Gather all the children together after the last award is presented. Have pastor, teacher, or a father pray for the children and invoke a blessing on them.
5. Distribute your song sheets and conclude your Family Picnic with community singing. Have the children sing each song first and then have family members join in to sing it again.

AMO[®] Program

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate* and *record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua." (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance." (Malachi 3:16) Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO Program, both teacher and students need a ringed binder with four dividers marked:

1. Literature
2. History
3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO Program.
2. Develop the lifelong habits of personal study, reflection, recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.





AMO's Lesson Plan Components




The top portion of the Lesson Plan contains the following:

1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.

2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.
4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.
4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.

5.  **Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6.  **Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations and themes in the classic. The phrases are the author's words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7.  **Oral Work:** This is a summary of the lesson that was taught to the children, that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

- a. **Characterizations:** Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As a man thinks within himself, so he is (Proverbs 23:7)*. This helps children examine their own character.
 - **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**
 - **External:** Record the physical features of the literary character **using the words of the author.**
 - b. **Setting:** The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.
 - c. **Theme:** This is the message the author conveys. Each classic is different. *Heidi* has many themes.
2. **Vocabulary Card:** The Key Vocabulary Word, which is defined Biblically, is printed on this card and pinned onto the "Treasury of Words" bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
 3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce

beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.

4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

¹ Slater, R. (1965). *Teaching and learning America’s Christian history: The principle approach*. San Francisco, CA: Foundation for American Christian Education.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled “Introduction” for each component studied. (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.)
2. Have students create a divider labeled “Vocabulary” and insert in their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily “Key Vocabulary Word” and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.

3. Have students create a divider labeled “Principles” and insert in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.
4. Have students create a divider labeled “Memory Verses” in the AMO® Bible reading component and insert in their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
5. Have students create a divider labeled “Reason and Relate” and insert in their AMO® binders for each component studied. Write the “Reason Questions” found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.
6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri’s beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.

7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
8. After the final examination, collect and grade each student’s binder, and average his binder grade with his other academic assignments. The binder grade reflects the student’s character, not his academic achievement.
9. Sample Heidi Final Exam (3rd grade and above/age 8+): Be certain to write in complete sentences.
 - Why is the Bible the highest model of language and literature?
 - Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not want to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son?" Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the Book of Proverbs.

As teachers work with our AMO® lesson plans, they will be inspired to create their own reflective writing assignments. **Remember, handling the noble vocabulary of the subject and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Teachers must remember, they cannot ask children to write a descriptive paragraph if they haven't taught their students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the

various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others don't. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor.

By employing the Notebook Method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well as students.

Literature Lesson Plans

*Good children's literature appeals not only to
the child in the adult, but to the adult in the child.*

~ Anonymous ~

Introduction to Little House in the Big Woods

Author:

American-born pioneer, Laura Ingalls Wilder

Little House in the Big Woods had its beginning as an unpublished memoir written by Laura Ingalls Wilder called *Pioneer Girl*. She wrote the manuscript in pencil and filled nearly 400 pages of lined school tablets. Her daughter Rose Wilder Lane, an internationally acclaimed author, encouraged and helped her edit and expand *Pioneer Girl* into the award-winning Little House books we now know.

Little House in the Big Woods is the first of eight books in the series of Little House books based on the life of the author. It was published in 1932 and has had several editions. The series has been translated into 40 languages and is still in print today.

Setting:

Pepin, Wisconsin in 1871 on the edge of the “Big Woods”

Pepin is the setting of the author’s birth and early childhood before the family set off for the prairie.

Setting in *Little House in the Big Woods* is the primary literary element. The log cabin, the “Big Woods,” the wild animals, and the isolation from other homes and families are introduced to the reader in the first chapter before we are introduced to the characters.

A great site for additional, historic background and songs is: <http://www.pioneergirl.com>

Plot Summary:

Little House in the Big Woods is historical fiction. That means that the setting is real, many events are true, and many characters in the story actually lived. However, the story is enhanced with events and characters that are also fictitious.

The plot of *Little House in the Big Woods* centers on the four seasons of one year in the life of five-year-old Laura Ingalls and her pioneer family. It describes in detail the rugged, isolated life on the American frontier and the kind of character and homesteading skills that were required to survive the harsh and lonely terrain. Their home was a very small log cabin built by Pa Ingalls on the edge of a large, dense forest that was home to many wild animals.

Little House in the Big Woods memorializes the pioneering spirit of the founding of the American prairies and western territories. Both boys and girls will enjoy learning how so many essentials needed for life were performed with great skill by the pioneers. Laura has taken care to describe hunting, farming, harvesting, curing, preserving, and storing food for the winter months, cooking, baking, sewing, and maintaining a household in isolation from others. While life was rugged and courage was essential, Ma and Pa Ingalls still found time for games, singing, fiddle playing, dancing, and tea parties.

Style:

Wilder used descriptive narrative to relate pioneer life through her own eyes as a five-year-old child. She wrote the book in the third person.

Characterizations:

The Ingalls family exemplify the spirit and character of the self-reliant, American pioneer families, who traveled westward in covered wagons and settled America's prairies and Wild West. The daily details of homesteading life during all four seasons are shared through the remembrances of little Laura, the plucky, spirited, pioneer girl who loved life and lived it to its fullest in the Big Woods.

Laura Ingalls is the central character and protagonist in *Little House in the Big Woods*. Our notebook study focuses on the following characters:

1. Ma Ingalls: The industrious, nurturing, and gentle mother
2. Pa Ingalls: The hardworking, loving, and protective father
3. Mary: Laura's older sister
4. Laura: The story teller

Themes:

1. It was vital for pioneer family members to work together for the greater good of the family unit.
2. A father's love includes instruction and discipline for his children, which build strong moral character in them.
3. Loving families that work together in unity with other families build prosperous and strong nations.

Little House I

Time: 40 minutes

Reading: Biographic sketch of Laura Ingalls Wilder

Goal: Introduce the

author, her individuality, and literary achievements

Principle: To be a pioneer requires faith in the

Lord, great courage, and mental strength.

Scripture: Be strong and courageous! Do not tremble or be dismayed, for the LORD your God is with you wherever you go (Joshua 1:9).

TEACHER

Vocabulary:

author (n.) 1) One who produces, creates or brings into being; as, God is the author of the Universe. 2) The one who composes or writes a book.

autobiography (n.) The history of a person's life written by that person.

biography (n.) The history of the life and character of a real person.

characterization (n.) The external and internal qualities of each character in the story or poem.

classic (n.) A literary work of enduring excellence that has withstood the test of time.

fiction (n.) That which is imagined or invented. A literary type that is written with the author's creativity and imagination.

historical fiction, A novel in which the story is set among historical events but many of the characters and events are fictitious.

literature (n.) 1) Learning. 2) The expression of life in words of truth and beauty.

plot (n.) The sequence of events in the story that lead to a conclusion.

plucky (adj.) Showing courage in the face of danger; spirited.

setting (n.) The background of the story including place, time, environment, climate, and the society.

style (n.) The individuality of the author's expression in writing.

theme (n.) The lessons or message the author is trying to convey through the story.



Preparation to Teach:

1. Review the definition of literature and what makes a book a classic. See Heidi Lesson Plans 1 and 2.
2. Read the entire classic. Then read and study the biographic sketch of Laura Ingalls Wilder that accompanies this lesson.

STUDENT

Key Word:

pioneer (n.) 1) One of the first to settle in a new territory. 2) One who takes the lead in developing a new venture.

Reason Questions:

1. What is a classic? Why does reading classics have value for you?
2. How does the literary genre historical fiction differ from biography?
3. Name and describe some of Laura Ingalls Wilder's unique characteristics?
4. What character qualities are required in order to be a pioneer?
5. In what ways do the life and achievements of Laura Ingalls Wilder fulfill the definition of "pioneer?" Explain your answer.
6. What Bible characters do you know that could also be described as "pioneers?" Explain your choices.



Notebook Record:

1. Make a divider page for your binder and label "Little House."
2. Sketch a log cabin and pine trees on your Title Page and color your illustration. Write your name on it.
3. File your divider and title page in your binder.

Oral Work:

When meeting new challenges, I will be strong and courageous because the Lord is always with me.

3. Gather all the resources needed for the lesson: the classic, biographic sketch and picture of Laura Ingalls Wilder, Student Vocabulary Card, dividers, Title Page graphic organizers, and a picture of a log cabin.



Teaching Plan:

1. Distribute student binders and dividers. Have children label the divider, “Little House.” Distribute the title pages and have children illustrate and color a log cabin and pine tree forest.
2. Define “biography” and “autobiography.” Compare these genres of literature to historical fiction. Explain that *Little House in the Big Woods* is historical fiction, but could almost be described as an autobiography of Laura Ingalls Wilder’s life. The reason it is not an autobiography is because everything in the book is not true. However, many of the events are based on Laura’s childhood memories of family and pioneer life.
3. Review the five elements of a classic (theme, setting, plot, characterization, and style) and define each one for the children.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce the author, Laura Ingalls Wilder. Read the biographical sketch of Wilder to the children. Show her picture. Discuss her love of stories and the role that reading and writing played throughout her life. Share how she blessed so many children by writing about her childhood and her pioneer family.

Discuss the character qualities required to be a pioneer: faith in God for His provision, courage, strength of mind, endurance, perseverance in the face of failure, ingenuity, not afraid to take risks, industriousness, willingness to be alone or to be ridiculed.

6. Ask the Reason Questions and have children respond orally.
7. Before completing the lesson, have children repeat the Student Oral Work.
8. You may end with a short prayer and blessing for the children.

Biographic Sketch of Laura Ingalls Wilder



1867 – 1957

Laura Ingalls was a plucky, pioneer girl who, in her later years, became one of the most popular writers of the twentieth century. Through her beloved books, she provided young readers a first-hand account of American pioneer life after the Civil War. Laura Elizabeth was born February 7, 1867 in a very small log cabin in the “Big Woods” of Pepin, Wisconsin. She was the second of five children born to Charles and Caroline Ingalls. As a pioneering family, they traveled by covered wagon to Kansas, Minnesota, Iowa, and the Dakota Territory by the time Laura was 12 years old! The family moved more than a dozen times in search of a good place to farm. Charles finally filed a homestead claim on 160 acres of land near what is now called De Smet, South Dakota, which became their permanent home. The Ingalls family suffered hardships that modern families can’t imagine.



A log cabin in the snow of Minnesota



*Replica of the Ingalls’s log cabin in Minnesota
which inspired the book, Little House in the Big Woods*

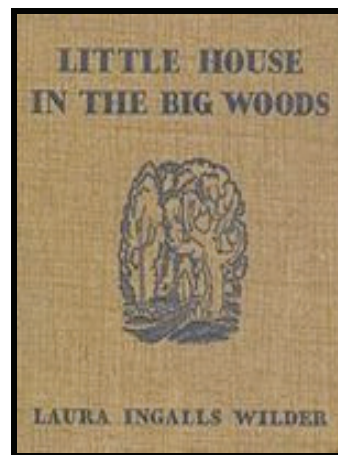
During the time of homesteading, before the United States grew to be a nation of 50 states spanning the North American continent from the Atlantic to the Pacific Oceans, Laura’s family met with many diverse difficulties. They lived in fear of Indian attacks. Cold, harsh winters were long, and dangerous snow blizzards frequently cut the family off from sources of food and fuel. One summer, grasshoppers ate their wheat crop and left the family without a source of income. This forced Laura’s father to leave home in search of work. Her baby brother died before he was a year old, and her older sister was blinded after contracting scarlet fever. Although the Ingalls endured such trials and tribulations, Laura’s “Little House” stories do not dwell on them. Laura wrote about the many joys of her youth such as wading in the creek, listening to Pa’s stories about bears

and panthers, taking trips in Pa's wagon into town, buying a piece of candy, eating a rare delicious orange, and listening to Pa sing and play his fiddle late into the night.

Laura attended school. She loved school and worked hard at her studies. Her favorite subjects were history and English, and she especially enjoyed writing poetry. By the young age of 15, she received a teacher's certificate and moved 12 miles away from her family to teach in a little, one-room schoolhouse. It was then that she met her future husband, a young homesteader named Almanzo Wilder. Almanzo offered to drive his sleigh each weekend to take her home to see her beloved family. Within two years, they were married and their daughter, Rose, was born the following year. Farming life in the Dakota Territory was no easier for the newlyweds than it had been for Laura's parents. Laura and Almanzo moved several times before finally settling in the Ozark Mountains of Missouri on a farm they named Rocky Ridge. Together they raised horses and homesteaded for decades. Laura was a very talented, intelligent woman who did well at everything she attempted. She made enough money teaching school to send her sister to a special college for the blind. Later on, she became a journalist and even worked as poultry editor for the St. Louis Star.



Laura and Almanzo Wilder



Original 1932 book cover

Laura accomplished many things during her lifetime, but it wasn't until she was in her mid sixties that she achieved her greatest work as a storyteller. At a time when most people retire, Laura was still working hard at enjoying life! It began when her daughter, Rose Wilder Lane, encouraged her to write her childhood memories as a pioneer girl. When no publisher would publish Laura's manuscript entitled, *Pioneer Girl*, her daughter, who was an experienced writer herself, edited the book for children and entitled it *Little House in the Big Woods*. Rose often made changes to the manuscript that Laura didn't agree with, but in the end they reached a compromise and the book was successfully published in 1932. With Rose as her editor, Laura Ingalls Wilder handwrote all the *Little House* manuscripts by the time she turned 76 years old. Rose edited each book with her mother, and the "Little House" books produced a great unity between this mother and daughter team.

Wilder was one of the first authors to portray pioneer women as smart, skillful people who were ingenious and contributed much to the welfare of their families and the growth of the western states. Wilder's heroism lies in the strength and courage with which she met every challenge, and in the lively, open way she shared her personal life with her readers. Her books reveal that she was not perfect, that she made mistakes, got angry, and got into trouble. But her honesty is what endears her to her readers. She lived a long, fruitful, and moral life and died three days after her ninetieth birthday in 1957.

Laura Ingalls Wilder's eight-volume set is now known by children all over the world and is printed in more than 40 languages. Several of the books won the famed literary Newberry Award, and all the books are considered classics. Laura created a lasting portrait of her family and her childhood as "Half -pint," the petite, courageous daughter of a homesteader. She brought the history of 19th century American homesteading to life and memorialized pioneer life on America's plains and prairies. The books inspired a long-running, popular American television series called *Little House on the Prairie*, which can still be seen as re-runs today.

Little House in the Big Woods

by Laura Ingalls Wilder

*“Once upon a time, sixty years ago, a little girl lived in the Big Woods
of Wisconsin, in a little gray house made of logs.”*

- Laura Ingalls Wilder

Little House 2

Time: 40 minutes
qualities of a pioneer

Reading: 1st half of Chapter 1

Review: Wilder's life and the character

Goal: Introduce the simple, but difficult life in the Big Woods

Principle: It is wise to work and lay aside provisions for the future when they are available.

Scripture: He who gathers in summer is a son who acts wisely, but he who sleeps in harvest is a son who acts shamefully (Proverbs 10:5).

TEACHER

Vocabulary:

attic (n.) Floor consisting of open space at the top of a house directly below the roof; often used for storage.

brindle (n.) Having a gray or brown pattern or a patchy coloring; used especially of the patterned fur of dogs and cats.

cellar (n.) A room under a house below ground level used for storage and food supplies.

hickory (n.) An American hardwood tree used to smoke and flavor meats when burned.

pantry (n.) A small storeroom near the kitchen for food supplies.

preparation (n.) The act of preparing or fitting for a particular purpose, use, service, or condition. Preparation is intended to prevent evil or secure good.

sluggard (n.) A person who is lazy, idle, and habitually inactive.

trundle bed (n.) A low bed on wheels designed to be stored under a higher bed.

venison (n.) The flesh of deer (deer meat).

Wisconsin (n.) One of the fifty states located in north central United States near Lake Superior and Lake Michigan.



Preparation to Teach:

1. Be certain that you have read the entire classic before teaching. For this lesson, reread the first half of chapter 1, "Little House in the Big Woods."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Setting graphic organizers, and coloring page 1, "Great dark trees of the Big Woods."



Teaching Plan:

1. Distribute student binders.

STUDENT



Key Word:

- provision** (n.) 1) Something provided.
2) A store of food or clothing.



Reason Questions:

1. Why do you think the Book of Proverbs has so much to say about gathering food in the harvest season?
2. What would happen if the Ingalls family did not work hard to store plenty of food for the winter months?
3. Why doesn't Pa just hunt for food as they need it? Do you think he could find game (meat) in the winter? Tell why or why not.
4. Have you ever had to change your actions today to prepare for the future? Explain.
5. Name things you can do to plan ahead for your future?
6. How will planning ahead help you? Name the outcomes or results of wise planning and diligence.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Little House Setting graphic organizer:
"a little gray house made of logs"
"the great, dark trees of the Big Woods stood all around the house ... where the wild animals lived"
"a comfortable house" with an attic and a cellar

2. Review the individuality of Laura Ingalls Wilder and the contributions she made as an American pioneer woman.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.

Remind the children that the Living God is a God of providence. Both the word “providence” and the word “provision” have the same Latin root “provideo,” which means “to see ahead.” Providence is “the foresight accompanied with the procurement of what is necessary for future use or with suitable preparation.” Just as God sees our future and provides for us before we need it, so did Laura’s father and mother store food during harvest for the long, harsh, cold winter months in Wisconsin for their family.

Connect the vocabulary word to the principle.

4. Introduce the principle to the children. Compare the ways of the shameful sluggard with the ways of the wise ant from Proverbs 6: 6-11:

Go to the ant, O sluggard, observe her ways and be wise, which, having no chief, officer or ruler, prepares her food in the summer and gathers her provision in the harvest.

How long will you lie down, O sluggard? When will you arise from your sleep? “A little sleep, a little slumber, a little folding of the hands to rest” — your poverty will come in like a vagabond and your need like an armed man.

5. Distribute coloring page 1, “Great dark trees of the Big Woods,” to the children so they can color while you’re reading.
6. Read the first half of chapter 1 aloud to the children.
7. Write Little House setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Teach the children the song “BINGO,” a popular children’s song from the 19th century.
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

Oral Work:

I desire to be wise like the ant and provide for success in my future.

Singing:

“BINGO”

The song, “BINGO,” is a simple, long-standing English children’s song. It may have been one that Mary and Laura sang as they played in the attic.

The music can be found online:
<http://bussongs.com/songs/bingo.php>

Verse 1

There was a farmer had a dog,
 And Bingo was his name-o.
 B-I-N-G-O
 B-I-N-G-O
 B-I-N-G-O
 And Bingo was his name-o.

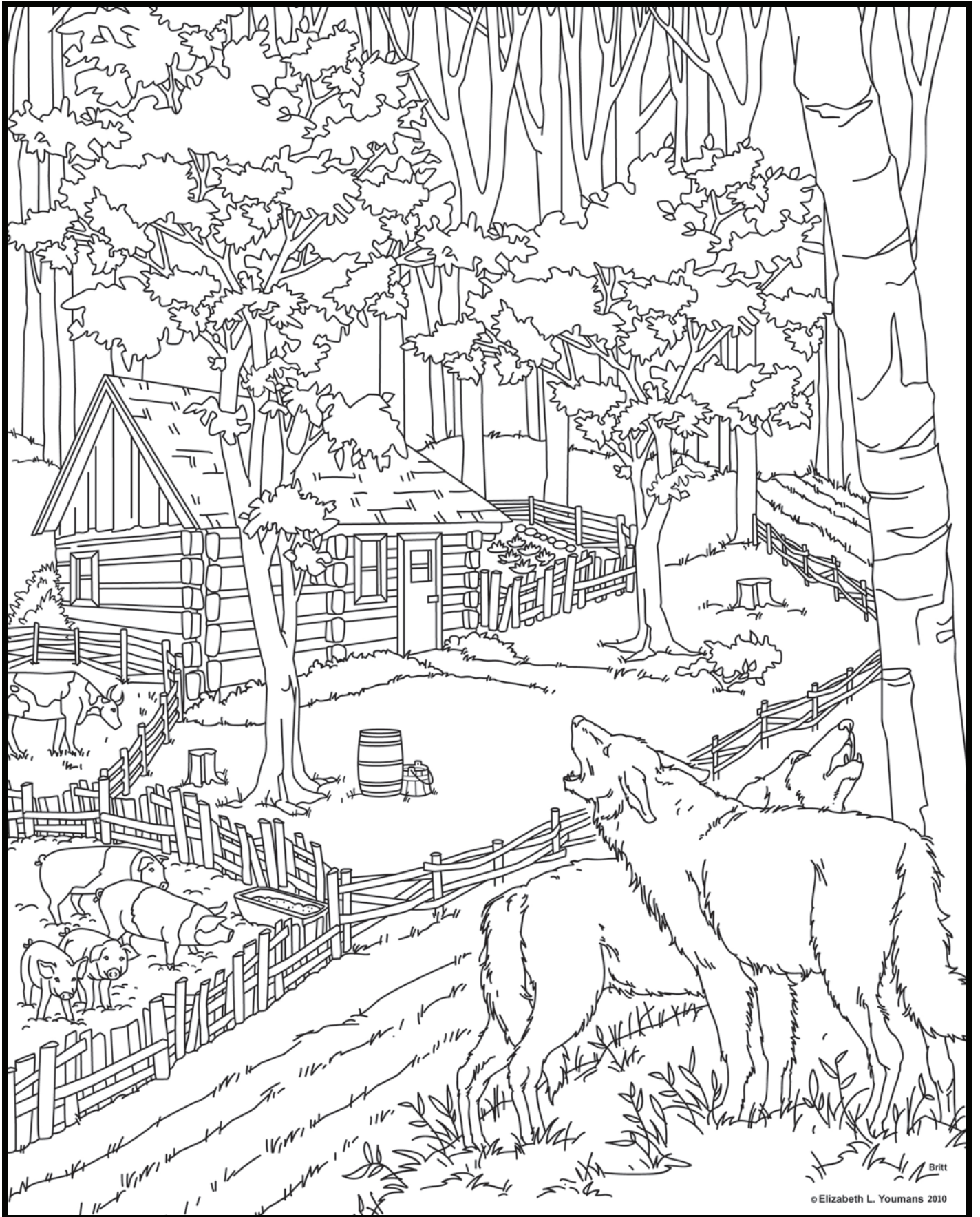
Verse 2

There was a farmer had a dog,
 And Bingo was his name-o.
 (clap)-I-N-G-O
 (clap)-I-N-G-O
 (clap)-I-N-G-O
 And Bingo was his name-o.

Verse 3

There was a farmer had a dog,
 And Bingo was his name-o.
 (clap)-(clap)-N-G-O
 (clap)-(clap)-N-G-O
 (clap)-(clap)-N-G-O
 And Bingo was his name-o.

Continue for three more verses until the children are only clapping the name.



Britt
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Great, dark trees of the Big Woods stood all around the house.

Little House 3

Time: 40 minutes **Reading:** 2nd half of Chapter 1 **Review:** Laying aside provisions for the future

Goal: Introduce the Golden Rule **Principle:** Respect and honor others as you would have them

respect and honor you. **Scripture:** Just as you want people to treat you, treat them in the same way (Luke 6:31).

TEACHER

Vocabulary:

brine (n.) A strong solution of salt and water used for pickling meats and vegetables.

cracklings (n.) The crisp residue left after lard has been rendered.

headcheese (n.) The meat from the head of a pig that is cooked and formed into a loaf.

hearth (n.) 1) The floor of a fireplace that is paved and extends into the room. 2) A symbol of the heart of a home.

johnny-cake (n.) Cornbread cooked pancake style on a griddle.

lard (n.) The soft white semisolid fat obtained by rendering the fatty tissue of the hog.

rude (adj.) Lacking good manners and civility; lacking delicacy and refinement.



Preparation to Teach:

1. For this lesson, reread the second half of chapter 1, “Little House in the Big Woods.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. From Lesson 2, review the principle of providing for the future.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children.
5. Read the second half of chapter 1 aloud to the children.

STUDENT

Key Word:

respect (n) 1) Regard or honor for the distinguished qualities of others. 2) Good will; favor.

Reason Questions:

1. Why do you think it was hard for Laura to play fair and take turns when the sisters were roasting the pig’s tail?
2. What happens when people don’t follow rules and respect one another?
3. Why did Pa tell Laura she must not interrupt? Do you think it was rude of Laura to interrupt Mary when she was speaking? Explain your answer.
4. Tell how you can show respect for those in authority over you; for your friends; for those who seem different from you.
5. Explain the Golden Rule in your own words.



Notebook Record:

1. Continue coloring your coloring pages with your colored pencils.
2. Record the following phrases on your Little House Setting graphic organizer:
“the little house was bursting with good food”
“the wind howled outside with a cold and lonesome sound”
“the attic was a lovely place to play, it had a dusty, spicy smell”

6. Write Little House setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Sing your children's song.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Do unto others as you would have them do unto you. — The Golden Rule

 **Singing:**

“BINGO”

Little House 4

Time: 40 minutes

Reading: 1st half of Chapter 2

Review: The Golden Rule and respect

Goal: Introduce the spirit of cooperation and helpfulness with others by being loving and helpful.

Principle: God created man to interact

Scripture: Two are better than one because they have a good return for their labor... And if one can overpower him who is alone, two can resist him. A cord of three strands is not quickly torn apart (Ecclesiastes 4:9, 12).

TEACHER

Vocabulary:

churning (n.) The operation of making butter from cream by agitation; a shaking or stirring.

Jack Frost (n.) A fictional person or personification of frost or winter weather.

patty-pan (n.) A pan for a small pie.

trap line (n.) A series of small, medium, or large traps for ensnaring different sized animals.



Preparation to Teach:

1. For this lesson, reread the first half of chapter 2, “Winter Days and Winter Nights.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Laura’s Character graphic organizers, and coloring page 2, “Roasting the pig’s tail.”



Teaching Plan:

1. Distribute student binders.
2. Review the Golden Rule and principle of respecting others.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Discuss how God has created man to be social, to be dependent upon others, and to help others as a way of life. In a harsh environment, such as the setting of Little House, it is important to remember that family members had to work together for the greater good of the whole family. Laura had to help daily with the chores.
5. Distribute coloring page 3, “Mary’s rag doll” to the children so they can color while you’re reading.
6. Read the first half of chapter 2 aloud to the children.

STUDENT

Key Word:

helpful (adj.) Providing assistance; showing a willingness to work together.

Reason Questions:

1. Do you think Mary and Laura enjoyed helping Ma with the chores? Explain your answer.
2. Why do you think it was important for Mary and Laura to help Ma with the chores?
3. Why do you think that Ma let Mary and Laura play with dolls *after* the work was done rather than before?
4. Do you like to help others? How does helping others make you feel? How does helping someone else make *them* feel?
5. Name ways that you can be helpful at school or at home this week.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Laura’s Character graphic organizer:

External:

- 5 years old
- “dirt-colored brown hair”
- “little half-pint” (small for her age)
- “strong as a French horse”

Internal:

- “helped Ma with the work daily”
- plucky and adventurous
- a storyteller

7. Write Laura's character notes on the chalkboard and have children copy onto their Laura's Character graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Sing the children's song, "BINGO."
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

 **Oral Work:**

I desire to be helpful and cooperate with others without being told.

 **Singing:**

"BINGO"



Laura and Mary took turns roasting the pig's tail over the coals.

Little House 5

Time: 40 minutes

Reading: 2nd half of Chapter 2

Review: The spirit of cooperation and

helpfulness

Goal: Portray the Living God as our heavenly Father who is our shield and protector

Principle: God gave us earthly fathers so we can better understand our heavenly Father's deep love and care for us.

Scripture: How great is the love the Father has lavished on us, that we should be called children of God! And that is what we are! (1 John 3:1, NIV).

TEACHER

Vocabulary:

fiddle (n.) Another word for violin.

flannel (n.) A soft, light woolen fabric used for winter clothing.

kerosene (n.) A thin oil used to light the wick in oil lamps and stoves.

love (n.) God's love or divine love extends to all His children. It includes forgiveness, mercy, justice, continual protection, and His generous providence in all that concerns each individual. "For God so loved the world that He gave His only begotten Son, that whosoever believes in Him should not perish, but have eternal life" (John 3:16). God's great love as our heavenly Father can best be understood in His greatest gift to mankind, His Son, Jesus Christ.

powder-horn (n.) An animal's horn capped at the open end, which is used by a hunter to carry gunpowder.



Preparation to Teach:

1. For this lesson, reread the second half of chapter 2, "Winter Days and Winter Nights."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Pa's Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the spirit of cooperation and helpfulness.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Perhaps some children have fathers who are very faithful to the model of Pa Ingalls. Perhaps some have fathers who do not measure up. What is most important is that the children learn that, regardless of

STUDENT

Key Word:

heavenly Father, Creator, Lawgiver, and Protector; one of the names of God in the Trinity: Father, Son, and Holy Spirit.

Reason Questions:

1. Pa lovingly called Laura, "my little half-pint all drunk up," because she was so small. What is another reason why he would call her by a nickname?
2. Do you think that Pa really meant to scare Laura and Mary when he played the mad dog game with them? How did Pa make them forget how afraid they were?
3. Describe why Pa Ingalls is a great father.
4. Name characteristics that Pa Ingalls and our heavenly Father have in common.
5. Mary and Laura showed great respect for their father. Name ways you show your father great respect.



Notebook Record:

1. Continue coloring your coloring pages with your colored pencils.
2. Record the following phrases on your Pa's Character graphic organizer:

External:

He had "thick brown hair and long whiskers."

"His eyes were blue and merry."

the type of love expressed to them by their biological fathers, they have a heavenly Father who loves them deeply, cares for them, and protects them from evil. We must help them fix their eyes on their heavenly Father who created them and who loves them unconditionally as His children. As their parents and teachers, we must teach them how to communicate with their Father in Heaven through Jesus Christ, His Son.

5. Read the second half of chapter 2 aloud to the children.
6. Distribute Pa's Character graphic organizers to the children. Write Pa's character notes on the chalkboard and have children copy onto their Pa's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Teach the children the song "Yankee Doodle," which Pa Ingalls sang to his girls in this chapter.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

His girls "felt safe and snug on his knees, with his strong arms around them."

Internal:

"He had time to play with Laura and Mary."

"When he played and sang, Laura and Mary forgot all about mad dog."

"Pa (and the whole family) were comfortable and happy" in the cozy, little house.

 **Oral Work:**

How great is the love the Father has lavished on me, that I should be called a child of God!

 **Singing:**

"Yankee Doodle"

The folk song, "Yankee Doodle," is one of the most popular American patriotic songs. It has its origin in England as a song that made fun of the unorganized, wilderness troops of the American colonies.

To find the words and listen to the music, visit this web site:
<http://kids.niehs.nih.gov/lyrics/yankee.htm>

Add the words found in chapter 2 of Little House to those online and have the children write their own stanza.

Little House 6

Time: 40 minutes

Reading: Chapter 3

Review: The love and care of our heavenly Father

Goal: Teach the importance of children obeying those in authority over them **Principle:** Children who obey their parents will be blessed; children who disobey will suffer the consequences.

Scripture: Children, be obedient to your parents in all things, for this is well pleasing to the Lord (Colossians 3:20).

TEACHER



Vocabulary:

blessing (n.) Any means of happiness; a gift, benefit, or advantage.

briars (n.) Prickly bushes with thorns.

consequences (n.) The outcome of an event that relates to an individual.

honor (v.) To regard or treat with esteem or respect.

ramrod (n.) A rod used for cleaning the barrel of a gun.

ravine (n.) A long, narrow, deep hole in the earth with steep sides often formed by running water.

switch (n.) A thin tree branch used as an instrument of punishment.

thrashing (n.) A spanking.



Preparation to Teach:

1. For this lesson, reread chapter 3, "The Long Rifle."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review how our earthly fathers show us the deep love and care of our heavenly Father.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them that when they obey their parents and those in authority over them, they are also obeying God. Parents and teachers represent God's authority in a child's life.

STUDENT



Key Word:

obedient (adj.) Dutifully complying with the commands or instructions of those in authority.



Reason Questions:

1. Why did Pa tell Laura and Mary not to touch the hot bullets? Why do you think they didn't tell him when they got burned by the hot bullets?
2. Pa's father told him not to play "by the way" when he was bringing the cows home? Do you think his father was being unfair, or was he trying to keep him safe?
3. What happened when Pa disobeyed his father and played in the woods? What did Pa learn through this experience?
4. What are the biblical reasons for obeying your parents.
5. What is one rule that your parents use to protect you and keep you safe?



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Pa's Character graphic organizer:

External:

While loading his gun "he never made a mistake."

"He could always kill bears and panthers with the first shot."

"big, swift, and strong"

5. Read chapter 3 aloud to the children.
6. Write Pa's character notes on the chalkboard and have children copy onto their Pa's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Continue teaching the children "Yankee Doodle." Also sing "BINGO."
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

Internal:

careful and thorough
industrious
loving

 **Oral Work:**

Help me, O Lord, to obey my parents
and teachers cheerfully and quickly.

 **Singing:**

"Yankee Doodle"

Little House 7

Time: 40 minutes

Reading: Chapter 4

Review: Effect of obedience and disobedience

Goal: Introduce the concept that families are the building blocks of nations pleasant to spend time fellowshiping with your family.

Principle: It is good and

pleasant to spend time fellowshiping with your family.

Scripture: Behold, how good and how pleasant

it is for brothers to dwell together in unity! (Psalm 133:1).

TEACHER



Vocabulary:

calico (n.) A coarse cotton cloth with a bright print.

curlicues (n.) Fancy curls or twists.

family (n.) Basic unit of society consisting of a father, a mother, and their children. God instituted the family as a sphere of governance for promoting domestic felicity and for raising and instructing children for their divine calling.

flatiron (n.) An iron with a flat smooth surface heated on the stove until hot.

gaiter (n.) A covering of cloth or leather for the covering of the leg from the knee to the ankle.

pleasant (adj.) 1) Pleasing; agreeable. 2) Cheerful; enlivening; gay; humorous.

pokeberries (n.) Blackish-red berries of the pokeweed used for making dye or ink.

vital (adj.) 1) Necessary to life. 2) Highly important; essential.

whittle (v.) To cut small bits or pare shavings from a piece of wood with a knife.



Preparation to Teach:

1. For this lesson, reread chapter 4, "Christmas."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Little House Theme graphic organizers, and coloring page 3, "Mary's rag doll."



Teaching Plan:

1. Distribute student binders.
2. Review the principle of obedience and the effects of obedience and disobedience.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

STUDENT



Key Word:

family (n.) 1) Basic unit of society consisting of father, mother, and their children. 2) The building block of nations.



Reason Questions:

1. For whom did Pa carve the wooden shelf? Why did he put so much time and effort into carving such beautiful patterns? What made his gift so special?
2. What kind of presents did the Ingalls family and their cousins give to each other at Christmas? What is really the best gift of all?
3. Why weren't Mary and the other cousins jealous of Laura when she received the doll as an extra present? Was it just because she was small or do you think there was another reason? Explain your answer.
4. Compare the Ingalls's Christmas celebration with that of your family.
5. Think of a wonderful memory of a time spent with your family. What made it such a special time? Was it what you were doing or the people you were with that created the great memory?
6. Why are families the foundation of communities, towns, and countries?



Notebook Record:

1. Color your coloring page with your colored pencils.

4. Introduce the principle to the children. Good family fellowship produces happy and healthy families. Healthy families make healthy nations. Today around the world, many families are broken and dysfunctional. Enjoying your family and spending time with them builds strong character and nations.
5. Distribute coloring page 3 to the children.
6. Read chapter 4 aloud to the children.
7. Write Little House theme notes on the chalkboard and have children copy onto their Little House theme graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Teach the children the song, "Jingle Bells."
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

2. Record the following phrases on your Themes graphic organizer:

- 1) It was vital for pioneer family members to work together for the greater good of the family unit.

 **Oral Work:**

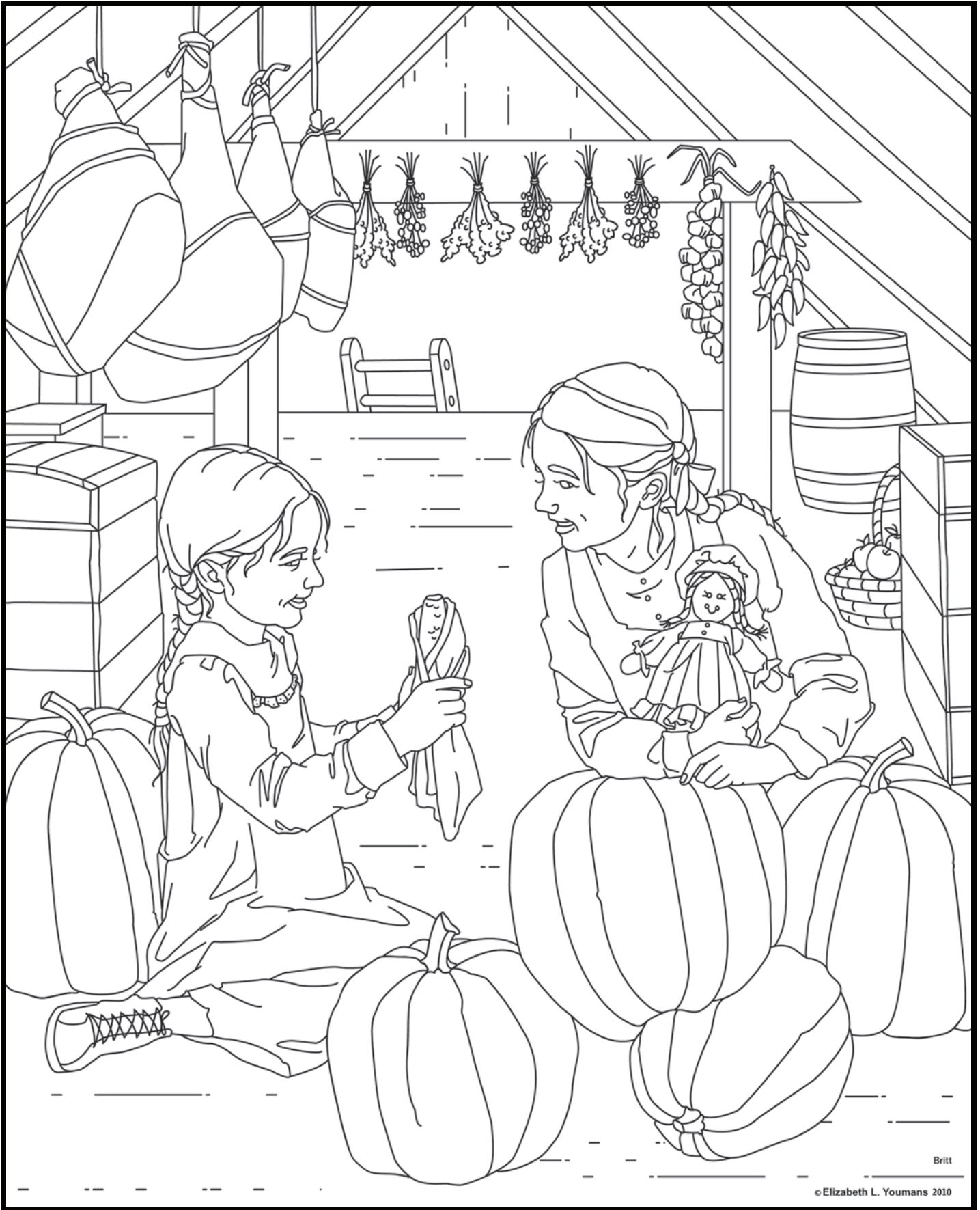
Behold, how good and how pleasant it is for brothers to dwell together in unity!

 **Singing:**

"Jingle Bells"

"Jingle Bells" was written for children in 1857 by a pastor named James Lord Pierpont. It is one of the 25 most recorded songs in history. It was the first song played in space by the astronauts on a harmonica and bells in 1965.

Words and music can be found online:
http://www.carols.org.uk/jingle_bells.htm



Britt

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Mary had a rag doll and Laura had only a corncob for a doll.

Little House 8

Time: 40 minutes

Reading: Chapter 5

Review: Family life and fellowship

Goal of Lesson: Teach children how our internal character develops

Principle: The internal

qualities that mark an individual's character are formed by his daily choices.

Scripture: ... [W]e exult

in hope of the glory of God. And not only this, but we also exult in our tribulations, knowing that tribulation brings about perseverance; and perseverance, proven character; and proven character, hope; and hope does not disappoint, because the love of God has been poured out within our hearts through the Holy Spirit who was given to us (Romans 5:2-5).

TEACHER

Vocabulary:

catechism (n.) A book giving a brief summary of the basic principles of Christianity in question-and-answer form.

character (n.) The peculiar qualities, impressed by nature or habit on a person, which distinguish him from others; moral quality; the principles and motives that control one's life. "Character is the sum total of one's habits." (J. P. Moreland)

integrity (n.) Moral soundness and purity, especially of the mind; honesty; incorruptness.

tan (v.) To convert an animal skin into leather by soaking the hide in tannic acid.

"tanned their hide," A figure of speech which means to give a spanking.

sampler (n.) A piece of embroidery done with a needle and colorful thread that demonstrates one's skill with various stitches.

nine-patch quilt (n.) A quilt designed with nine large squares.

solemn (adj.) Serious or gloomy.

weasel (n.) A carnivorous mammal that has a long slender body, a long tail, short legs, and brownish fur that in many species turns white in winter.



Preparation to Teach:

1. For this lesson, reread chapter 5, "Sundays."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.

STUDENT



Key Word:

character (n.) The qualities that mark an individual's nature, which are formed by his daily choices.

? Reason Questions:

1. How did Laura act when she got tired of being so still on Sundays? How do we know that she knew she deserved to be punished for her actions?
2. In the story about Grandpa, how was life on Sundays different when he was a little boy than it is for you?
3. Do you think that Grandpa and his brothers learned their lesson about disobeying their father? Explain your answer.
4. When Pa used the story to teach Laura about obedience and integrity of character, do you think this helped her govern her actions more wisely?
5. How is our internal character formed? How do difficulties and challenges affect character growth?
6. Who is responsible for the development of your internal character? To whom will you have to give an account?



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.

2. Review the definition and qualities of a healthy family and God's purpose for families.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. God holds each one of us responsible for our internal character that is formed throughout life as we make daily choices and govern our behavior. "Character is the sum total of one's habits." (J. P. Moreland)

Parents are a child's first teachers and models of character. Parents and teachers should instruct and discipline their children in the ways of God in governing themselves. In this chapter, we see Pa Ingalls doing just that! He used stories often to drive home his lessons.
5. Read chapter 5 aloud to the children.
6. Write Little House theme notes on the chalkboard and have children copy onto their Little House Theme graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Teach the children the song, "Pop Goes the Weasel."
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

2. Record the following phrase on your Theme graphic organizer:
 - 2) A father's love includes instruction and discipline for his children, which build strong moral character in them.

 **Oral Work:**

My internal character reflects my daily choices. Help me, O Lord, to make godly choices.

 **Singing:**

"Pop Goes the Weasel"

"Pop Goes the Weasel" began as a children's nursery rhyme in England in the mid 19th century. It became a dance and crossed the Atlantic Ocean to America. Here many verses were added.

In addition to the verses found in chapter 5, you can find more online:

http://bussongs.com/songs/pop_goes_the_weasel.php

Little House 9

Time: 40 minutes

Reading: Chapter 6

Review: One's character is formed by daily choices

Goal: Teach the children how courage is developed through prayer and trusting in God

Principle: "Courage is fear that has said its prayers."— Dorothy Bernard

Scripture: Be strong and

courageous! Do not tremble or be dismayed, for the LORD your God is with you wherever you go (Joshua 1:9).

TEACHER

Vocabulary:

bargain (v.) To discuss a trade or sale in order to get a better price.

brave (adj.) Possessing or displaying courage; able to face and deal with danger or fear without flinching.

eaves (n.) The overhang at the lower edge of a roof.

fear (n.) An emotion experienced in anticipation of some specific pain or danger and accompanied by a desire to flee.

powder and shot (n.) Gunpowder and caps used in a gun.

prayer (n.) The act of communicating with the Living God, as a petition or in adoration.

prickled (adj.) A tingling feeling.



Preparation to Teach:

1. For this lesson, reread chapter 6, "Two Big Bears."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Ma's Character graphic organizers, and coloring page 4, "Laura and Mary help Pa make bullets."



Teaching Plan:

1. Distribute student binders.
2. Review how one's internal character is formed by daily choices.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them that when we put our trust in the Lord, who promises to be with us wherever we are, He fills our hearts with courage. *When I am afraid I will put my trust in you (Psalm 56:3).*
5. Distribute coloring page 4 to the children.
6. Read chapter 6 aloud to the children.

STUDENT



Key Word:

courage (n.) A quality of spirit that enables one to face danger with firmness, without fear or fainting of heart.



Reason Questions:

1. Why wasn't Ma afraid of the bear? How did she show courage when she found out she had slapped a bear instead of Sukey? How did Laura show courage?
2. What might have happened if Laura had not immediately obeyed Ma when Ma told her to go back into the house?
3. What reason did Pa give when he told Laura how he found the courage to face the bear in the road?
4. When Pa found out that the bear was a tree, he realized he had been afraid of something that wasn't there. Have you ever been afraid of something that wasn't even there?
5. Think of a time when you were afraid of something. Say a prayer and ask God to help you have courage if you ever come across this fearful thing again.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Ma's Character graphic organizer:

7. Write Ma's character notes on the chalkboard and have children copy onto their Ma's Character graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Continue teaching, "Pop Goes the Weasel," and sing all your songs with the children.
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

External:

"smooth, parted hair and her hands busy with sewing in the lamplight"
skillful in homemaking

Internal:

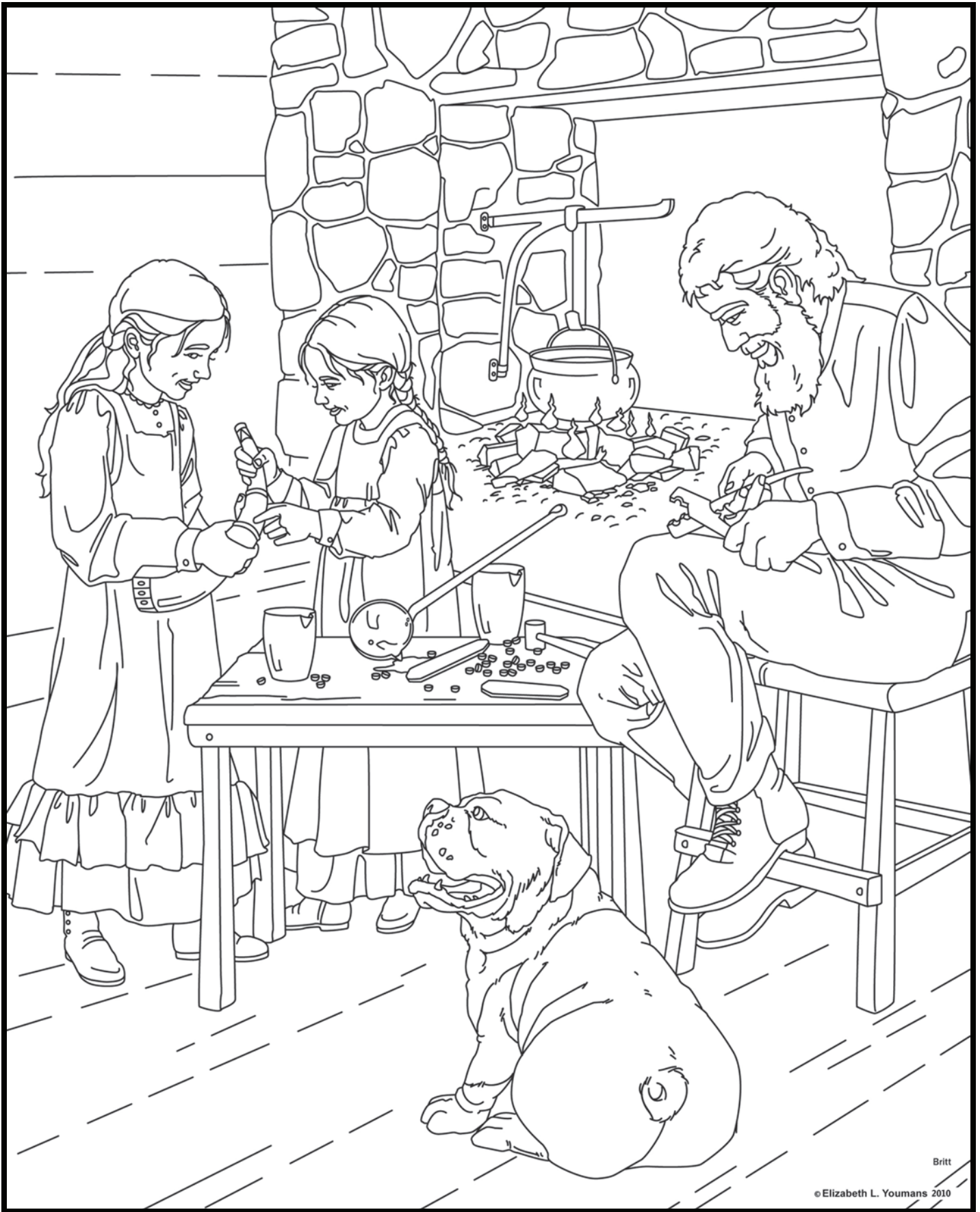
brave, pioneering spirit
loving and kind
protective of her children
gentle nature
cheerful

 **Oral Work:**

"Courage is fear that has said its prayers."

 **Singing:**

"Pop Goes the Weasel"
"Jingle Bells"
"Yankee Doodle"
"BINGO"



Britt

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Laura and Mary helped Pa make bullets for hunting the next day.

Little House 10

Time: 40 minutes **Reading:** Chapter 7 **Review:** Courage is developed through prayer and trusting God

Goal: Introduce the concept of God's sovereign design and plan for man

Principle: God is sovereign, and all events in life are divinely appointed. **Scripture:** There is an appointed time for everything. And there is a time for every event under heaven (Ecclesiastes 3:1).

TEACHER



Vocabulary:

basque (n.) Part of a lady's dress resembling a jacket with a short skirt.

delaine (n.) A fancy dress.

fashionable (adj.) In style; stylish.

purpose (n.) That which a person sets before himself as an object to be reached or accomplished.

trough (n.) A long open vessel to hold feed or water for animals.

whalebone (n.) A horny material made from the jawbone of whales, used as stays in corsets.



Preparation to Teach:

1. For this lesson, reread chapter 7, "The Sugar Snow."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review how courage develops as we put all our trust in God through prayer.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children.
5. Read chapter 7 aloud to the children.
6. Write Little House setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Sing all your songs with the children.

STUDENT



Key Word:

appointed (adj.) Established; ordained for a specific purpose.



Reason Questions:

1. Why did Laura want to go play outside at the beginning of chapter 7?
2. Do you think Laura was disappointed that, just when it seemed like it was getting warm it snowed again?
3. Why was Pa happy that they had a "sugar snow?"
4. When Laura found out what sugar snow was, do you think she still minded that it snowed instead of got warmer? How was the sugar snow a blessing in disguise?
5. Think of a time when you were upset by something that happened. Try to find a reason why this happened and look for the "blessing in disguise."



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Setting graphic organizer:
"the sun shone and the weather was warm"
"there was no frost on the windows in the morning"
"the snow did not glitter; it looked soft and tired"

9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

 **Oral Work:**

There is an appointed time for everything. Sometimes today's disappointments are tomorrow's "blessings in disguise."

 **Singing:**

"Pop Goes the Weasel"

"Jingle Bells"

"Yankee Doodle"

"BINGO"

Little House I I

Time: 40 minutes

Reading: Chapter 8

Review: God's sovereign appointments

Goal: Encourage the children to celebrate life in Christ every day each new day.

Principle: Rejoice in the Lord with

Scripture: This is the day which the LORD has made; Let us rejoice and be glad in it (Psalm 118:24).

TEACHER

Vocabulary:

bugle (n.) A brass instrument without valves.

celebrate (v.) To praise; to magnify; to commemorate.

corset (n.) A close-fitting undergarment worn by women.

hasty pudding, A Colonial American dish called "hasty" because it was cheap and quick to make; corn meal stirred in boiling water to make a thick pudding, which is eaten with milk, butter, and maple sugar, honey, or molasses.

hewed (v.) Shaped with the blows of an axe or knife.

jig (v.) To move or dance with a skip or rhythm; to move with vibrations or jerks.

joy (n.) A source of great happiness or the expectation of something good.

swagger (v.) To walk in a conceited way; to boast or brag.

yoke (n.) A wooden bar hollowed out that fits over the necks of two animals or two people to pull or carry a heavy load.



Preparation to Teach:

1. For this lesson, reread chapter 8, "Dance at Grandpa's."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review how God is sovereign over life and how often disappointments lead to blessings.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

STUDENT

Key Word:

rejoice (v.) To greatly experience joy and gladness.

Reason Questions:

1. Why do you think Grandpa held a dance at his home? What was he celebrating?
2. When Ma and Pa said that Uncle George was wild, what did they mean? What did Laura think of Uncle George when she first saw him?
3. Who was the best dancer at the dance? Why was Uncle George trying to beat her at jigging?
4. After Laura heard Uncle George laughing, joking, and blowing his bugle, how did Laura feel about him? Was she still afraid of him? Why do you think her feelings changed?
5. Why does the Bible encourage each of us to take time to celebrate and rejoice each new day?
6. Name some activities you can do to celebrate life. How will you accomplish those things this week?



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Ma's Character graphic organizer:

4. Introduce the principle to the children. The Bible teaches us to rejoice in the Lord every new day, even when there are trials and difficulties. There is power in praise for the Lord, which enables us to glorify Him in all things.
5. Read chapter 8 aloud to the children.
6. Write Ma's character notes on the chalkboard and have children copy onto their Ma's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Teach the children to sing "Buffalo Gals."
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

External:

"Ma was beautiful in her dark green delaine ... she looked so rich and fine that Laura was afraid to touch her"

"Laura thought Ma was the loveliest dancer in the whole world."

Internal:

"helped Grandma and the aunts in the kitchen"

Ma was a peacemaker, she would not let Laura argue with the other Laura, even if it was to defend baby Carrie.



Oral Work:

This is the day that the Lord has made;
I will rejoice and be glad in it.



Singing:

"Buffalo Gals"

"Buffalo Gals" is a traditional American folk song sung by children. It was introduced in the 1830s and was sung all over the country. "Buffalo" refers to the city in New York near Lake Erie, not the animal that roamed the mid western prairies.

The music and lyrics are found online:

<http://www.songsforteaching.com/folk/buffalogals.php>

Little House 12

Time: 40 minutes

Reading: 1st half of Chapter 9

Review: Rejoice and celebrate each new day

Goal: Encourage the children to unselfishly share with others
others is to love them.

Principle: To share unselfishly with

Scripture: Let brotherly love continue ... Do not neglect doing good and sharing, for with such sacrifices God is pleased (Hebrews 13:1 & 16).

TEACHER

Vocabulary:

cherish (v.) To treat with tenderness and affection; to nurture with care; to protect and aid; to hold dear.

curry (v.) To comb and rub down a horse.

galluses (n.) Suspenders; elastic straps that hold up trousers.

muzzle (n.) The forward or projecting part of the head of certain animals that includes the mouth, jaws, and nose.

selfish (adj.) Concerned chiefly or only with yourself.

unselfish (adj.) Not selfish; caring about others, not just about yourself.

wagon box (n.) The inside bed of a wagon.



Preparation to Teach:

1. For this lesson, reread the first half of chapter 9, "Going to Town."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 5, "Uncle George danced with Laura."



Teaching Plan:

1. Distribute student binders.
2. Review how rejoicing in the Lord each new day gives us power to be successful.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Many children have difficulty sharing their possessions with others. Teach the children that when we give unselfishly of ourselves and our possessions, the Lord gives generously back to us many times over.
5. Distribute coloring page 5 to the children.

STUDENT



Key Word:

share (v.) To divide in portions among two or more.

? Reason Questions:

1. What did the author mean when she said, "Laura had to be unselfish with her swing?"
2. How did Mary help Laura? Do you think she would have helped her if they didn't get along? Who taught them how to love and respect one another as sisters?
3. Why do you think the Ingalls family was so happy on their way to town? How did they show it?
4. Name various ways that you can get along better with your siblings at home and your friends in the neighborhood and at school.
5. Compare the setting in the "Big Woods" with that of Pepin.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Little House Setting graphic organizer:
"Birds sang, the grass grew green again, and the woods were full of wild flowers."
"Sweet, cool smells came out of the leafy woods."
"The lake was as blue as the sky, and it went to the edge of the world."

6. Read the first half of chapter 9 aloud to the children.
7. Write Little House setting notes on the chalkboard and have children copy onto their Little House Setting graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Continue teaching the children to sing “Buffalo Gals.”
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

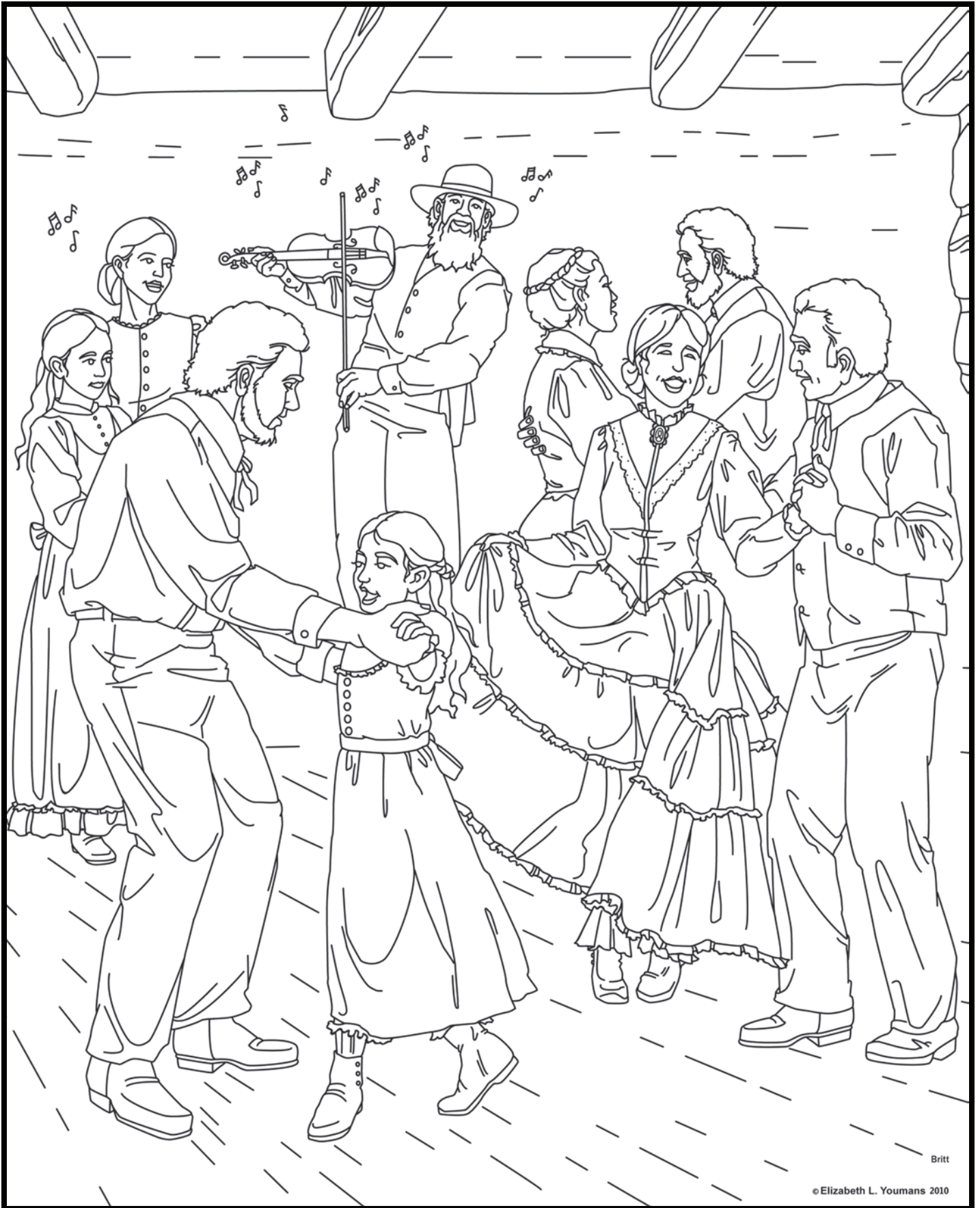
“There were more houses than Laura could count...They were not made of logs, but of boards.”

 **Oral Work:**

Let brotherly love be seen in my life as I share with others what the Lord has given me.

 **Singing:**

“Buffalo Gals”



Britt

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Uncle George danced with Laura at Grandpa's celebration.

Little House 13

Time: 40 minutes

Reading: 2nd half of Chapter 9

Review: Unselfishly sharing with others

Goal: Teach children the destructiveness of greed
whatever you have.

Principle: True happiness is being content with

Scripture: Be content with such things as you have: for He hath said, I will never leave you or forsake you (Hebrews 13:5b).

TEACHER

Vocabulary:

gain (v.) To obtain or to acquire.

godliness (n.) Belief in the Living God and reverence for His character and laws.

greedy (adj.) Excessively desirous for anything.

keg (n.) A wooden barrel.



Preparation to Teach:

1. For this lesson, reread the second half of chapter 9, “Going to Town.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Mary’s Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review how unselfishly sharing with others brings blessings to your life.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Being greedy is really saying that your parents (and God) have not provided adequately for you. Teach the concept of being content with what you have. Explain how greed leads to misery and loneliness, but godliness with contentment is great gain. When you are content with what you have, you can be happy no matter what the situation. *But godliness actually is a means of great gain when accompanied by contentment (1 Timothy 6:6).*
5. Read the second half of chapter 9 aloud to the children.
6. Distribute Mary’s Character graphic organizers. Write Mary’s character notes on the chalkboard and have children copy onto their Mary’s Character graphic organizers.

STUDENT

Key Word:

content (adj.) Desiring no more than what one has; having peace in your present condition.

? Reason Questions:

1. Why do you think Laura compared herself to Mary?
2. Was Mary really as “perfect” as Laura thought she was? Is anyone perfect?
3. What do you think is special about Laura’s individuality?
4. How did Laura show that she was greedy? What were the consequences of her greed?
5. What made this day the happiest day of Laura’s life? Was Laura content with what she had? Explain your answer.
6. Name three reasons why you are blessed and why you should be content with what you have.



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Mary’s Character graphic organizer:

External:

“A pretty little girl with lovely, golden curls”

“Mary looked very good and sweet, unrumpled and clean”

7. Ask the Reason Questions and have children respond orally.
8. Teach the children the song, "Oh! Susannah."
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

Internal:

"Mary was a good, little girl who always kept her dress clean and minded her manners."

 **Oral Work:**

Godliness is a means of great gain when accompanied by contentment.

 **Singing:**

"Oh! Susannah"

"Oh! Susannah" is another American folk song which was written by Stephen Foster in 1848 . It is associated with the Gold Rush in California.

The music and lyrics can be found online:
<http://www.songsforteaching.com/folk/ohsusannah.htm>

Little House 14

Time: 40 minutes **Reading:** 1st half of Chapter 10 **Review:** Greed and learning to be content with what God provides us **Goal:** Teach the children how jealousy of other's abilities robs us of appreciating how unique God has made us **Principle:** Each of us is fearfully and wonderfully made an original masterpiece by the Master Creator. **Scripture:** I will give thanks to Thee, for I am fearfully and wonderfully made; Wonderful are Thy works, and my soul knows it very well (Psalm 139:14).

TEACHER

Vocabulary:

heifer (n.) Young cow.

jealousy (n.) Envy; painfully desirous of another person's advantages.

naughty (adj.) Badly behaved.

original (adj.) Preceding all others in time or being as first made or performed.

primly (adv.) In a prissy manner.

sulk (v.) To be sullenly aloof or withdrawn, as in silent resentment or protest.

unique (adj.) Being the only one.



Preparation to Teach:

1. For this lesson, reread the first half of chapter 10, "Summertime."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 6 "Laura had never been to a town before."



Teaching Plan:

1. Distribute student binders.
2. Review how destructive greed can be in our soul and how to be content with what God provides for us.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. God is Creator of all in the universe, and His individuality is imprinted on each species and each creation. This is especially true of each human being.

STUDENT

Key Word:

masterpiece (n.) A most outstanding work of a creative artist.

? Reason Questions:

1. Why do you think Laura began to dislike her brown hair? Was it because nobody noticed her hair or commented on it?
2. Why did Laura slap Mary?
3. What did Pa do to Laura for disobeying him and striking Mary? How did Pa reconcile with Laura later?
4. How did Pa teach Laura to be happy with her own dark hair?
5. What is special about you in your unique individuality? Remember, there is only one of you! What makes you one of a kind?



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Little House Setting graphic organizer:
"It was summertime and people went visiting."
"Sunshine came steaming through the windows into the house."
"The pantry door stood wide open, giving the sight and smell of goodies" on the shelves"

He fashioned each one of us in His image (Psalm 139) as His masterpiece to reflect His unique individuality. We are each different and unique from every other human being.

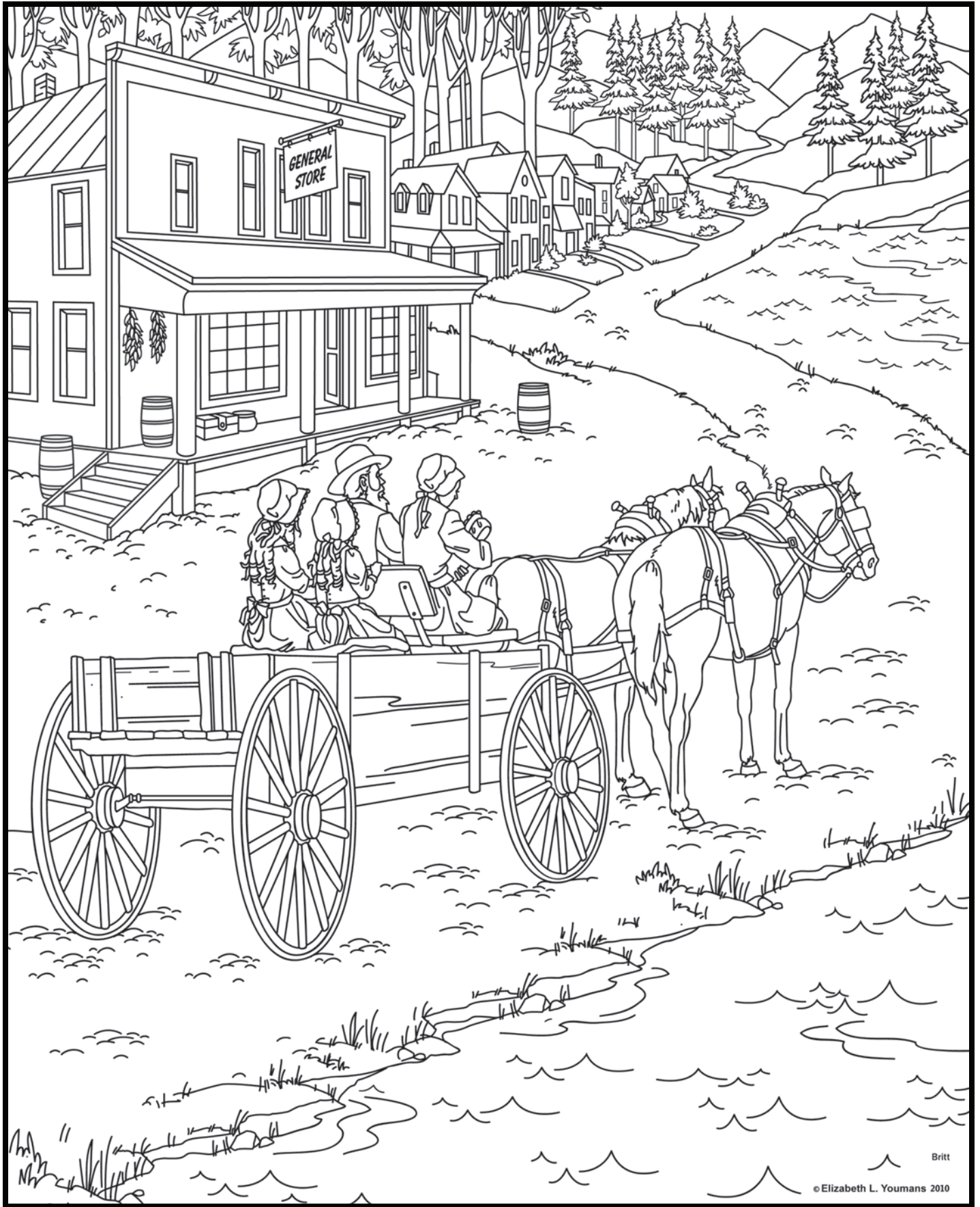
5. Distribute coloring page 6 to the children.
6. Read the first half of chapter 10 aloud to the children.
7. Write Little House setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Continue teaching the children “Oh! Susannah” and review your other American pioneer songs.
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

 **Oral Work:**

I am fearfully and wonderfully made. I am a masterpiece fashioned by the Master Creator!

 **Singing:**

“Oh! Susannah”



Britt

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Laura had never been to a town or seen a store before!

Little House 15

Time: 40 minutes

Reading: 2nd half of Chapter 10

Review: Everyone is fashioned by God

with a unique individuality

Goal of Lesson: Teach the concept of resourcefulness and working hard.

Principle: Resourcefulness is the act of using your God-given imagination and whatever resources you have to solve problems.

Scripture: The Lord has filled Bezalel with the Spirit of God, making him highly skilled, resourceful, and knowledgeable in all trades (Exodus 35:31).

TEACHER

Vocabulary:

appearances (n.) The outward look of a person or thing.

creative (adj.) Having the power to create, or exerting the act of creation; as creative fancy; creative power.

deceiving (adj.) Fooling or misleading by lying.

grubbing hoe, A tool for digging up roots and stumps.

imagination (n.) The ability to think of new ideas; creative ability.

provide (v.) To prepare or make ready beforehand; to supply.

whhey (n.) The clear liquid of milk left after the fat and curd are separated.



Preparation to Teach:

1. For this lesson, reread the second half of chapter 10, "Summertime."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review how everyone is fashioned by God with a unique individuality.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Resourcefulness and hard work produce success and prosperity. *All hard work brings a profit (Proverbs 14:23a).*
5. Read the second half of chapter 10 aloud to the children.

STUDENT

Key Word:

resourceful (adj.) Able to act effectively or imaginatively to solve problems and make decisions on your own.

Reason Questions:

1. What happened in the story of Old Grimes and his wife? Name two reasons why that would never happen in the Ingalls house.
2. When Ma told Laura and Mary about the moon, what did she mean when she said, "appearances are deceiving"?
3. How did Pa show that he was resourceful when he outwitted the bees and the bear in order to get the honey?
4. How are Ma and Pa like the busy bees? How are they unlike Old Grimes and his wife?
5. How were the bees hard working and resourceful?
6. Describe two ways that you can be resourceful.



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Ma's and Pa's Character graphic organizers:

6. Write Ma's and Pa's character notes on the chalkboard and have children copy onto their Ma's and Pa's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Review and sing all your pioneer songs with the children.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

Pa's External Character:

"Though Pa was tired, he took his fiddle out of its box and played and sang for Laura."

"Nobody would (starve) if Pa was there to provide for them "

Ma's External Character:

"You wouldn't starve to death on Ma's whey, like Old Grimes did on his wife's."

 **Oral Work:**

Respect those who work hard among you and offer them a helping hand.

 **Singing:**

"Oh! Susannah"

"Buffalo Gals"

"Pop Goes the Weasel"

"Jingle Bells"

"Yankee Doodle"

"BINGO"

Little House 16

Time: 40 minutes

Reading: Chapter 11

Review: The fruit of resourcefulness and hard work

Goal: Define truthfulness and lying and their consequences
blessings; lying and deceitfulness produce unpleasant consequences.
lips, but he delights in men who are truthful (Proverbs 12:22, NIV).

Principle: Truthfulness brings God's

Scripture: The LORD detests lying

TEACHER

Vocabulary:

cradle (n.) A harvesting tool that holds the grain in an upright position while it is being cut.

deceive (v.) To intentionally cause to believe what is false.

lie (n.) A falsehood uttered for the purpose of deception; an intentional violation of truth.

shock (n.) Bundles of grain standing upright in a group.

spoil (v.) To treat with excessive indulgence; to pamper excessively.

sullen (adj.) Showing a brooding, ill humor.

trust (n.) Confidence; a reliance or resting of the mind on the integrity, justice, friendship or other sound principle of another person.

whetstone (n.) A stone used for sharpening knives.



Preparation to Teach:

1. For this lesson, reread chapter 11, "Harvest."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 7, "Long winter evenings."



Teaching Plan:

1. Distribute student binders.
2. Review the character qualities of resourcefulness and hard work.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them how important it is to be truthful in every situation. Explain that telling the truth does not always mean just saying what is true. It is easy to deceive someone if you tell only part of the truth or lead someone by your actions to believe something untrue.

STUDENT

Key Word:

truthful (adj.) Consistently telling the truth; honest.

? Reason Questions:

1. How did Pa and Uncle Henry help each other with their oat harvest?
2. What did Ma and Pa mean when they said that cousin Charley was spoiled? What did Laura and Mary find out later about Charley?
3. What did Charley do that was naughty to show Pa and Uncle Henry that he did not want to help in the fields?
4. Uncle Henry did not punish Charley for misbehaving. But in the end, how was Charley punished for his disobedience?
5. Do you think Charley deserved what happened to him? Explain your answer.
6. What was Laura confused about when she thought, "How could Charley be a liar, when he did not say a word?" Do we have to use words to lie, or can we lie by our silence (withholding information, not speaking up, deceiving people with your actions)?
7. What has this story taught you about the importance of being truthful and not deceiving others?



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Theme graphic organizer:

Lying causes people to lose trust in your word. Lying also discredits your character. Truthfulness produces trust in your word, your reputation, and your good name.

5. Distribute coloring page 7 to the children.
6. Read chapter 11 aloud to the children.
7. Write theme character notes on the chalkboard and have children copy onto their Themes graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Teach the children the harvest hymn entitled, "Come, Ye Thankful People, Come."
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

- 3) Loving families that work together in unity build prosperous and strong nations.

 **Oral Work:**

The Lord detests lying lips, but delights in children who are truthful.

 **Singing:**

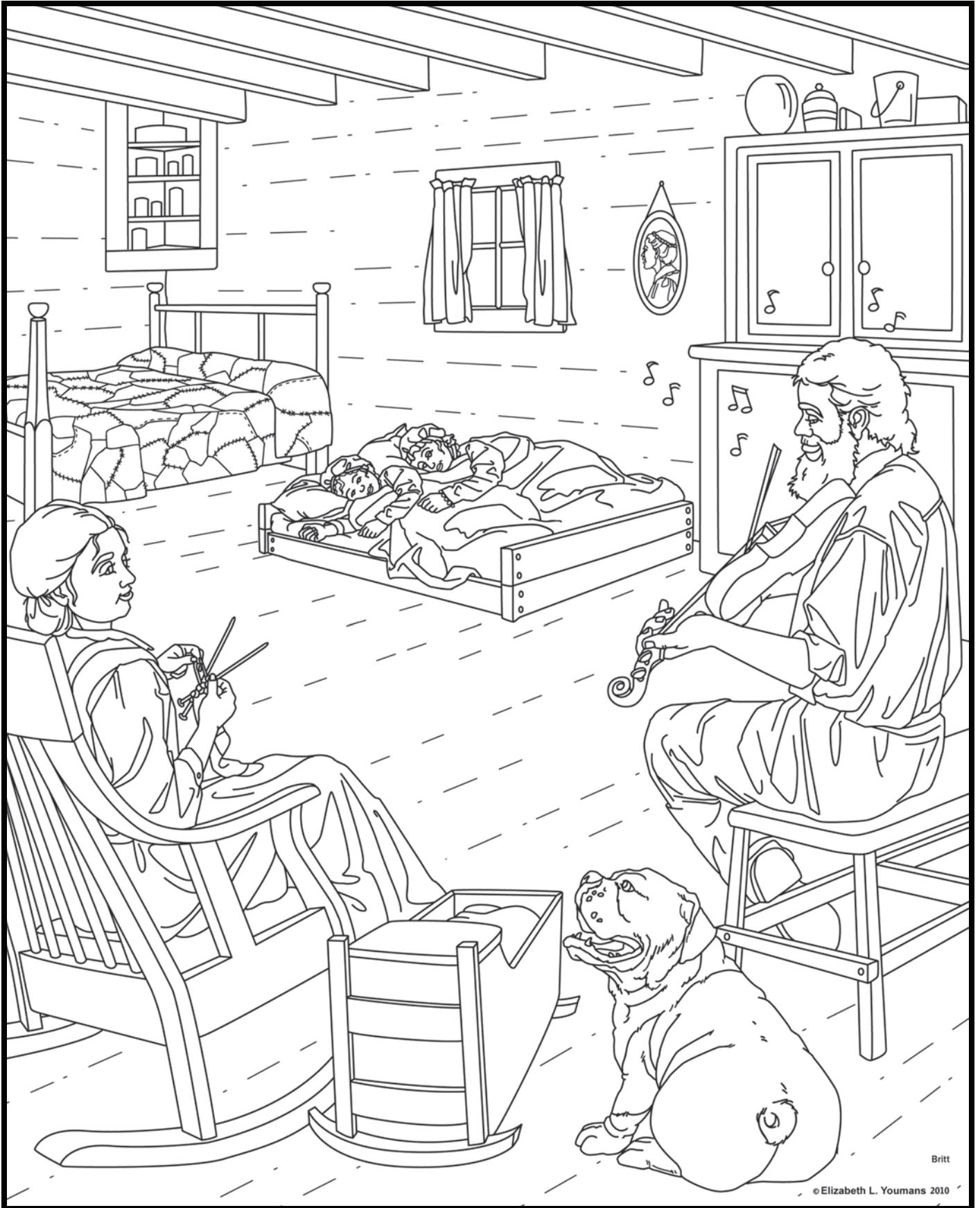
"Come, Ye Thankful People, Come"

This is an English hymn written in 1844 by Henry Alford. The words express the spirit of most pioneer farmers who had weathered the seasons and the weather to finally harvest and store their crops before winter.

It also has the Gospel message in it, and Jesus Christ is the Lord of the Harvest and will one day separate the chaff from grain, as He gathers us in and judges the world in righteousness.

Locate the lyrics and melody online:

<http://www.hymnsite.com/lyrics/umh694.sht>



Britt

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The long winter evenings of firelight and music had come again!

Little House 17

Time: 40 minutes

Reading: Chapter 12

Review: Consequences of lying and deceitfulness

Goal: Introduce the concept of being fulfilled with a job well done and a deep sense of fulfillment.
Scripture: (Proverbs 14:23).

Principle: Hard work produces gain
Scripture: In all labor there is profit, but mere talk leads only to poverty

TEACHER

Vocabulary:

chaffy (adj.) Covered with chaff; of not value.

earn (v.) To gain by labor, service or performance; to deserve and receive as compensation.

flail (n.) A simple tool for threshing wheat by hand.

invention (n.) The creation of a new device or process.

progress (n.) Advancement; gradual improvement; growth or development.

shirk (v.) To avoid one's assigned duties.

sumac (n.) A kind of tree that produces a red, hairy fruit.

thresher (n.) A farm machine that separates grain or seed from the outer husks and straw.



Preparation to Teach:

1. For this lesson, reread chapter 12, "The Wonderful Machine."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic. Student Vocabulary Card, and pioneer snack.
4. Add an element of delight by preparing some johnny-cakes before class for the children to eat while you are reading. Serve with a cup of milk. See recipes on the next page.



Teaching Plan:

1. Distribute student binders.
2. Review the definition of truthful and deceit and their consequences.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Work is God's design for man. (Genesis 2:15; 2 Thessalonians 3:10)

STUDENT

Key Word:

fulfillment (n.) The act of fulfilling a promise or desire.

Reason Questions:

1. What were the main reasons why Laura thought that autumn was fun?
2. Why did Pa like the new threshing machine? Why did others not like it?
3. How did Laura and Mary help Ma and Pa with the autumn work? List the many things that they did.
4. What is the fruit of hard work? What is the fruit of shirking work?
5. Why is it important for you to learn the value of work while you are still young?
6. Name your assigned responsibilities. Do you feel a sense of fulfillment when you have completed them? Explain your answer.



Notebook Record:

1. Continue coloring your coloring page with your colored pencils.
2. Record the following phrases on your Little House Setting graphic organizer:
"The days grew shorter and the nights were cooler."
"Jack Frost passed by ... and the leaves were yellow and scarlet and crimson and golden and brown"
"Along the rail fence the sumac held up its dark red cones of berries above bright flame colored leaves"

Those who work hard and are diligent to complete their responsibilities will profit. Shirking one's duties or assigned tasks leads to poverty. A job well done produces a sense of fulfillment and satisfaction.

5. Distribute pioneer snack to the children.
6. Read chapter 12 aloud to the children.
7. Write Little House setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Continue teaching the children the songs, "Come, Ye Thankful People, Come."
10. Before completing the lesson, have the children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

Oral Work:

The wise child works hard to accomplish his duties and finds joy and satisfaction in his work.

Singing:

"Come, Ye Thankful People, Come"

Johnny-cake Recipes:

On the Banks of Plum Creek Recipe

Ingredients:

- 1 c. cornmeal (stone ground is best)
- 1 tsp. raw sugar
- 1 Tbsp. salt
- ½ c. water
- 1 lb. of bacon

Directions:

1. Fry bacon and remove from griddle.
2. In a bowl, mix the corn meal with the salt and sugar.
3. Add water and mix until you get a nice paste. Form the paste into patties.
4. Fry the patties in the bacon grease until golden brown.
5. Wrap the patties in brown paper and then again in brown wax paper.
6. Serve bacon with johnny-cakes.

Modern Recipe

Ingredients:

- 2 c. cornmeal (stone ground is best)
- 1 Tbsp. sugar
- 1 tsp. salt
- 4 Tbsp. unsalted butter
- 1 c. whole milk
- 2 Tbsp. boiling water

Directions:

1. Cream the cornmeal, sugar, salt, and butter together.
2. Add milk and enough water to make a moist but firm batter.
3. Drop by large spoonfuls onto a hot greased griddle, and flatten slightly with the back of a spoon.
4. When brown, turn and cook the other side.
5. Serve plain or with maple syrup.

Little House 18

Time: 40 minutes

Reading: Chapter 13

Review: Being fulfilled with a job well done

Goal: Identify the character of the American pioneer

Principle: Those who seek the Lord and trust

Him will reap His blessings.

Scripture: The hand of our God is upon all them for good that seek Him

(Ezra 8:22b).

TEACHER

Vocabulary:

chink (v.) To fill in the gaps or cracks.

deer lick (n.) A spot of ground, naturally or artificially salty, where deer come to lick.

industrious (adj.) Characterized by hard work and perseverance.

inventive (adj.) Marked by independence and creativity in thought or action.

self-sufficient (adj.) Able to provide for your own needs without help from others.



Preparation to Teach:

1. For this lesson, reread chapter 13, "The Deer in the Wood."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and American Pioneer Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of hard work and the sense of fulfillment that follows it.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. The Ingalls family put their trust in God in their lonely, isolated setting. Ma and Pa labored daily to provide for their children and serve others' needs in their greater community, God protected them and prospered them as pioneers. They had to be self-sufficient and inventive, and yet work well with others, as well. Most pioneers put their ultimate trust in the mighty Hand of God and His providence. The American West was settled primarily by families with the same spirit and character of the Ingalls family.

STUDENT

Key Word:

trust (v.) To put confidence in and rely upon.

Reason Questions:

1. Why didn't Pa kill the first deer, the bear, or the second deer and her yearling?
2. How did Laura and Mary feel about Pa not killing the animals? What did Mary offer to eat instead of meat?
3. What does the song title, "Auld Lang Syne" mean?
4. Explain what Laura meant when she said that "now was now" and she was happy.
5. Describe the American pioneer character. Which of these qualities best describe you? Explain why.
6. In whom is your confidence and trust?



Notebook Record:

1. Complete coloring all your coloring pages.
2. Record the following qualities on your American Pioneer Character graphic organizer:
 - trusts God
 - adventurous
 - courageous
 - industrious
 - inventive
 - resourceful
 - self-reliant
 - cooperative
 - perseverant
 - skillful with hands

Regardless of the calling on our lives or where God sends us to serve, He is there to provide for us. It is our responsibility to trust Him and make wise choices every day that bring glory and honor to His name. He is the same yesterday, today, and forever. (Hebrews 13:8)

5. Read the last chapter of *Little House in the Big Woods* aloud to the children.
6. Write the 19th century American pioneer character notes on the chalkboard and have children copy onto their American Pioneer Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Review and sing all your American pioneer songs with the children.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

Oral Work:

Help me, O Lord, to trust you in all things regardless of what you call me to do and where you send me.

Singing:

“Come, Ye Thankful People, Come”

“Oh! Susannah”

“Buffalo Gals”

“Pop Goes the Weasel”

“Jingle Bells”

“Yankee Doodle”

“BINGO”

Little House in the Big Woods Family Picnic



The AMO® Family Picnic was inspired by the Ingalls's picnic in *Little House in the Big Woods*. Their simple picnic consisted of bread, butter, cheese, hard-boiled eggs, and cookies. They ate their picnic lunch on a blanket at the edge of Lake Pepin.

A picnic for your children and their families would be best scheduled on a Saturday or Sunday afternoon when parents are available to attend and help with the food. It requires an outdoor space such as a church playground or community park with picnic tables. Choosing a site near the beach, a lake, or river would add to the ambiance, but is not necessary. If the weather is inclement or cold, the picnic can be held in a gymnasium or a very large meeting room.

The atmosphere is casual, and everyone who attends should plan to participate in the games and good eating. The food can be as simple or as elaborate as you desire. Make sure to tell parents to dress their children in comfortable shoes so they can participate in the games.

Purposes of the Family Picnic:

1. To culminate our study of *Little House in the Big Woods* by creating a memorial or milestone through the spirit of celebration
2. To give each child and his family an opportunity to enjoy being together and to fellowship with other like-minded families in the community
3. To affirm a "pioneer" character quality in each child by awarding each a special prize
4. To share with the community and its leaders all that God is doing in your ministry with children

Events:

Pioneer Games and Prizes
Pioneer Picnic
Pioneer Character Awards and the Blessing
Singing with a local fiddler

Length of Time Needed for the Community Fair

2 to 3 hours

Dress:

Dress needs to be casual for participation in the activities.

Suggestion: Have AMO t-shirts printed for each child to wear at the picnic

Suggested Activities:

1. Organize various outdoor games for the children and families. Assign an adult to govern each activity:
 - Horseshoes or Ring Toss
 - Egg (fresh) and Spoon Race in teams of four (Bring lots of eggs.)
 - Tug of War with adults on each team
 - Three-legged Sack Race (Use pillow cases.)
 - Egg Hunt (color hardboiled eggs and provide bags or baskets for the children)
 - Pin the Tail on the Wolf (Use the pattern from the quilt craft and draw a large wolf without a tail on a piece of butcher paper. Cut out a tail for each participant and write his name on it. Staple wolf to a tree for the game, which is known as Pin the Tail on the Donkey.)
 - Hopscotch
 - Jumping Rope
 - Volleyball
2. Have simple prizes for the winners of each activity such as small bags of hard candy, small molasses popcorn balls, slices of watermelon, and carmeled apples.
3. Invite a local fiddler to accompany your children in their singing the songs they learned in the Little House study. You can print and distribute the words for additional folk and patriotic songs for your parents to join in the singing. Be certain to provide music to the musician.

Picnic Food:

1. Ask key parents to help you prepare certain foods. Assign various tasks to each and get their commitment.
2. Prepare a schedule and provide each parent with specific duties. Suggestions for the picnic:
 - Have popcorn balls, carmeled apples, (See recipes provided.) watermelon slices, and bags of hard candy prepared for prizes. Provide water, homemade lemonade, and root beer to drink.
 - Ask each family to bring enough food for their own picnic and to bring a dessert to share with everyone.
 - Have a large buffet table set up to hold the paper plates, cups, napkins, plastic utensils, and desserts. Decorate the table with some of the children's crafts.

Organization:

1. If you are planning to use a church or community site, reserve the site with the church or local government office for the date you need it.
2. Locate and invite a local fiddler to attend your picnic to accompany the children singing their 19th century American pioneer songs. Provide him/her the names of all your songs.
3. Create an invitation and send to parents, church, and community leaders with an RSVP.
4. Plan various games and relay races. Assign one activity to the teachers and fathers to organize.

5. If you do not have banners and streamers stored from your Heidi festival, you will want to make some for your picnic. Directions are in the Heidi Arts and Crafts Lesson Plans. Use the children's Four Season Banners and lots of balloons, as well. Decorate the area where children will sing and present your awards.
6. Prepare a "Pioneer Character Award" for each child in your AMO® program. (See instructions on Resource CD.)
7. Assign someone to take plenty of photos at the Little House Picnic. Be certain to get pictures of whole families.
8. Plan to have picnic tables or plenty of seating available.

Picnic Day:

1. The most important reminder for governing your picnic is to be certain that teachers and parents agree on whom to monitor. Know each child's whereabouts at all times. If parents want to monitor their own children, be certain that you have an agreement with them, so there is no confusion.

Good planning produces memorable events. May this one be enjoyable and build unity among your AMO families.

2. Post a schedule of events and adhere to the timetable.
3. Serve the food after the games.
4. Present your character awards.
 - Call each child separately and share why he/she is receiving the character award you have chosen.
 - Hang the award around his neck and shake his hand.
 - Gather all the children together after the last award is presented. Have pastor, teacher, or a father pray for the children and invoke a blessing on them.
5. Distribute your song sheets and conclude your Family Picnic with community singing. Have the children sing each song first and then have family members join in to sing it again.

Pioneer Character Award



Supplies:

- one 7" x 5" cardboard rectangle for each award
- one covered wagon image for each award
- utility knife
- scissors
- craft glue
- brown twine or rope, 30 inches for each award
- black magic marker

Instructions for Class:

1. Cut rectangles from cardboard boxes.
2. Punch two holes in the upper corners of each piece of cardboard.
3. Print wagon images, and cut out one for each award
4. Glue covered wagon images to cardboard rectangles.
5. Have teachers choose a pioneer character quality best demonstrated by each child and print these qualities in bold letters with a black magic marker above the wagon. Choose from our list or choose other qualities:

trusts God	resourceful	mental strength
vision	self-reliant	cooperative
courage	patient	responsible
industrious	adventurous	dedication
inventive	skillful with hands	perseverance
6. Thread a 30" length of twine or rope through holes and knot at the ends.

Popcorn Balls



Ingredients:

2 cups sugar	1/2 teaspoon salt
1 1/3 cups water	1 teaspoon vanilla extract
1/2 cup light corn syrup	18 cups popped corn
1 teaspoon white vinegar	

Directions:

1. Pop 18 cups of popcorn.
2. Combine sugar, water, syrup, vinegar, and salt in a saucepan.
3. Cook over high heat until mixture reaches 255 degrees F. on a candy thermometer (hard-ball stage).
4. Stir in vanilla.
5. Pour over popped corn, tossing gently to coat.
6. When mixture is cool enough to handle, press popcorn mixture into 3-inch balls with lightly greased hands.
7. Cool completely on waxed paper.
8. Wrap each ball in plastic wrap and tie with string or ribbon.
9. Store popcorn balls in an airtight container until ready to serve.

Carmeled Apples



Ingredients:

- apples (6)
- craft sticks (6)
- 1 (14-ounce) package of caramels, without wrappers
- ½ teaspoon vanilla extract
- 2 Tablespoons milk

Directions:

1. Remove the stem from each apple. Wash and dry.
2. Insert a craft stick into the top of each apple.
3. Cover a baking sheet with tin foil.
4. Combine caramels and milk in a saucepan and heat on low heat until mixture is smooth.
5. Stir in vanilla extract.
6. Roll each apple quickly in caramel sauce until coated. Gently run apples around the inside of the saucepan to remove excess caramel. Place on foiled-lined baking sheet.
7. When cool, wrap each apple individually in plastic wrap and tie with string or ribbon.
8. Store in refrigerator until ready to serve.

Old-fashioned Lemonade



Ingredients:

- 1- 3/4 cups. white sugar
- 8 cups water
- 1-1/2 cups lemon juice (squeezed from 7 fresh lemons)
- 1 lemon, sliced

Directions

1. In a small saucepan, combine sugar and 1 cup water. Bring to boil and stir to dissolve sugar.
2. Allow to cool to room temperature, then cover and refrigerate until chilled.
3. Squeeze juice from lemons. Remove seeds, but leave pulp.
4. In a pitcher, stir together chilled syrup, lemon juice, and remaining 7 cups water.
5. Slice one lemon and add to lemonade.
6. Refrigerate until ready to serve and add ice.

Arts and Crafts Lesson Plans

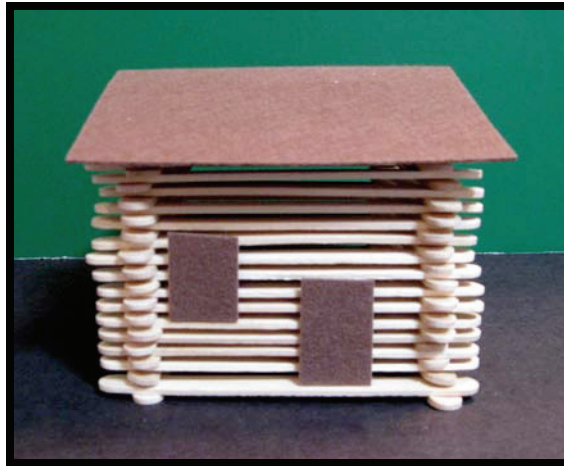
Every child is an artist.

The problem is how to remain an artist once he grows up.

~ Pablo Picasso ~

Little Log House in the Big Woods

A project inspired by the Ingalls's house in the woods of Wisconsin.



“The house was a comfortable house. Upstairs there was a large attic, pleasant to play in when the rain drummed on the roof. Downstairs was the small bedroom, and the big room. It had two doors, a front door and a back door.” (page 1)

Our Project:

Children will create a log house like the one the Ingalls built in the big woods.

Supplies:

- 64 popsicles sticks for each house
- brown construction paper
- scissors
- craft glue

Instructions for Class:

1. Create a sample house for the children to see.
2. Distribute supplies to each child.
3. Place two popsicle sticks on a scrap piece of paper. Glue two popsicle sticks across the first two to form a square. Leave tips of sticks extended beyond the square.
4. Continue building the house, gluing each stick to the previous one until all 64 sticks have been used.
5. Cut a 5 x 5-inch piece of brown construction paper and fold in half. Glue to the top of the log house.
6. Cut a door and a window from the brown construction paper and glue to the front of the house.

Cornhusk Dolls

A project inspired by the toys of the North American woodlands Indians, who were the first to make cornhusk dolls for their children.



“Mary was bigger than Laura, and she had a rag doll named Nettie. Laura had only a corncob wrapped in a handkerchief, but it was a good doll.” (page 10)

Our Project:

Children will make 6- to 7-inch dolls from cornhusks and fashion them with cornhusk clothing.

Supplies:

- cornhusks (5 per doll)
- cotton balls (5 for boy dolls and 7 for girl dolls)
- 1 stocking (knee-length without reinforced heel or toe) per doll
- 1 pipe cleaner per doll
- small flowers
- yarn, raffia or corn silk for hair
- very small beads and wire
- scissors
- craft glue

Instructions for Girl Doll:

1. Place three cotton balls into the tip of the toe portion of the stocking. Twist and tie off with a 1-inch segment of a pipe cleaner to make head.
2. Place four cotton balls, one-by-one, into the stocking to form body. Fold remainder of the stocking to the back.
3. Place remaining portion of the pipe cleaner in the center of a cornhusk lengthwise, and fold to make arms. Wrap around body and shape the arms.
4. Take two cornhusks and crisscross over the shoulders and shape around the body. Glue to the sides.
5. Wrap one or two cornhusks around body under the arms to make the dress. Glue shut in the back.
6. Glue yarn onto the head and braid.
7. Fold a 4-inch cornhusk to the top of head to make bonnet and tack with glue. Glue flowers in place.
8. Make a small hand basket from a cornhusk and glue in flowers. Attach to the hands with glue.



Instructions for Boy Doll:

1. Place three cotton balls into the tip of the toe portion of the stocking to make head. Twist and tie off with a 1-inch segment of pipe cleaner.
2. Place two cotton balls into the stocking, one-by-one, to form body. Fold remainder of stocking to the back.
3. Place remaining pipe cleaner in the center of a cornhusk lengthwise, and fold to make arms. Wrap around body and shape the arms.
4. Take two cornhusks and crisscross over shoulders and form the two legs at the bottom. Wrap wire at the base of each leg to hold together.
5. Wrap a 2-inch cornhusk around the body under arms to make the shirt. Cut off at the waistline. Tack with glue in back.
6. Glue raffia or corn silk to head to make hair. Cut to proper length.
7. Bead a necklace or belt from tiny beads and fasten to the body.



Little House in the Big Woods Quilt

A project inspired by 19th century pioneers' paper quilts and the wildlife that lives in the Big Woods



During the American pioneer era, “paper quilting” was popular. Paper was used to make the patterns and each individual piece of cut fabric was basted around the paper pattern. Paper was scarce in the early American west. Women saved letters from home, newspaper clippings and pages from catalogs to make their patterns. The paper not only served as the pattern for the quilt but as insulation inside. The paper found between these old quilts has become a primary source to tell us about pioneer life in the 19th century.

Our Project:

Children will make one square each to form a large classroom paper quilt.

Supplies:

- patterns (our patterns include a wolf, a bear, an elk and an owl) and/or pictures of woodland animals (Re-read pages 1-3 of *Little House in the Big Woods* and list the animals mentioned.)
- construction paper (assorted colors for the quilt square and the wild animals)
- scissors
- rubber cement glue

Instructions for Class:

1. Create the center Little House quilt square for the children to see the craft design. (Our pattern for this square follows.)
2. Choose three colors of construction paper for your quilt.
3. Cut one 8 x 8-inch square from the same color of paper (ours is white) for each child. This becomes the foundation for the quilt square.

4. To make quilt square patterns:

- Fold an 8 x 8-inch piece of construction paper of another color (ours is black) into thirds, making a triangle. Cut four triangles for each quilt square.
- Fold an 8 x 8-inch piece of construction paper of the third color (ours is green) into fourths, making a smaller triangle. Cut four triangles for each quilt square.



5. Distribute supplies to each child and have them glue four of the larger triangles (ours are black) to the foundation square (see pattern above).
6. Glue four of the smaller triangles (ours are green) to the foundation square.
7. Have each child choose one of the woodland animal patterns OR have them draw their own pattern on a piece of scrap paper. Cut out the pattern and copy it onto a piece of colored construction paper.
8. Cut and glue the animal to the center of the quilt square.
9. Have children print their name on the back of their squares.
10. When all the squares are finished, lay them out on the floor to create the "quilt." Place the log house square in the middle of the quilt. Turn over each square and tape their edges together on the back.
11. Hang your Little House in the Big Woods quilt on the wall as a decoration, while you continue reading *Little House in the Big Woods* to the children.
12. Print or type a sign on your computer and place it underneath the quilt: "*Little House in the Big Woods Quilt*"

Wind Catchers

A project inspired by the lonely wind of the Big Woods



“Laura listened to the wind in the Big Woods. All around the house the wind went crying as though it were lost in the dark and the cold. The wind sounded frightened.” (page 44)

Our Project:

Children will make either a buffalo or butterfly wind catcher. This project was inspired by the ever-present wind of the Big Woods and the beautiful crafts of the northern woodland native Americans.

Supplies:

- construction paper (assorted colors)
- butterfly and buffalo patterns
- ribbon, yarn or twine (3 feet per catcher)
- craft beads and feathers (assorted colors)
- scissors, paper glue, paper hole puncher

Instructions for Class:

1. Distribute supplies.
2. Trace buffalo or butterfly pattern onto construction paper and cut.
3. Cut decorative pieces and glue onto both sides of the buffalo or butterfly.
4. For buffalo, punch a hole in the tail, the hump and each foot. String twine through each and add beads and feather. Tie knots at the ends of each piece of twine.
5. For butterfly, punch a hole in the bottom of each wing and the top of body. String ribbon or yarn through each and add beads and feathers. Tie knots at the ends of each piece of ribbon and yarn.
6. Hang in a location where it can catch the breezes.

Covered Wagon

Our project was inspired by the covered wagon that carried the Ingalls family westward.



Our Project:

Children will create a covered wagon, the transportation used in the 19th and early 20th centuries to carry thousands of pioneer families westward from the Mississippi River across the prairies to the unsettled territories of North America. Each wagon, which carried the family and all their furniture, tools and food for the long, exhausting 2,000 mile journey, was drawn by a team of mules or oxen. The wagon top was covered with tough, white canvas that kept out the sun's hot rays, snow and rain. Most often families went in long wagon trains together. It was recorded that these wagon trains looked like "ships sailing upon the ocean" or "ships on rolling waves of green from horizon to horizon." At night a fire was built and all the wagons in the train would form a large circle around the fire for warmth and protection. Many people died from disease, lack of food, or from Indian or wild animal attacks on these westward journeys. When the Ingalls family left their house in the Big Woods, they traveled west in one of these wagons. You can read their continuing story in *Little House on the Prairie* by Laura Ingalls Wilder.

Supplies:

- 1 small cardboard box with lid (cut to measure 8 x 4 inches)
- 1 piece of white felt or fabric (8 x 11 inch) OR white paper
- grey construction paper
- 7 black pipe cleaners
- 4 Styrofoam cups (16-ounce)
- 2 sticks or wooden dowels (6 inches long)
- brown and black poster paint and brushes
- black permanent magic marker (for wheels)
- scissors
- craft glue

Instructions for Class:

1. Create a covered wagon to show the children.
2. Distribute supplies.
3. Have the children paint their box and lid and allow to dry.
4. Glue 5 pipe cleaners evenly distributed across the width of the felt and allow to dry. Bend the felt and pipe cleaners in a U-shape and tape the ends of each pipe cleaner to the inside of the box.
5. Glue box lid to the bottom of the box, leaving the open portion of the box exposed.
6. Punch two holes on each side of box lid and thread sticks or dowels through to make axles for the wheels. (Our sample wagon has a piece of Styrofoam painted black to hold the axles.)
7. Cut off the bottoms of four Styrofoam cups to make four wheels. Color each one black with a large permanent magic marker.
8. When dry, punch a hole with the tip of a pencil in the center of each wheel and push onto axles.
9. Attach the remaining two pipe cleaners to the front of wagon and twist together to make the hitch.
10. Fold grey construction paper to make a bench and glue to the front of the wagon above the hitch.

Indian Beaded Necklaces

A project inspired by the beautiful beaded jewelry of the North American Indians



Our Project:

Children will design and string a beaded necklace.

Supplies:

- twine for large beads and feathers AND wire for smaller beads
- craft beads (assorted colors and sizes)
- feathers
- scissors

Instructions for Class:

1. Create sample necklaces to show the children.
2. Distribute supplies.
3. Tie a knot at one end of the twine OR twist the wire at one end to prevent the beads from slipping off.
4. Have the children design their own patterns for beading and then slip the beads onto the twine or wire.
5. For the wire-strung necklace: At the end of the necklace, fold over the last inch or so of wire and twist together to form a loop. This loop is slipped over the end bead to act as a clasp.
6. For the twine-strung necklace: Tie the twine in a secure knot and slip the necklace over the head.

