



Pop! Goes the Weasel



With pep

C G C G

A pen-ny for a spool_ of thread, A - noth - er for a

C G7 C Dm7 G7

nee - dle, That's the way the mon-ey goes, Pop! goes the

C Am D7 G

wea - sel. All a-round the cob - bler's bench, The

Am D7 G Dm7

mon - key chased the wea - sel, The preach - er kissed the

F Dm7 G C

cob - bler's wife - Pop! goes the wea - sel!

Verse 2

Potatoes for an Irishman's taste,
 A doctor for the measles,
 A fiddler always for a dance—
 Pop! goes the weasel!
 Blood pudding for a Dutchman's meal,
 A workman for a chisel,
 The preacher kissed the cobbler's wife—
 Pop! goes the weasel!

Verse 3

From round about the countrymen's barn
 The mice began to mizzle,
 For when they poke their noses out,
 Pop! goes the weasel!
 The painter works with ladder and brush,
 The artist with the easel,
 The fiddler always snaps the strings at
 Pop! goes the weasel!



Classroom Guide

Little House in the Big Woods

Before You Read

Little House in the Big Woods tells the story of the Ingalls family, who lived in the Big Woods of Wisconsin from 1863 to 1869 and again from 1871 to 1874. Use the timeline to identify what was happening in the United States during those time periods. Locate Pepin, Wisconsin, on the wall map.



Reading with a Writer's Eye

Response Journal

As you read, notice the different words and images Laura Ingalls Wilder uses to describe life inside the cabin and life outside, in the Big Woods. What do these opposite images tell you about what life was like for the Ingalls family? What would they be concerned about? What important things did a home provide?

Notice the many schedules and rules that the Ingallses follow: for food preparation, crops, chores, and even behavior. Why do you think following rules and schedules is such an important part of life in the Big Woods?

Character Journal

Keep a journal as if you are a member of the Ingalls family. Or perhaps you are another person living in the Big Woods or in the town of Pepin. What is the importance of the chores you do? What do you worry about? What schedules are important to you? How do you feel about the townspeople of Pepin (or the people who live in the Big Woods)? Describe your days and nights. What do you do for fun?

Memoir Journal

Family stories are an important part of Laura's memoir. We read about "Grandpa and the Panther," "Pa and the Voice in the Woods," and "Grandpa's Sled and the Pig." Often the best stories are both funny and dramatic, and they help us know the characters better. What family stories would you include in your memoir? Interview family members to learn their stories. Will you keep your memoir in the first person (using "I") or the third person (using your name and "he" or "she")? Experiment with both to see which one you prefer.

Reaching into History

The Cycle of the Seasons

Construct a chart of the four seasons. Using *Little House in the Big Woods* as a guide, show which chores and activities must be done in each season so that a family can provide food for the entire year. In one scene, Pa points out to Laura that some activities must be *avoided* in certain seasons, for the same reason. Be sure to note these as well. Which family member is responsible for each activity? Illustrate your project.

Wild Animals

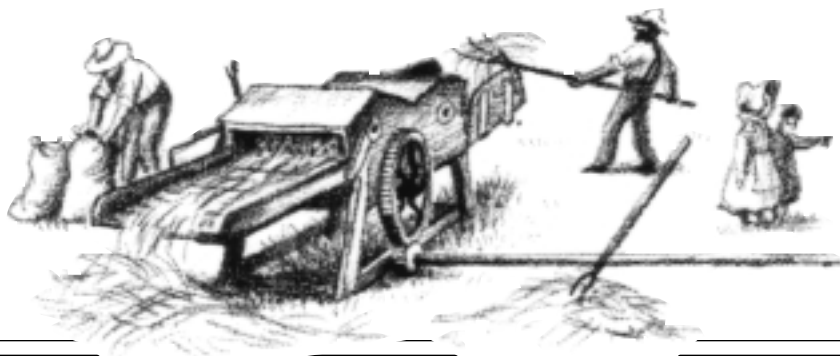
Wolves, bears, and panthers roamed wild in the Big Woods and were a part of everyday life for the Ingalls family. How much did the family actually know about these animals? Conduct a research project to gather as much factual information as possible about one or more of these animals. Make sure your project includes the following information: What do the animals eat? How have they developed? Where do they live? What is their relationship to humans? Has the U.S. population of these animals changed since the 1870s? Prepare your findings in the form of a report, a chart, or a poster.

Harvesting Ideas

On page 3, the book reads, “Laura knew that wolves would eat little girls.” Is this true? What do we know about the wild animals that lived in the Big Woods? How did the Ingallses protect themselves from the dangers of the wilderness? In what ways were the animals helpful to them?

Discuss the schedules and rules that each member of the Ingalls family follows. Are certain ones more important than others? What happens if a schedule is ignored? How have rules and schedules changed since the Ingallses’ time? What determines which ones we follow? Use your journals and Cycle of the Seasons chart as reference tools.

On page 228, Pa says, “Other folks can stick to old-fashioned ways if they want to, but I’m all for progress. It’s a great age we’re living in.” How was the country changing in the late 1860s and early 1870s? Using the timeline, discuss what inventions and events would change the United States in the 1870s. Which ones will affect how the Ingallses live? Which ones will the family probably not know about? Can you find examples in the book that show the benefits of progress?





Historical Hobbies

LITTLE HOUSE RECIPES AND CRAFTS

Snow Candy

Laura and Mary each had a pan, and Pa and Ma showed them how to pour the dark syrup in little streams onto the snow.

You will need: 1 cup molasses

1 cup brown sugar

Fresh, clean snow (or crushed ice)

Measuring cup

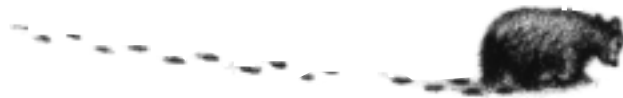
Large pot

Wooden spoon

Candy thermometer, or cup filled with cold water

Shallow pan, such as a cake pan

Clean towel



Boil the molasses and sugar together in the large pot until the mixture reaches the “hard crack” stage on a candy thermometer, or until a spoonful dropped into cold water forms a hard ball and cracks. Remove the syrup from the heat.

BE VERY CAREFUL. THE SYRUP IS EXTREMELY HOT AT THIS STAGE.

Scoop fresh, clean snow (or crushed ice) into the shallow pan. Dip up a spoonful of syrup and dribble it onto the snow in “circles, and curlicues, and squiggledy things” as Laura and Mary did. It will harden and become candy. Lift the candy off the snow and onto a clean towel to dry.

Clove Apple

Aunt Eliza had brought Ma a large red apple stuck full of cloves. How good it smelled!

You will need: 1 large red apple

½ cup whole cloves

Round toothpick (optional)

Press the sharp point of each clove into the apple, and push it in until only the head of the clove shows. The toothpick may help you get the holes started. Continue until the whole apple is covered with cloves, or you may prefer to make a design with the cloves. When it is complete, you can place your clove apple in a closet in order to make the closet smell good. An orange or a lemon can also be used.

