



# Bring Little House into your classroom



**Classroom Activity Guide For All Five  
Original Pioneer Girls**

# THE LITTLE HOUSE FAMILY TREE



**MARTHA**  
(1782-1862)

**Lewis Tucker**



- Lewis  
(b. 1802)
- Lydia  
(b. 1805)
- Thomas  
(b. 1807)
- CHARLOTTE  
(1809-1884)
- Mary  
(b. 1813)



**Henry Quiner**  
(1807-1844)

- Joseph  
(1834-1862)
- Henry  
(1835-1882)
- Martha  
(1837-1927)
- CAROLINE  
(1839-1924)
- Eliza  
(1842-1931)
- Thomas  
(1844-1903)



**Charles Ingalls**  
(1836-1902)

- Mary  
(1865-1928)
- LAURA  
(1867-1957)
- Caroline (Carrie)  
(1870-1946)
- Grace  
(1877-1941)



**Almanzo Wilder**  
(1857-1949)

**ROSE**  
(1886-1968)





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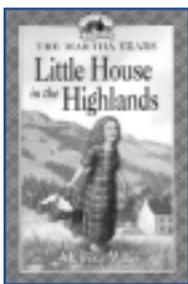
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## A NOTE TO THE TEACHER

Dear Educator,

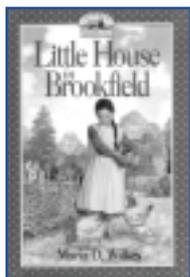
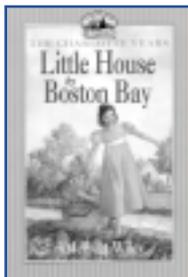
Welcome to the exciting world of Little House. Laura Ingalls Wilder's nine classic Little House books, five of which received the distinguished Newbery Honor award, have been cherished by millions of readers around the world for their endearing portrayal of Laura Ingalls and her remarkable pioneer childhood. Although her books are historical fiction, Wilder brought to life her family's real-life adventures, challenges, and triumphs on the American frontier.

Now Little House fans of all ages can read about the experiences of four other generations of pioneer girls from Laura's family: Laura's great-grandmother Martha, who made a daring journey from Scotland to America as a young woman; Laura's grandmother Charlotte, a city girl who grew up near Boston before moving to the western frontier; Caroline, Laura's ma, who lived her life on the frontier; and finally, Laura's daughter, Rose, a new kind of pioneer, who brings the girls' story into the twentieth century. All these characters are based on the lives of Laura's real family.



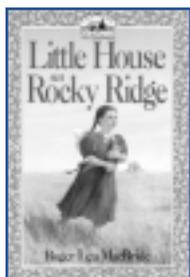
The story of Laura's family begins in Scotland in the late 18th century. Have students travel back more than 100 years and across the ocean to meet Martha Morse in *Little House in the Highlands*.

Next, take students back to a small town just outside of Boston during the War of 1812 to meet Charlotte Tucker in *Little House by Boston Bay*.



Introduce Caroline Quiner's story with *Little House in Brookfield*, set in the bustling frontier town of Brookfield, Wisconsin.

Have students meet five-year-old Laura Ingalls and her pioneer family in the first of Laura's childhood stories, *Little House in the Big Woods*.



Finally, introduce students to the brilliant and outspoken Rose Wilder, who is introduced in *Little House on Rocky Ridge*.

### Using the Guide

The contents of this guide are designed to help your students discover more than a century's worth of experiences and adventures shared by five generations of Laura's family.

- ◆ Use the **Little House Family Tree** to help students trace five generations of Laura's family and to keep track of individual family members as described in each Little House story.
- ◆ The **Bibliography** provides you with a list of the Little House books in each series, as well as interesting books about the real Laura Ingalls Wilder.
- ◆ Copy and distribute the reproducible pages in **Meet Five Generations of Pioneer Girls** to enable your students to examine the unique personality of each extraordinary girl as described in the Little House books. Students can use the cutout bookmarks to mark their place in each book as they read. They might enjoy jotting down interesting details, page references, and places named on the backs of the bookmarks.
- ◆ Using the reproducible pages in the section called **The Real Laura Ingalls Wilder**, students can meet the real Laura through primary sources and memorabilia from her and her family.
- ◆ Have students use the reproducible **Little Houses Across The United States Map** and **Little House Across the Ocean Map** to locate the different locations of the many homes described in the series.
- ◆ The **Teaching Guides** provide you with strategies and skills for teaching the first book of each series of Little House books.

We hope you and your students will enjoy a journey in time, uncovering the exciting adventures of five generations of unforgettable pioneer girls and their families.

Sincerely,  
HarperCollins Children's Books

# BIBLIOGRAPHY

## Five Generations of Little House Books

Look for new Martha, Charlotte, and Caroline novels in the years to come!



### The Laura Years

By Laura Ingalls Wilder  
Illustrated by Garth Williams  
*Little House in the Big Woods*  
*Little House on the Prairie*  
*Farmer Boy*  
*On the Banks of Plum Creek*  
*By the Shores of Silver Lake*  
*The Long Winter*  
*Little Town on the Prairie*  
*These Happy Golden Years*  
*The First Four Years*



### The Martha Years

By Melissa Wiley  
Illustrated by Renée Graef  
*Little House in the Highlands*  
*The Far Side of the Loch*  
(Coming Spring 2000)



### The Charlotte Years

By Melissa Wiley  
Illustrated by Dan Andreasen  
*Little House by Boston Bay*



### The Caroline Years

By Maria D. Wilkes  
Illustrated by Dan Andreasen  
*Little House in Brookfield*  
*Little Town at the Crossroads*  
*Little Clearing in the Woods*  
*On Top of Concord Hill*  
(Coming Fall 2000)



### The Rose Years

By Roger Lea MacBride  
Illustrated by  
Dan Andreasen & David Gilleece  
*Little House on Rocky Ridge*  
*Little Farm in the Ozarks*  
*In the Land of the Big Red Apple*  
*On the Other Side of the Hill*  
*Little Town in the Ozarks*  
*New Dawn on Rocky Ridge*  
*On the Banks of the Bayou*  
*Bachelor Girl*

## More Little House Titles

***Laura's Album***, by William Anderson. A collection of photographs, letters, documents, and mementos of Laura Ingalls Wilder's life.

***Laura Ingalls Wilder: A Biography***, by William Anderson. A biography of the writer whose pioneer life on the American frontier became the basis of her Little House books.

***The Laura Ingalls Wilder Country Cookbook***, by William Anderson. A collection of Laura's personal recipes.

***Laura Ingalls Wilder Country: The People and Places in Laura Ingalls Wilder's Life and Books***, by William Anderson. A tour of the people and places Laura Ingalls Wilder knew and loved.

***The Little House Cookbook***, by Barbara M. Walker. A compilation of recipes of frontier foods from the Little House books.

***The Little House Guidebook***, by William Anderson. A comprehensive guide to Laura Ingalls Wilder's homes, which have been preserved as historic landmarks and museums.

***A Little House Reader***, edited by William Anderson. Articles, essays, poems, and other writings by Laura Ingalls Wilder and family members.

***A Little House Sampler***, edited by William Anderson. Writings by Laura and Rose that cover nearly a century of pioneer family life.

***Pioneer Girl***, by William Anderson. A picture-book biography of Laura Ingalls Wilder that tells of her entire life.

***The World of Little House***, by Carolyn Strom Collins and Christina Wyss Ericksson. A compendium of biographical and historical anecdotes, recipes, and crafts from the life of Laura Ingalls Wilder and her nine Little House books.

## MEET FIVE GENERATIONS OF PIONEER GIRLS

Laura Ingalls Wilder wrote nine Little House books, bringing to life the wonders and dangers of her childhood on the American frontier. Yet Laura wasn't the only pioneer in her family. Now your students can get to know the personalities of the five generations of pioneer girls as described in the Little House books. Together the stories of these five girls span some of the most exciting years in the U.S. and provide both a close-up look at pioneer life and a personal perspective on more than one hundred years of American history.



**Martha**  
Born 1782

Laura's great-grandmother



**Charlotte**  
Born 1809

Laura's grandmother



**Laura Ingalls  
Wilder**  
Born 1867

To serve as an introduction to the five characters in the series, the following pages can be reproduced and distributed to your students.



**Caroline**  
Born 1839

Laura's mother



**Rose**  
Born 1886

Laura's daughter

# MEET LAURA ELIZABETH INGALLS • “AMERICA’S ORIGINAL PIONEER GIRL”

By the time she was thirteen years old, Laura had moved from the thick Wisconsin woods to the wide-open Kansas prairie, out to the fertile Minnesota plain, and finally to a brand-new town at the end of a railroad line in Dakota Territory. True pioneers, Laura and her family faced everything from severe droughts and bone-chilling winters to crop failures and grasshopper invasions in their long search for a new life on land of their own.

Laura was a spirited and courageous girl from the start, and her life on the frontier was a nonstop adventure. She worked hard helping Ma and Pa in the house and on the family’s farm, but there was always time for fun—which meant climbing trees, riding horses, sledding, and singing along with Pa’s fiddle. Laura also loved school and at age fifteen became a teacher like her mother. Three years later, she married a quiet farm boy from northern New York named Almanzo Wilder.

**Birthday:** February 7, 1867

**Birthplace:** Pepin County, Wisconsin

**Parents:** Charles Phillip Ingalls & Caroline Quiner Ingalls

**Brothers & Sisters:** Mary, Carrie, Grace, Frederick



<p><b>Activities:</b> knitting, sewing nine-patch quilt squares, reading Pa’s <i>Big Green Animal Book</i>, dancing, climbing trees</p>	<p><b>Chores:</b> gathering wood chips, wiping dishes, making the trundle bed, weeding garden, feeding calves and hens, collecting eggs, helping make cheese</p>	<p><b>Foods Laura ate:</b> pancakes with bacon and molasses, bear meat, salt pork, cornbread, hulled corn and milk</p>
<p><b>Games Laura played:</b> mad dog, making snow pictures, stump jumping, thimble pictures</p>	<p><b>Likes:</b> churning butter on Thursdays, baking on Saturdays, Pa’s stories and fiddle playing, going barefoot</p>	<p><b>Nickname:</b> “Half-pint”</p>
<p><b>Pets:</b> Jack, a bulldog; Black Susan, a cat</p>	<p><b>School:</b> started in Walnut Grove, Minnesota at age 7</p>	<p><b>Toys:</b> corncob doll named Susan, rag doll named Charlotte, balloon made from a hog’s bladder, paper dolls</p>

## MEET MARTHA GRÁINNE MORSE • “WHERE LITTLE HOUSE BEGAN”

Martha Morse, the first of the Little House girls, grew up to be Laura’s great-grandmother. A spunky and rebellious redhead, Martha was the daughter of wealthy landowners in the Scottish Highlands. She learned needlework, as did all proper young ladies of her time, but she much preferred exploring the rolling hills around her home with Duncan, her brother and best friend.

As a young woman, Martha fell in love with a blacksmith’s son named Lewis Tucker. First Lewis and then Martha made the long and dangerous sea voyage to the United States—a country, Martha marveled, that was about the same age as she was, having won its war for independence in 1783, the year after she was born. Martha and Lewis began their new life near Boston, Massachusetts, becoming the first of Laura’s ancestors to pioneer America.

**Birthday:** January 2, 1782

**Birthplace:** Scotland

**Parents:** Allan Alexander Morse & Margaret Drummond Morse

**Brothers & Sisters:** Grisie, Alisdair, Robbie, Duncan



<p><b>Activities:</b> sewing, spinning thread, knitting, playing pianoforte</p>	<p><b>Chores:</b> sewing embroidery</p>	<p><b>Dislikes:</b> wearing shoes</p>
<p><b>Foods Martha ate:</b> haggis, porridge, oatcakes, almond cream</p>	<p><b>Games Martha played:</b> Picts and Scots</p>	<p><b>Likes:</b> listening to songs, listening to stories about America and magical tales of fairies and wee folk, scent of heather</p>
<p><b>School:</b> does not attend; Mum will get her a governess when she is older</p>	<p><b>Songs:</b> “Tintock-Top,” “I Had a Wee Hen”</p>	<p><b>Toys:</b> doll named Lady Flora</p>

## MEET CHARLOTTE TUCKER • “BOSTON’S LITTLE HOUSE GIRL”

Charlotte Tucker, who grew up to be Laura’s grandmother, was born in the little town of Roxbury, Massachusetts. Within walking distance of Boston, Roxbury was one of the country’s biggest cities at the time. Curious and kindhearted, Charlotte eagerly listened to stories about her parents’ Scottish homeland and gladly helped in her mother’s garden and her father’s blacksmith shop.

Charlotte was just three years old when the War of 1812 began. War news filled the Tucker home, and Charlotte learned firsthand how sea battles and the British blockade of Boston Harbor could affect her life and the lives of her friends and neighbors. As a young woman, Charlotte married Henry Newton Quiner from Connecticut, and their quest for adventure led them to become pioneers. Charlotte was the first girl in her family to travel west, living in Ohio and Indiana before settling in the frontier town of Brookfield, Wisconsin.

**Birthday:** May 25, 1809

**Birthplace:** Roxbury, Massachusetts

**Parents:** Lewis Tucker & Martha Morse Tucker

**Brothers & Sisters:** Lewis, Lydia, Thomas, Mary



<p><b>Activities:</b> sewing, learning verses</p>	<p><b>Chores:</b> sweep parlor, dust, make beds, carry plates to hearth, wash and dry dishes, help with baby sister</p>	<p><b>Dislikes:</b> war, when things change</p>
<p><b>Foods Charlotte ate:</b> cornmeal pudding with molasses, salt cod, baked beans, flapjacks</p>	<p><b>Games Charlotte played:</b> graces (stick-and-hoop set), apple snap (trying to bite into a hanging apple without using hands)</p>	<p><b>Likes:</b> Sunday dresses, apples, listening to stories and Scottish tales</p>
<p><b>Nickname:</b> “Lottie”</p>	<p><b>School:</b> attended in summer</p>	<p><b>Toys:</b> thimble, button, clothespin doll named Emmeline</p>

## MEET CAROLINE LAKE QUINER • “SPIRIT OF THE WESTERN FRONTIER”

Caroline Quiner, who grew up to be Laura’s Ma, was born in a frame house in the little town of Brookfield, Wisconsin, near the banks of Lake Michigan. Caroline’s parents were among the first pioneer families to settle in this region, which is now part of the densely populated Milwaukee metropolitan area. Caroline’s father made a good living trading with the local Native Americans. But while on a trading voyage in 1844, he drowned when his schooner was lost during a fierce storm near the Mackinac Straights on Lake Michigan.

Always studious, hard working, and resourceful, young Caroline took on extra responsibilities in the home and on the family’s small farm. When she grew up, Caroline became a teacher and married Charles Ingalls, an adventurous, fiddle-playing farmer whose family had also moved to Wisconsin from the East. Together, Charles and Caroline Ingalls braved life on the frontier and had five children. Laura was their second child.

**Birthday:** December 12, 1839

**Birthplace:** Brookfield, Wisconsin

**Parents:** Henry Newton Quiner & Charlotte Tucker Quiner

**Brothers & Sisters:** Joseph, Henry, Martha, Eliza, Thomas



<p><b>Activities:</b> reading, writing, learning Bible verses, stitching sampler</p>	<p><b>Chores:</b> tend chickens, gather eggs, haul water, dry dishes, clean room</p>	<p><b>Collection:</b> buttons</p>
<p><b>Dislikes:</b> hand-me-down dresses and shoes</p>	<p><b>Foods Caroline ate:</b> hotcakes with sugar syrup, corn, stuffed tomatoes, chicken pie</p>	<p><b>Games Caroline played:</b> fox and geese, poison tag</p>
<p><b>Nickname:</b> “Little Brownbraid”</p>	<p><b>School:</b> attended in summer</p>	<p><b>Toy:</b> rag doll named Abigail</p>

## MEET ROSE WILDER • “PIONEER FOR A NEW CENTURY”

Laura’s daughter, Rose, was named for the beautiful wild rose of the Dakota prairie. Times were hard on the prairie, though, and after a fire destroyed the family home, Laura and Almanzo decided to start over in a new part of the country. When Rose was seven, the family traveled by covered wagon to the Ozark hills of Missouri, where they bought a farm and worked together to build a house. The fertile land had apple trees and a bubbling creek, and Laura named it Rocky Ridge Farm. Rose attended school and quickly developed into an outspoken and brilliant student.

As Rose grew, so did her talent and enthusiasm for writing. She became a successful journalist, traveling around the world and writing dozens of short stories, articles, and books. She also encouraged her mother to write, telling Laura that people all over the world truly would be interested in reading about what it was like to grow up on the American frontier.

**Birthday:** December 5, 1886

**Birthplace:** De Smet, South Dakota

**Parents:** Almanzo James Wilder & Laura Ingalls Wilder

**Brothers & Sisters:** None



<p><b>Activities:</b> sewing, knitting, reading, writing, spelling, exploring outdoors</p>	<p><b>Chores:</b> gather cookwood, haul water, set table, wash and dry dishes, sweep, wash clothes, feed chickens, collect eggs, help with cooking and farming</p>	<p><b>Dislikes:</b> riding Spookendyke</p>
<p><b>Games Rose played:</b> hull gull, checkers fox and geese</p>	<p><b>Likes:</b> peppermint candy, listening to stories</p>	<p><b>Nickname:</b> “Prairie Rose”</p>
<p><b>Pets:</b> dog named Fido, kitten named Blackfoot, mule named Spookendyke</p>	<p><b>School:</b> started at age five</p>	<p><b>Song:</b> “Ta-ra-ra-boom-de-ay”</p>

## LAURA AND HER WORLD

In addition to the Little House books, Laura wrote hundreds of articles, poems, and letters over her long life. Many of these were saved and can be read today. There also are photographs from all stages of Laura's life, and many other pieces of memorabilia that keep alive the memory of the pioneer girl who grew up to become a world-famous writer.

*Pa's famous fiddle*

Laura wrote this letter to her young fans in 1947. "The 'Little House' Books are stories of long ago. Today our way of living and our schools are much different; so many things have made living and learning easier. But the real things haven't changed. It is still best to be honest and truthful; to make the most of what we have; to be happy with simple pleasures and to be cheerful and have courage when things go wrong."

*Laura enjoyed autographing books for her fans.*



*Laura described her family's move to Missouri in a letter written in April 1943: "Almanzo and I came here in September of 1894 in a covered wagon and bought a rough forty acres of land, with five acres cleared of timber and a one room log house, where the only way for light to enter with the door shut, was through cracks between the logs where the chinking had fallen out. Another little house."*

*his immediate family now living  
Almanzo and I  
came here in Sept of 1894 in a covered wagon  
42 years ago and bought a rough  
forty acres of land, with five acres cleared of timber  
and a one room log house, where the only way  
for light to enter with the door shut, was through  
cracks between logs where the chinking had fallen  
out. Another little house.  
Through the years we added to our land until  
we owned 185 acres, cleared except for wood lots  
left to furnish wood to barn and fence posts.  
We built the ten room Rocky Ridge Farm home  
of materials from the farm itself, except for the  
pine siding on the outside. The oak frame of the  
house, oak paneling, solid oak beams and stair  
in the living room, <sup>are</sup> from our own timber, hand  
made and an enormous fireplace made of  
The*

## LAURA AND HER WORLD

Laura was a teenager when she wrote this poem about the long Dakota winters.

*We remember not the summer  
For it was long ago  
We remember not the summer  
In this whirling blinding snow  
I will leave this frozen region  
I will travel farther south  
If you say one word against it  
I will punch you in the mouth.*

*Laura loved to cook. Here's one of her most popular recipes.*



*Mansfield, Missouri*

### COOK IT YOURSELF Laura's Gingerbread

Laura's gingerbread was a favorite in the Mansfield community, and Laura was often asked to share her recipe for it. Here is her recipe, modified for a modern kitchen. To make Laura's gingerbread, you will need:

*Measuring spoons  
9" x 9" baking pan  
Small bowl  
Mixing spoon  
2-cup measuring cup  
Large bowl  
Cake tester (or fork)  
1 cup brown sugar  
½ cup shortening*

*1 cup molasses  
2 teaspoons baking soda  
1 cup boiling water  
3 cups all purpose flour  
1 teaspoon each ginger, cinnamon, allspice, nutmeg, and cloves  
½ teaspoon salt  
Shortening to grease baking pan*

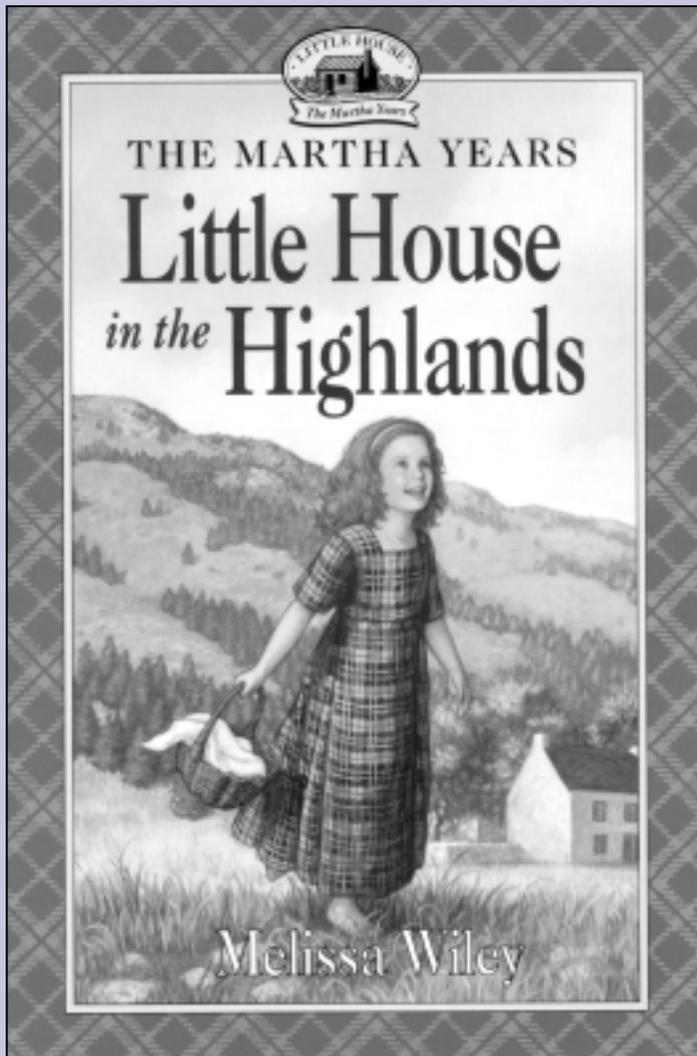
1. Preheat oven to 350°. Grease a 9" x 9" baking pan.
2. Blend the sugar and shortening in the small bowl. Mix in the molasses.
3. Measure out a cup of boiling water in the 2-cup measuring cup. *Be careful the water is hot!* Add the baking soda and mix well.
4. In the large bowl, sift together the flour and the spices. Add all other ingredients, mix well, and pour into prepared pan.
5. Bake for 45 minutes or until cake tester or fork comes out clean.
6. Serve this warm or at room temperature. It is delicious with applesauce or whipped cream that has been whipped to soft peaks and sweetened just a little. Laura herself liked to add chocolate frosting! She wrote in her recipe, "Chocolate frosting adds to the goodness."



*Laura and Almanzo Wilder, the winter after their marriage*



## A GUIDE TO TEACHING *LITTLE HOUSE IN THE HIGHLANDS*



### GRADES 3-6

#### THEMES

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- Amazing Stories
  - Families
  - Memories
  - People and Places
- 

#### READING SKILLS AND STRATEGIES

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- Compare and Contrast
  - Evaluate Fact and Nonfact
  - Make Judgements and Decisions
  - Make Predictions
- 

Set on the beautiful Scottish countryside in the late 1700s, *Little House in the Highlands* introduces us to the first of five generations of Little House girls. As the book opens, Martha Morse is a six-year-old bundle of energy, a girl who would rather run barefoot in the heather than learn to sew like a proper lady. Martha's life on the highlands is full of colorful characters, magical stories, and one adventure after another.

## A GUIDE TO TEACHING *LITTLE HOUSE IN THE HIGHLANDS*

### MEETING MARTHA

Martha Morse was born in 1782, the last of five Morse children. Her father was a wealthy man who was the laird, or owner, of a large estate beside Loch Caraid. The Morse family lived in a stately two-story home known as Stone House. As *Little House in the Highlands* begins, Martha is six-and-a-half years old and her days are filled with activity: learning to sew and knit from Mum, helping Cook prepare delicious dishes, listening to tales of “water fairies” and “wee folk,” and playing Picts and Scots with her brothers on the grassy hills.

### BEFORE READING

Have students find Scotland on a world map. Then tell them that Martha Morse, Laura Ingalls Wilder’s great-grandmother, grew up in Scotland before immigrating to America as a teenager. Ask students to imagine what it might have been like to grow up in Scotland in the late 1700s. What kinds of things do they think a boy or girl might do during the day? Make a list of students’ responses on the chalkboard. As students read the book, ask them to add items to the list. When they have finished reading, have students discuss what they have learned.

### SETTING THE SCENE

#### About the Place

The story takes place in Scotland near Loch Caraid (Friendly Lake), a small lake in the Scottish mountain valley of Glencaraid (Friendly Valley). Explain to students that *loch* means “lake,” *glen* means “valley,” and *caraid* means “friendly.” Share with students that the fictional Glencaraid is in the part of Scotland called the Highlands (see inside back cover for a map of Scotland), a rugged, sparsely populated region that covers the northern two-thirds of Scotland. Show students a map of Great Britain and point out Scotland, which lies north of England. Point out the Scottish Highlands. You may wish to explain that three-quarters of the Scottish people live in the lowlands of Scotland, where the land is flatter and more fertile.

#### About the Time

As background information, tell students that Scotland was an independent kingdom until 1707, when it became part of the United Kingdom of Great Britain. The story takes place in the late 1780s. One of the favorite topics of conversation in Scotland at this time was the United States, or as the Morses called it, “the brand-new country across the sea.” The United States won the final battle of its war for independence in 1783, just one year after Martha Morse was born.



## CHALLENGING ISSUES

This book contains Gaelic words and many words written in Scottish dialect. For instance, the characters refer to a newborn baby as a *bairn*. As students read, you may wish to make an ongoing list of these words on the chalkboard. Next to each word, write its meaning in English.

## READING SKILLS AND STRATEGIES

### Compare and Contrast

*Little House in the Highlands* contrasts the lifestyle of Martha's wealthy family with the lifestyle of poorer servants and tenant farmers. For example, Martha's family owned a beautiful stone house, while tenants lived in tiny houses of turf and straw. Ask students to think about how life for the members of Martha's family compared with life for the servants and tenant families. You may wish to have students make a chart on the chalkboard with three columns labeled MORSE FAMILY, SERVANTS, and TENANTS. Students then can choose information to compare and contrast in the chart, such as housing, clothing, and food.

### Evaluate Fact and Nonfact

*Little House in the Highlands* features many examples of fairy tales and superstitions. For example, in the chapter "The Brownie," Cook is worried when she forgets to leave food out for the brownie because she fears that he will get his revenge by playing tricks on her. As students read the book, have them make a list of all the tales about fairies and little people. Ask them if they think people really believed these stories and why they think these stories might have come to be.

### Make Judgments and Decisions

Throughout the book, there are several times when Martha wants to do something but can't because she is a girl. For example, Martha wishes she could learn Latin like her brothers and go to college when she gets older. But Father tells her that girls do not go to college. Ask students to think about how life was different for a young girl in the times of *Little House in the Highlands*. How have things changed since then?

## READING SKILLS AND STRATEGIES (cont.)

### Make Predictions

Martha's older sister Grisie turns fifteen in *Little House in the Highlands*, and as the author says, "looked every bit as much a lady as Mum." Grisie is very neat, has impeccable manners, and is an expert spinner. Martha admires her sister but has a very different personality. Ask students to make a prediction based on the book: Do you think Martha will grow into a "proper young lady" just like Grisie? Why or why not?

## SHARING THE BOOK

### Questions for Group Discussion

- Describe the daily life of the Morse family. What tasks do Martha's father and mother do? What tasks do the children do?
- What kind of relationship does Martha's family have with their servants and their tenants? Explain.
- Martha loves to hear Alisdair and Father talk about America. Why do you think she is so interested in hearing about this new country?
- What kinds of animals do Martha's family and the tenants of Glencaraid raise? What kinds of animals do they find in the Highlands around their house?
- In the chapter "Busy Monday," Martha thinks about how she would rather shear sheep than learn to sew. But Mum says that shearing sheep is not for a laird's daughter. Why is Martha expected to act differently than the tenant children? Do you think this is fair? Explain.
- What kinds of things does Martha do for fun? What kinds of things would you do for fun if you lived in the Highlands during the 1700s?



## A GUIDE TO TEACHING *LITTLE HOUSE IN THE HIGHLANDS*

### ACTIVITIES ACROSS THE CURRICULUM

#### Art

On special occasions, Martha's father wears his tartan kilt. There are many different Scottish tartans. Have pairs of students research Scottish tartans. Then each pair can create a poster of some of the tartans with identifying labels. Students can also design tartans of their own.

#### Drama

*Little House in the Highlands* features many tales about brownies, fairies, and other wee folk. Break the class into groups and ask each group to choose one of these stories. Have each group create a short skit based on the tale. If a group needs additional actors, ask students from other groups to appear. Present the skit to the class.

#### Language Arts

The rhyme on page 108 is similar to the children's rhyme "This Little Piggy." Ask students to make up rhymes that they might use to amuse a very young child. Then have volunteers recite their rhymes to the class.

On page 213, Father poses a riddle to his family. Divide the class into groups to create their own riddles. The groups can take turns presenting their riddles for the class to try and solve.

#### Math

The tenant farmers had to pay their rent by giving a portion of their crops to Laird Glencaraid and by working for him for free. Ask students to imagine that they have to work in exchange for food and shelter. Have them consider the following: Suppose food costs \$50 per week and shelter costs \$50 per week. You can do odd jobs for \$5 per hour. How many hours a week would you have to work to pay off these basic expenses? If you had a forty-hour work week, how many hours would you have left to earn money for your other expenses, such as clothing and medical care? Discuss your findings with the class.

#### Music

*Little House in the Highlands* is filled with folksongs (pages 82, 118–120, 153, 154, 155, 251, 255). Have pairs of students research different Scottish folk songs. If possible, find out how the song sounds. Pairs can read the lyrics to the class or, if they prefer, sing the song to the class.

#### Science

On page 69 is a description of the family garden, which is full of delicious and useful herbs and vegetables. Ask the students to work in pairs to make a list of the plants in the garden. Then ask them to find out what each plant is used for and what it looks like. Have the students present their findings in a chart.

Winter days are short in Scotland. Have students research why winter days are much shorter in some parts of the world than in other parts. Are there places that have even shorter winter days than Scotland?

#### Social Studies

*Little House in the Highlands* offers several descriptions of the land surrounding Martha's house. Working in small groups, students can find out more about the geographic features of the Highlands of Scotland. What does the land look like? What is the climate like? Have groups compare their findings.

Martha, Duncan, and Robbie play a game called Picts and Scots (pages 122–127). Have students work with partners and do some research to find out more about the Picts and the Scots. Ask the pairs to write a short report of their findings.

New Year's Eve, or Hogmanay, was a special time for Martha's family. Ask each student to select another country and find out how the people in that country celebrate New Year's Eve. Students can share their findings with the class and then take a vote: What country's New Year's Eve celebration sounds like the most fun?

## MEETING THE AUTHOR • AN INTERVIEW WITH MELISSA WILEY



Photo © Scott Paterson

**Q.** What did you know about Scotland before you began working on this book?

**A.** *Very little! I have always loved fairytales and folktales, so what I knew about Scotland was a lot of the country's folklore, like Scotland's Celtic legends. I am part Scottish, so it was really fun for me to find out more about the country and what life is like there.*

**Q.** What kinds of sources did you use to find out more about life in Scotland?

**A.** *I read journals, and I also found a lot of really good books that were written as far back as 100 years ago. The books were histories of 100 years before that, which put me in the right time period. I also have a researcher in Scotland who I send questions to, and her specialty is Scottish customs and social life from Martha's time period. She has been tremendously helpful.*

**Q.** What facts do we know for sure about the life of Martha Morse? Have any of her letters or journals been preserved?

**A.** *A lot of what we do know we learned from a letter written by Laura's sister. The letter also covered the circumstances when she came to America.*

**Q.** How did you learn Scottish dialect?

**A.** *I picked up the dialogue from reading Scottish folktales written by Scottish authors. I did tone it down quite a bit, because there are many Scottish dialect words that would be too confusing for American readers.*

**Q.** Did you read Laura Ingalls Wilder's Little House books as a child? What did you think of them?

**A.** *I was the biggest Little House fan! My two sisters and I spent countless hours playing Little House, and even though I was the oldest, I always insisted on playing Laura. I never stopped reading the books, even as an adult. In college I had a summer job at a pioneer history museum in Colorado. Part of my job was to dress up like Laura and do things like churn butter, hunt buffalo chips, and make johnnycakes, and I gave tours. I loved it!*

**Q.** Do you think Laura Ingalls and Martha Morse would have gotten along well?

**A.** *Oh yes, I think there is a lot of Martha in Laura. Martha was a really funny, independent person with an adventurous spirit and a fire to her. That's very much like Laura.*

## A GUIDE TO TEACHING *LITTLE HOUSE BY BOSTON BAY*

### GRADES 3-6

#### THEMES

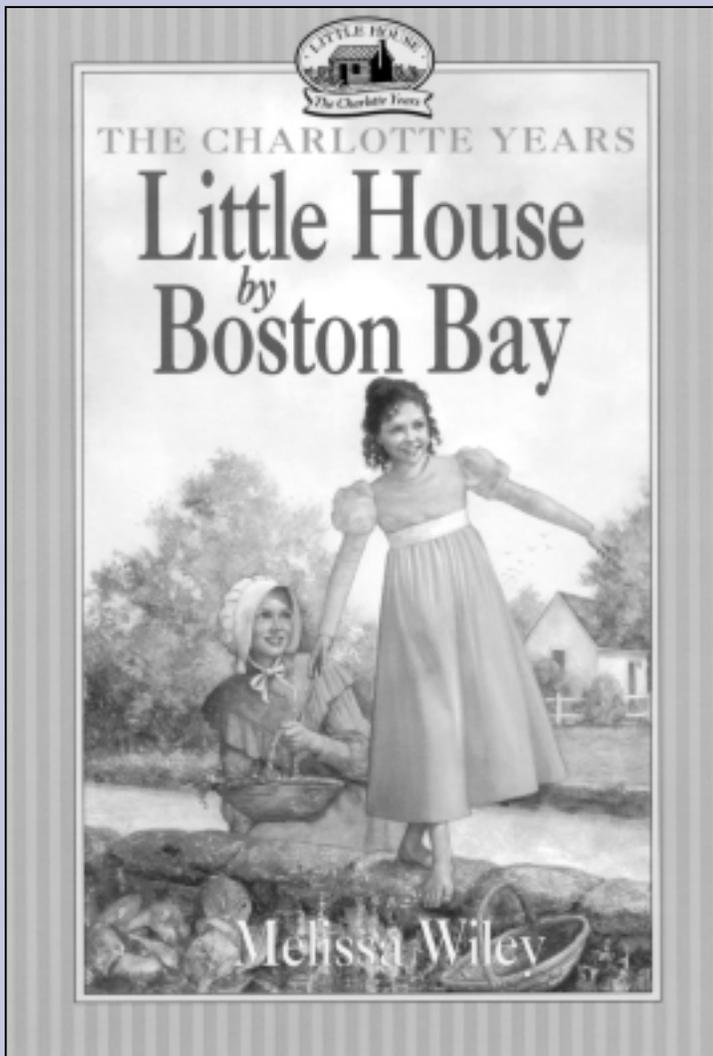
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- Citizenship
  - Explorations
  - Memories
  - Problem Solving
- 

#### READING SKILLS AND STRATEGIES

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- Draw Conclusions
  - Make Predictions
  - Recognize Point of View
  - Understand Cause  
and Effect
- 



In *Little House by Boston Bay*, readers meet five-year-old Charlotte Tucker, a curious and imaginative young girl who would one day be the grandmother of Laura Ingalls Wilder. Charlotte lives in Roxbury, Massachusetts, just outside of the bustling port city of Boston. As the book opens, it's 1814 and the young United States is at war with Great Britain. Charlotte gets a firsthand view of the realities of war as the British blockade has made many goods scarce and the young men of Roxbury have marched off to battle. Yet this is also an exciting time for Charlotte, who enjoys listening to stories of her mother's Scottish homeland, visiting her father's blacksmith shop, and exploring the seemingly endless world around her little house.

## A GUIDE TO TEACHING *LITTLE HOUSE BY BOSTON BAY*



### MEETING CHARLOTTE

Charlotte Tucker was born on May 25, 1809, the fourth of five children of Martha and Lewis Tucker. Charlotte's parents left their homeland of Scotland when they were teenagers to start a new life in America. As *Little House by Boston Bay* opens, Charlotte is about to turn five. A born pioneer, Charlotte delights in the never-ending discoveries open to a city girl in a brand-new nation. Already evident is the curious and brave spirit that later would lead Charlotte to become the first Little House girl to brave life on the western frontier.

### BEFORE READING

Tell students that Charlotte, the second of five generations of Little House girls, was the only one to grow up near a big city. She grew up within walking distance of Boston, Massachusetts, one of the largest cities and busiest ports in the nation in the early 1800s. Ask students what they think it might have been like to grow up near a big city at this time in American history. As students read *Little House by Boston Bay*, have them look for details about life near Boston in the early 1800s and think about how it was different from city life today. Have students discuss their discoveries and list them on the chalkboard.

### SETTING THE SCENE

#### About the Place

*Little House by Boston Bay* takes place in Roxbury, a small town on the outskirts of Boston, Massachusetts. Have students find Boston on a map of the United States. Explain that today Roxbury is part of the Boston metropolitan area. Tell students that Boston is one of the nation's oldest cities and that when Charlotte lived there it had already been a bustling seaport for more than 150 years. Today, Boston is still New England's busiest harbor and largest city, with a population of over 500,000.

#### About the Time

*Little House by Boston Bay* takes place during the War of 1812. This war, discussed frequently in the book, had a direct impact on the people of Boston. The British Navy blockaded Boston harbor, effectively choking off the sea trade that was vital to Boston's economy. For the young United States, this was a time of growing patriotism and national pride. The Tucker family typified this as they followed the war news closely and, in spite of their dislike of war, supported their soldiers to defeat the mighty British.

## READING SKILLS AND STRATEGIES

### Draw Conclusions

In *Little House by Boston Bay*, there are many examples of characters drawing conclusions. Some are correct, but some are incorrect. For instance, in the chapter “The Road to Scotland,” Charlotte concludes that she can walk to Scotland, but soon learns her conclusion is not accurate. And in the chapter “C for Coach,” Charlotte and Susan erroneously conclude that they will receive a coach once they have learned their ABCs. Discuss with students how these characters arrive at their erroneous conclusions. Explain that information on which conclusions are based must be accurate.

### Make Predictions

Tell students that when Charlotte Tucker was in her early twenties, she moved west with her husband, Henry Quiner, leaving the city behind in favor of the risks and adventures of life on the frontier. As students read *Little House by Boston Bay*, ask them to look for evidence of Charlotte’s courage and adventurous spirit. Ask students: Based on the book, could you have predicted that Charlotte would one day move to the frontier? Why or why not?

### Recognize Point of View

Many characters in *Little House by Boston Bay* express their point of view on the War of 1812. As students read, ask them to keep track of these opinions. Have them make a chart and label one column CHARACTER and the second column OPINION ABOUT THE WAR. In addition, encourage volunteers to share their own points of view. How would they have felt about the war if they lived in Charlotte’s time?

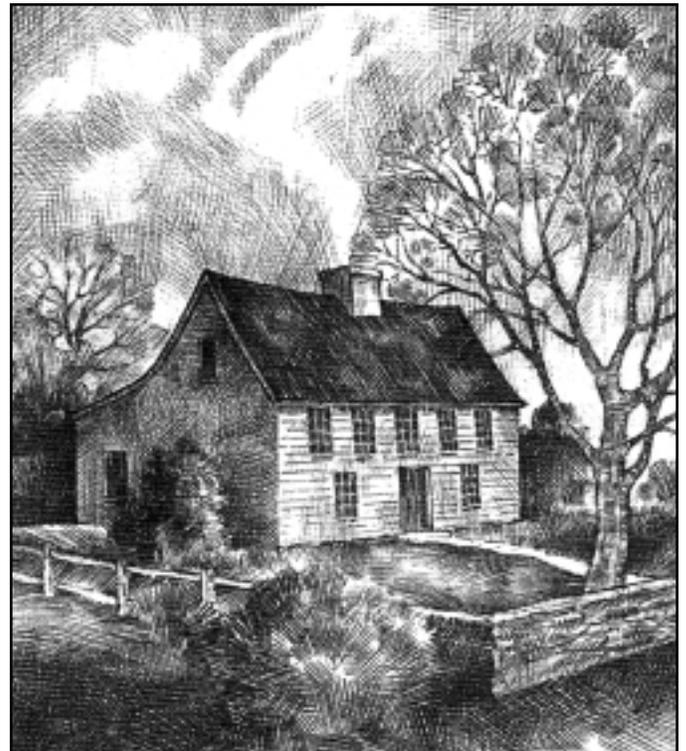
### Understand Cause and Effect

The War of 1812 is mentioned frequently throughout *Little House by Boston Bay*. As students read, ask them to look for examples of effects the war has on the Tucker family and their friends. For example, due to the British blockade (cause), there is no molasses in the Tucker household (effect). You may wish to keep a running list of the effects of the war on the chalkboard. In addition, you may wish to have students look for other examples of cause and effect which are not related to the war.

## SHARING THE BOOK

### Questions for Group Discussion

- Charlotte’s parents immigrated to the United States from Scotland. Think about what it would be like to pack up and move to another country. What kind of character traits do you think would be necessary to do this? What are some of the reasons that you think people might leave their home country and start over in a different country?
- Will, the young man who works with Papa and boards with the Tuckers, dresses in the style of the day with short hair and pantaloons, while Charlotte’s papa has longer hair and breeches, in the style of the older generation. Think about styles today. Is it still true that people of different generations dress differently and have different hairstyles? Explain and give some examples.
- What kinds of things does Charlotte do for fun? What kinds of toys does she play with? Compare and contrast the things she does for fun with what children her age do today.
- Charlotte goes to a school where the teacher has to teach students of all different ages in the same room. Why do you think the school is organized this way? How is this different from school today? Which system do you think is better? Why?



## A GUIDE TO TEACHING *LITTLE HOUSE BY BOSTON BAY*

### ACTIVITIES ACROSS THE CURRICULUM

#### Home Economics

In the chapter “Apple Time,” four of Papa’s customers pay him in apples. Instruct students to imagine they were paid in apples for a job they had done: What would they do with all those apples? Have partners find a recipe for something they can make with apples. Have the pairs prepare the dish and share it with the class.

#### Language Arts

In the chapter “Emmeline,” Mama tells Charlotte and Susan a story about the creation of a type of rock called puddingstone. This story is clearly a legend, or made-up tale. Break the class into groups and ask the group members to either think of a legend they know, or make one up. The students in the group can tell their legends to the rest of the group.

#### Math

In the chapter “The Road to Scotland,” Charlotte decides to walk to Scotland. Have volunteers help you find the United States and the United Kingdom on a world map. Then locate Scotland in the United Kingdom. Using the map’s scale, have the class estimate how many miles it is from the west coast of Scotland to Boston, Massachusetts, then figure out how long the journey would take if it were really possible to walk across the ocean. Suppose Charlotte could walk ten miles a day. How many days would the walk take?

#### Music

*Little House by Boston Bay* contains the lyrics of the “Star Spangled Banner,” written by Francis Scott Key during the War of 1812. Form small singing groups with your class and practice the “Star Spangled Banner” using both verses (pages 166-167). Sing the anthem to another class.

#### Science

In the chapter “In the Garden,” Charlotte’s mother uses *The Farmer’s Almanack* to help her with her gardening. Called *The Old Farmer’s Almanack* today, it is still published every year. Have the class break into pairs, and find a copy in the library (or look on the Internet at [www.almanac.com](http://www.almanac.com)). What kinds of information can be found in *The Old Farmer’s Almanack*? How might this kind of information help a farmer to grow crops? Have each pair present an interesting fact from the almanac to the class.

In the chapter “In the Smithy” is a detailed description of how Charlotte’s father makes horseshoes. Have students write a short report on horseshoes. When were they first used? Why do horses need to wear horseshoes? Include a diagram of a horseshoe.

Throughout *Little House by Boston Bay*, Will teaches Charlotte about some of the birds that make their home in the area. Have the class research to find out more about the birds in your area. Each student can choose one kind of bird and create a one-page report about it. Include information on what it looks like, what it eats, the type of habitat it needs, and whether it migrates each summer and winter or stays in one place year-round. Ask them to include a drawing or photograph of their bird.

#### Social Studies

Have small groups research different aspects of the War of 1812. What were the causes of the war? Where were the major battles fought? What was the outcome of the war? Have the different groups present their findings to the class.

On page 44, several characters discuss President James Madison, the fourth President of the United States. Have students make a list of the first four Presidents of the United States, including the years they served.



Photo © Scott Paterson

**Q.** How did you research the life of Charlotte Tucker? Do any of her letters or journals still exist?

**A.** *Boston is such a historically minded city that you can get copies of newspapers from the early 1800s—I can read about the weather and headlines from any given day. We know a lot about Charlotte’s adult life from letters that Laura’s aunt Martha sent her. We have an autograph album that belonged to her in her late teens, and we know that Charlotte went to a female seminary in Boston. We even have a business card that belonged to her from when she was doing dressmaking in Roxbury.*

**Q.** What was the most interesting thing about Charlotte that you discovered?

**A.** *The thing about Charlotte that intrigues me the most is that her personality is sort of a contradiction—on one hand, she was very proper and concerned with doing things the right way, but on the other hand she was very independent and very strong, going against what would be the conventional way of doing things when it came to the independence of her own family.*

**Q.** How did you find out what school was like in Charlotte’s time?

**A.** *I read diaries and letters that were written in that time period, and I’ve also come across some school books. The poem in Charlotte’s reading book came from a real reading primer from that period. I’ve used a lot of resources from Old Sturbridge Village outside Boston, which is a working village from the 1820s and 30s. Charlotte was grown by then, but it’s just about the right time period.*

**Q.** Did people talk differently in the early 1800s than they do now? How did you discover what people really sounded like back then?

**A.** *A lot of words and phrases were in use then that aren’t now. I learned these primarily from reading things that were written at that time. I also have a really good book about speech at that time that lists lots of words and phrases that I can use.*

## A GUIDE TO TEACHING *LITTLE HOUSE IN BROOKFIELD*

### GRADES 3-6

#### THEMES

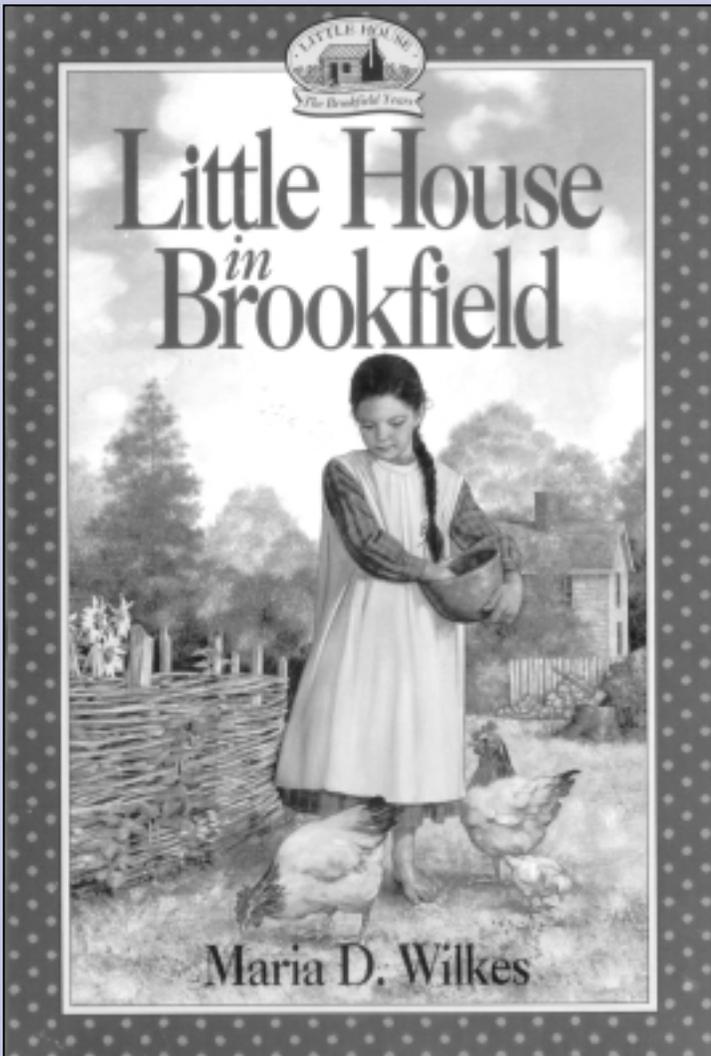
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- Memories
  - The Past
  - Personal Journeys
  - Pioneers and the Frontier
- 

#### READING SKILLS AND STRATEGIES

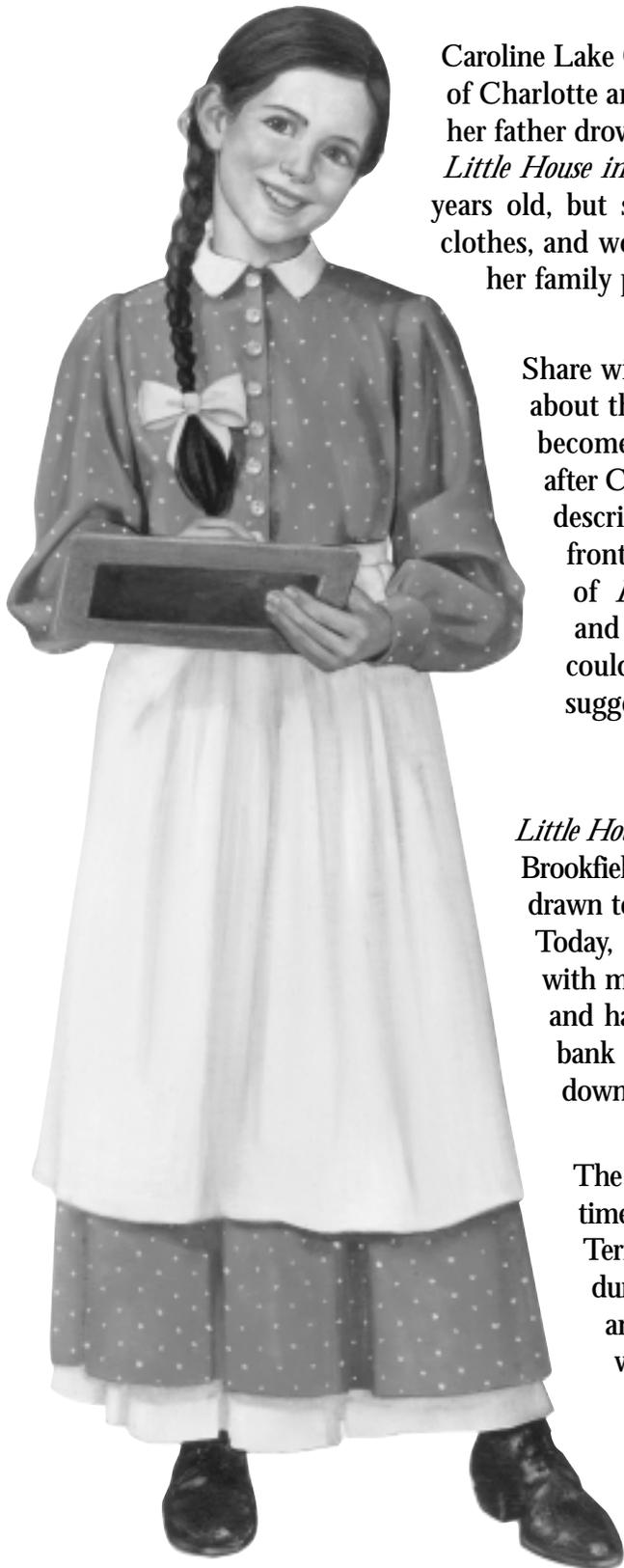
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- Draw Conclusions
  - Identify Problems and Solutions
  - Sequence Events
  - Understand Cause  
and Effect
- 



Long before she was Laura Ingalls's "Ma," she was known as "Little Brownbraid" for her long braid of thick brown hair. Caroline Quiner grew up in the tiny frontier town of Brookfield, Wisconsin. As *Little House in Brookfield* opens, a year has passed since the death of Caroline's father, and her close-knit family is struggling to carry on without him. Each day brings new responsibilities and new adventures as five-year-old Caroline attempts to help her mother cope with the harsh realities of life on the frontier.

## A GUIDE TO TEACHING *LITTLE HOUSE IN BROOKFIELD*



### MEETING CAROLINE

Caroline Lake Quiner was born on December 12, 1839, the fourth of six children of Charlotte and Henry Quiner. Explain that when Caroline was four years old, her father drowned when his boat was lost in a raging storm on Lake Michigan. *Little House in Brookfield* begins a year after this tragedy. Caroline is just five years old, but she already knows how to care for the family's animals, wash clothes, and work in the garden. Caroline's hard work and generous spirit help her family pull together and overcome the difficulties of frontier life.

### BEFORE READING

Share with students that *Little House in Brookfield* is based on true stories about the childhood adventures of Caroline Quiner, who would one day become the mother of Laura Ingalls Wilder. Explain that many years after Caroline grew up, her older sister Martha wrote a series of long letters describing what life was like for the Quiner family on the Wisconsin frontier. These letters have been preserved to this day, and the author of *Little House in Brookfield* based the book on Martha's stories and descriptions. Ask students to think of other ways that a person could research his or her family's background. Make a list of students' suggestions on the chalkboard.

### SETTING THE SCENE

#### About the Place

*Little House in Brookfield* takes place in the rapidly growing frontier town of Brookfield, Wisconsin. Growth was driven by the steady stream of new settlers, drawn to Wisconsin by tales of fertile land and forests teeming with game. Today, Brookfield is a suburb of Milwaukee, part of a metropolitan area with more than 1.6 million residents. Show students a map of Wisconsin and have them locate the city of Milwaukee, which lies on the western bank of Lake Michigan. Brookfield is located about ten miles west of downtown Milwaukee.

#### About the Time

The story takes place in 1844 and 1845. Explain to students that at this time the area in which the Quiners lived was called the Wisconsin Territory. Wisconsin became a state in 1848. Wisconsin grew rapidly during this time: in 1840 about 31,000 white settlers lived in Wisconsin, and by 1850 their population had grown to over 305,000. The Quiners were typical settlers, having moved to Wisconsin from the East in search of a new life on their own land.

Explain to students that settlers often moved onto land where Native Americans lived, causing tension between the two groups. The last major Native-American battle in Wisconsin—the Black Hawk War—was lost by the Sauk Indians in 1832.

## CHALLENGING ISSUES

In the chapter “Such a Treat,” Mother reacts with fear when a Native American named Crooked Bone comes to the Quiners’ house. In Wisconsin, as in other parts of the country, Native Americans often fought with white settlers for control of their traditional homelands. Tell students that this is why Mother’s first reaction to Crooked Bone was fear. As it turned out, however, Crooked Bone had been Henry Quiner’s friend, and he had come with a gift of food to help the family through the long winter. Ask volunteers to discuss a time when they misjudged a person because of prejudice.

## READING SKILLS AND STRATEGIES

### Draw Conclusions

There are many examples of characters drawing conclusions in *Little House in Brookfield*. For example, when Mr. Carpenter sees a haze around the sun in “The Grocer’s Shelves” (page 80), he concludes that a fierce rainstorm is on its way. As students read, have them look for other examples of characters drawing conclusions. Ask them to differentiate between conclusions based on fact and those based on opinion. You may wish to have students draw their own conclusions about information in the book.

### Identify Problems and Solutions

The death of Caroline’s father causes many problems for the Quiner family. For example, Henry Quiner used to do the hunting and gardening, supplying the family with food throughout the year. After his death, the family struggles to put enough food on the table. As students read the book, have them make a list of problems that the Quiner family faces and how they attempt to solve these problems.

### Sequence Events

*Little House in Brookfield* is filled with descriptions of how things were done during Caroline’s time. For example, in “Wash Day” there is a detailed description of the sequence of steps necessary to wash clothes. As students read, have them look for passages that describe a sequence of events. Ask them to choose one sequence of events and make a flow chart showing the steps of the process being described. Invite them to illustrate their charts.

## READING SKILLS AND STRATEGIES (cont.)

### Understand Cause and Effect

Much of *Little House in Brookfield* takes place during the long, bitter winter of 1844–1845. As students read, have them look for the effects of winter on the Quiner family. Which of these effects would be the most difficult to endure? Why? You may wish to have students look for other examples of cause and effect as they read.

## SHARING THE BOOK

### Questions for Group Discussion

- Why do you think Grandma stayed with the Quiners after the death of Henry Quiner? How does she help the family survive without him?
- What kinds of animals does the Quiner family raise? What kinds of animals do they hunt?
- How was living close to town a benefit for the Quiners? How might their first year without Henry Quiner have been different if they had lived far from any town?
- In the chapter “Stagecoach,” a stagecoach pulls into town carrying mail for the people of Brookfield. How does Caroline react to the idea of getting mail? Why do you think she feels this way?
- Why does Mother go out into the garden to pick vegetables in the middle of the night (pages 96–97)? How do you think the children feel when they realize Mother is outside in the cold and the rain picking vegetables?
- Why are the horses that Henry and Joseph get for Christmas so precious to them (page 165)?
- In the chapter “Wagon Pie,” Martha says she wishes the family were rich. Mother tells Martha not to complain, because “We are very fortunate” (page 179). Why does Mother believe the family is fortunate? Do you agree with her? Explain.

## ACTIVITIES ACROSS THE CURRICULUM

### Art

Caroline works on her sewing sampler throughout the story. Ask the class to create designs for their own samplers. Display their work in the classroom.

### Home Economics

Many times in *Little House in Brookfield*, Caroline longs for the smell and taste of fresh bread. Have small groups find recipes for bread. They can then bake a loaf of bread from the recipe and bring it in to class. Have groups tell their classmates why they chose that type of bread.

### Language Arts

Ask students to imagine that they have relatives or friends who live far away and the only way to communicate with them is by letter. Have students write them letters describing the last few weeks.

On page 168, Mr. Carpenter startles Mother and she says, “my heart’s beating faster than a jackrabbit running from a grizzly!” Have the class make up similar expressions to describe emotions such as fear, happiness, or anger.

### Math

In the chapter “The Grocer’s Shelves,” Caroline and Henry see penny candy in the general store. Today, candy costs much more than a penny. Have the class break into partners. Ask each pair to choose one kind of candy and interview adults of different ages to find out how much the candy cost when they were children. Ask them to give an approximate year for when the candy cost this much. Then make a line graph showing how much the cost of the candy has increased over time. Post the graphs around the classroom.

### Music

Ever since Father died, Mother often sings a sad love song (page 117). Ask small groups to research other folksongs about sad love stories. Each group can then choose one and present it to the class.

### Science

Watching the weather is something that a good farmer must know how to do. When there is an early frost, the Quiners lose many of their crops. Ask the class to break into pairs to research the effect of frost on fruits and vegetables. Then as a class, experiment with the effects of frost by freezing a tomato. Compare the results of the experiment to what pairs have learned through their research.

Due to the frost, Mother has to pickle many of the vegetables. Have partners find out how food is pickled. How does pickling help to preserve food? As a class, create a flow chart showing the steps of the pickling process. Post the chart on the bulletin board.

### Social Studies

The Quiner children go to school in a one-room schoolhouse—the girls during the summer and the boys during the winter. Have your class find out more about one-room schoolhouses. How did the teacher teach a room full of students who were in different grades? What was a typical school day like? In what ways were one-room schoolhouses different from your classroom?

The mill was an important building in most towns. The Quiners go to the mill to get flour. Today, some mills have been made into museums so that people can see how they worked. Have partners research how mills worked. Then each pair can create a diagram of a mill and label its parts. Hang the diagrams up in the classroom.

A Native American brings a gift of meat to the Quiners (page 194). Break the class into partners and have each pair do some research to find out which Native American groups lived in Wisconsin before settlers began to arrive. Then each pair can choose one of these groups and find out more about the people’s traditional way of life, including their housing, clothing, customs, and food. Have the groups present the findings to the class in an illustrated chart.



Q. Which things in the book come directly from the letters Martha wrote to Laura?

A. *Aunt Martha was in her eighties when she wrote these letters, and they are just snippets of what she remembered. I take her letters and get as much info as I can on her remembrances. Sometimes I'll take something from the Laura books and find a way to show how these traditions originated with Caroline and her family.*

Q. Is each chapter based on fact? What kinds of things in the book are fiction?

A. *When I started this, I went through Laura's books and made a portrait of how Caroline feels about different things and how she reacts. Except for the family, most people are fictionalized. But I get names from maps and plat mats of the town, so everyone who is mentioned was really a person living there at that time.*

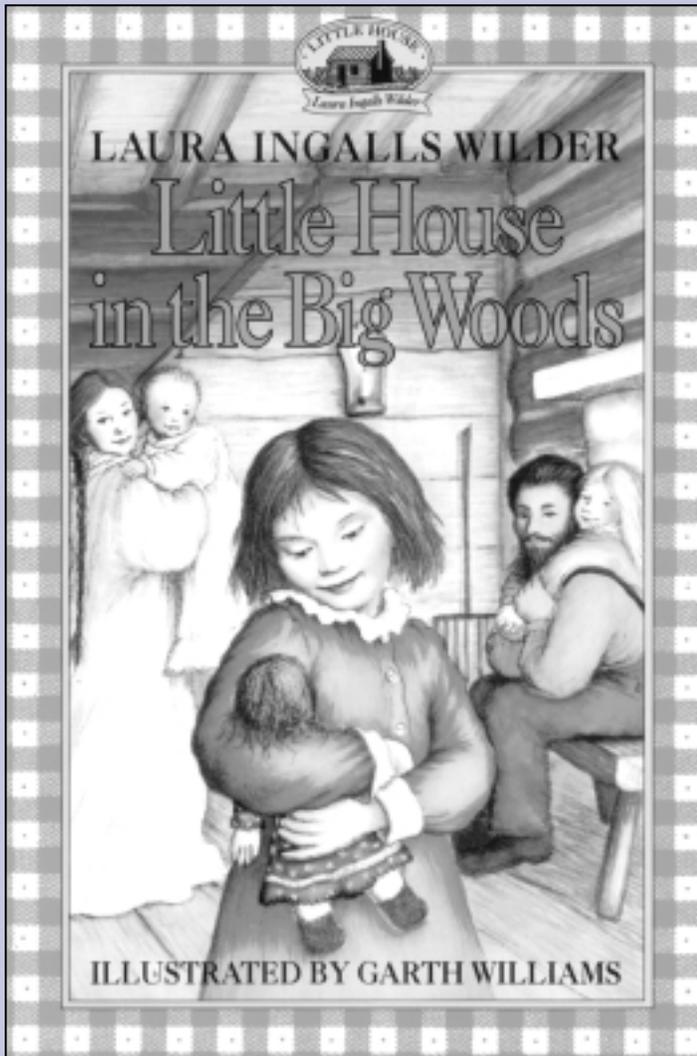
Q. What other sources of research did you use? Which was the most helpful?

A. *Caroline saw and smelled and touched Wisconsin in the 1840s; since I can't do that, I have to research everything I can, from what bird is sitting on the window to what the trees smell like. To do that, I used books about plants and flowers and mammals from Wisconsin, in addition to diaries and newspapers from the 1940s. I have also used books about popular speech at that time and what words people spoke. To be there and visit the village of Old World Wisconsin was particularly helpful for me, since it's not too far from where Caroline grew up. When you see everything you've read about, it makes a big difference in bringing it to life.*

Q. Have you ever traveled to Brookfield, Wisconsin? Is there any record or monument of the Quiners having lived there?

A. *They just put a monument up, actually! There's a young girl who spearheaded the effort for a monument, going door-to-door and holding bake sales to raise money for it. When I first went to Brookfield and saw the land, I really got a sense of what the terrain is like and what a summer day felt like. Going to Brookfield also helped answer some questions for me. For example, Caroline and her future husband lived across a river from each another, and I was worried about figuring out how they met. I got on the land, and I realized that the river is only about two feet wide! If I hadn't traveled to Brookfield, I wouldn't have realized that.*

## A GUIDE TO TEACHING *LITTLE HOUSE IN THE BIG WOODS*



### GRADES 3-6

#### THEMES

---

- In the Wild
  - Memories
  - The Past
  - Pioneers and the Frontier
- 

#### READING SKILLS AND STRATEGIES

---

- Compare and Contrast
  - Identify Problems and Solutions
  - Sequence Events
  - Understand Cause and Effect
- 

Laura Ingalls Wilder was born in a little log cabin in the Big Woods of Wisconsin. As a young girl, her nearest neighbors were howling wolves and hungry bears. She spent her days climbing trees, playing in the snow, and helping Ma with everything from milking the cow to making cheese. At night, she listened to Pa's stories and fell asleep to the sound of his fiddle.

Many years later, Laura decided to share the stories of her remarkable pioneer childhood on the Wisconsin frontier. *Little House in the Big Woods*, her first book, describes a year of adventures, lessons, and discoveries from the point of view of this spirited and curious young girl. *Little House in the Big Woods* is both a realistic account of nineteenth-century pioneer life and an ageless tale of a family pulling together to survive in a hostile environment.

## A GUIDE TO TEACHING *LITTLE HOUSE IN THE BIG WOODS*

### MEETING LAURA

Tell students that Laura Ingalls Wilder began writing *Little House in the Big Woods* when she was sixty-five years old. The events described in *Little House in the Big Woods* take place when Laura is five years old. Nicknamed “Half-pint” by her Pa, Laura is a spirited, outspoken, and adventurous girl—a girl who would rather climb trees than sit still playing “nice” games.

### BEFORE READING

Discuss with students what they think life was like for pioneers and the things they think a pioneer family had to do each day. Make a list of students’ responses on the chalkboard. As students read, ask them to compare their preconceptions about pioneers to Laura’s account of her family’s life.

### SETTING THE SCENE

#### About the Place

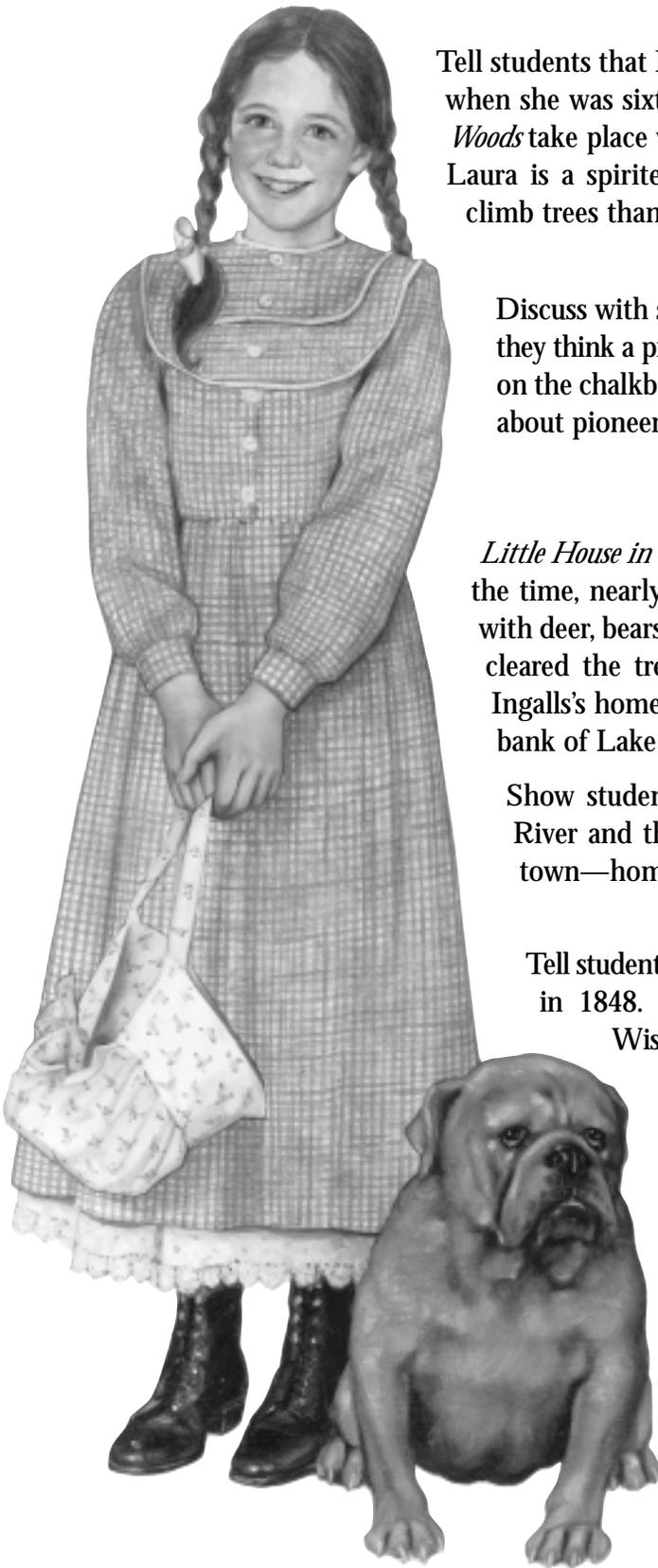
*Little House in the Big Woods* takes place in the forests of western Wisconsin. At the time, nearly all of Wisconsin was covered with woodlands that were dense with deer, bears, wolves, and panthers. Pioneers bought small parcels of land and cleared the trees to create room for a home and a patch of farmland. The Ingalls’s homestead was seven miles from Pepin, a town which lies on the east bank of Lake Pepin—actually a wide section of the Mississippi River.

Show students a map of Wisconsin and have them locate the Mississippi River and the town of Pepin. Tell students that today Pepin is still a small town—home to fewer than 1,000 people.

#### About the Time

Tell students that Wisconsin was the thirtieth state in the Union, having joined in 1848. By the late 1800s, large numbers of settlers were arriving in Wisconsin from other states and countries, attracted by the opportunity to start a new life on land of their own.

Explain that settlers were moving onto lands that for centuries had been the home of Native Americans. Many Native Americans resisted white settlement, but they were defeated in battle and eventually forced to move onto reservations. Have students research other facts about the Native Americans of Wisconsin. Share with students a historical map of the United States in 1870.



## CHALLENGING ISSUES

*Little House in the Big Woods* takes place in the early 1870s, shortly after the Civil War. Though slavery had been outlawed, prejudice against African Americans remained. Native Americans, who had long been struggling against pioneers to hold on to their homelands, were also the victims of prejudice. *Little House in the Big Woods* contains several examples of this prejudice, in the form of words used to describe ethnic groups. For example, Laura talks about Ma making “rye’n’Injun bread” (page 62). Explain that the word *Injun* was used to refer to Native Americans. Once commonly used, this word is no longer considered acceptable. You may wish to invite students to discuss why some people use derogatory terms to refer to certain ethnic groups.

## READING SKILLS AND STRATEGIES

### Compare and Contrast

Have students take special note of the details of life in frontier Wisconsin. For example, Caroline sews by hand and cooks over a fire. Have students make a chart with the headings THEN and NOW. Under the heading THEN have them list how things were done in the story. Under the heading NOW have them list how those same things are done today. Encourage students to explore differences in dress, food and its preparation, travel, shopping, and games.

### Identify Problems and Solutions

As students read the book, have them look for examples of problems and solutions relating to survival on the frontier. For example, in order to deal with the problem of a shortage of food in the winter, Pa hunted for deer during the fall and smoked the meat to last through the winter. Have students make a list of other problems and solutions.

### Sequence Events

*Little House in the Big Woods* contains many descriptions of how things were done during pioneer times. For example, in the chapter “The Sugar Snow” there is a detailed description of how to harvest and make maple syrup. Ask students to look for these descriptions as they read. You may wish to ask them to focus on one of these descriptions and make a flow chart illustrating the steps of the process being described.

## READING SKILLS AND STRATEGIES (cont.)

### Understand Cause and Effect

As students read *Little House in the Big Woods*, ask them to keep track of the times children get in trouble for disobeying their parents. The book includes such stories about Laura, Pa when he was a young boy, and Laura’s cousin Charley. Ask students to describe each of these instances. First have students focus on the cause: What did the child do that got her or him in trouble? Then discuss the effect: What was the punishment? Was this fair, in your opinion? What lessons were learned? You may wish to have students look for other examples of cause and effect throughout the book.

## SHARING THE BOOK

### Questions for Group Discussion

- The Ingalls family lived in a log cabin in the woods without electricity or central heating. Would you have liked to live the way the Ingalls family did? Explain your answer.
- Why do you think it was such a treat for Laura to listen to Pa play his fiddle and sing? Why was it such a treat to hear Pa tell stories? Which was your favorite “Pa” story, and why?
- Pioneers like the Ingalls used trees to build their log cabins. In what other ways were trees important for the Ingalls family?
- Why do you think there is an entire chapter of the book, “The Long Rifle”, devoted to Pa’s rifle?
- The Ingalls family lived seven miles from the nearest town. How did this make them dependent on the land for their survival?
- What kinds of animals lived in the Big Woods around the Ingalls cabin? Which of these animals were considered dangerous? Which animals did Pa hunt for food?
- In the chapter “The Deer in the Wood” Pa sees several deer but doesn’t shoot them. Why do you think Pa doesn’t kill the deer? What would you have done in this situation? Explain your answer.
- Give an example of the Ingalls family working together to overcome the difficulties of pioneer life. What was the difficulty? How did they work together to overcome it?

# A GUIDE TO TEACHING *LITTLE HOUSE IN THE BIG WOODS*

## ACTIVITIES ACROSS THE CURRICULUM

### Art

Laura and Mary make patterns on the frosted windows with thimbles. Put a heat and cold resistant glass in the freezer until it is frosted. Then use a thimble to let students create designs on it.

### Home Economics

In the chapter “Dance at Grandpa’s” Ma helps Grandma prepare many delicious things to eat. Invite students to imagine they are working in the kitchen with Ma and Grandma and their job is to make dessert. Working in small groups, students can find a recipe for a dessert that people ate in the late 1800s. Each group can have a turn to prepare an authentic dessert and share it with the class. For this activity, you may wish to refer to *The Little House Cookbook*.

### Language Arts

Pa tells many stories to Laura and Mary. Break your class into groups and have them ask older relatives or friends to tell them stories about their past. Students may wish to use a tape recorder to record their stories. Have students write down the stories; collect them into a book to share with the class.

Ask students to imagine that they are old and looking back on their childhood—just like Laura Ingalls Wilder was when she wrote her books. Have them write a story about their childhood from this point of view. Volunteers should read their stories to the class.

### Math

In the chapter “Going to Town” the Ingalls see many things at the store. As a class, make a list of some of the items that they see. Then students can research the prices of these items in the 1870s. Compare with today’s prices. Give the class an example of how the price of one item has changed.

### Music

The book is filled with songs like “Yankee Doodle” (pages 36–38), “Oh Susanna” (page 237), and “Auld Lang Syne” (page 237). Working in groups, students can find a book of old songs, select one that they like, and read or sing the lyrics to the class.

### Social Studies

When new settlers began to arrive in Wisconsin in the early 1800s, there were many Native Americans living on this land. Which Native-American groups lived on this land? What were their homes like? How did they get their food? How did they react to the arrival of white settlers? Have the class research the answers to these questions; make a chart of this information on the chalkboard.

Break your class into small groups. Each group should imagine that it is a group of pioneers that has just arrived on newly purchased land in the woods of Wisconsin. Have groups make a list of what they will do with their land and how they will use the natural resources. Have the groups present their plans to each other.

### Science

There were many wild animals, including bears, wolves, and panthers in the Wisconsin woods during the days of the pioneers. Have each student choose an animal mentioned in the book and research it using books or the Internet. What type of habitat does it live in? What does it eat? Is it dangerous to humans? How long does it live? Does it still live in the Wisconsin woods? If not, why not? Have students present their findings to the class.

Laura describes the four seasons in Wisconsin. Break the class into small groups. Have each group choose a state in a different area of the country. Have them describe the seasons in that state. Discuss which type of climate they prefer, and why.

## MEETING THE AUTHOR:



Laura Ingalls Wilder was in her mid-sixties when she wrote *Little House in the Big Woods*, which was first published in 1932. Laura explained why she began writing children's books.

**For years I had thought that the stories my father once told me should be passed on to other children. I felt they were much too good to be lost...*Little House in the Big Woods*..was a labor of love and is really a memorial to my father.**

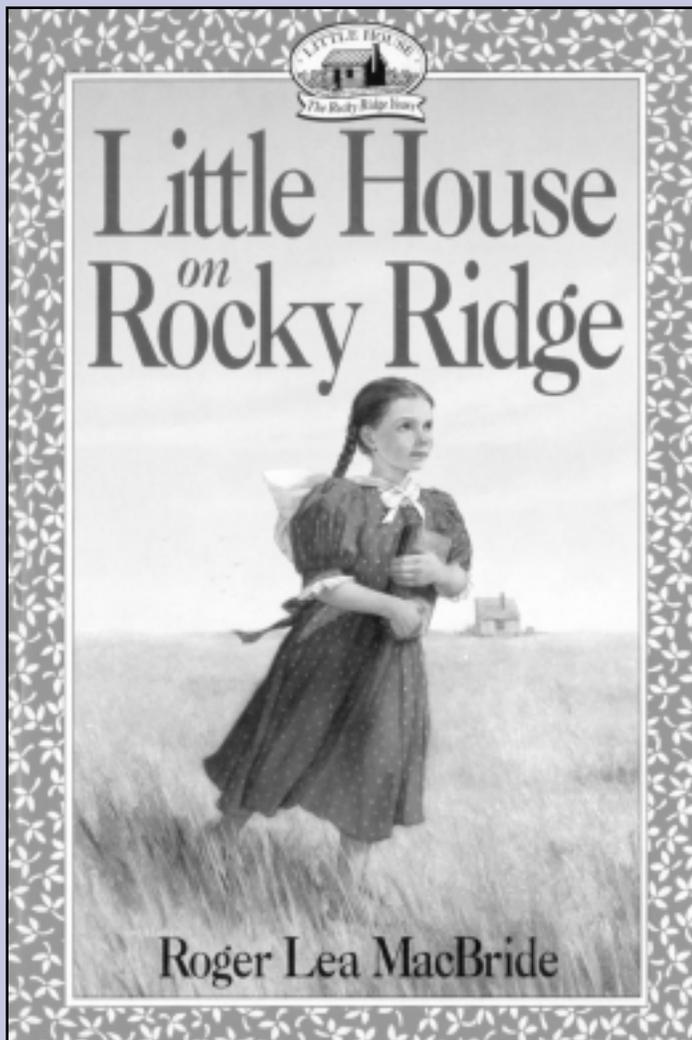
After *Little House in the Big Woods* was published, Laura received so many letters from children asking for another book that she wrote a total of nine Little House books that described her life as a pioneer through adulthood and marriage. She described why she liked to write.

**There is a fascination in writing. The use of words is of itself an interesting study. You will hardly believe the difference the use of one word rather than another will make until you begin to hunt for a word with just the right shade of meaning, just the right color for the picture you are painting with words....**

**Also, to my surprise, I have discovered that I have lead a very interesting life. Perhaps none of us realize how interesting life is until we begin to look at it from that point of view. Try it! I am sure you will be delighted.** (From *A Little House Sampler*, pages 179-180)

Laura died at the age of ninety in 1957. Today her books are still enjoyed by thousands of readers around the world.

## A GUIDE TO TEACHING *LITTLE HOUSE ON ROCKY RIDGE*



### GRADES 3-6

#### THEMES

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- Explorations
  - Memories
  - The Past
  - Pioneers and the Frontier
- 

#### READING SKILLS AND STRATEGIES

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- Compare and Contrast
  - Identify Problems and Solutions
  - Make Predictions
  - Sequence Events
- 

The daughter of Laura Ingalls Wilder, Rose is the fifth of five generations of Little House girls. In *Little House on Rocky Ridge*, Laura, Almanzo, and Rose say good-bye to Ma and Pa Ingalls and begin a new pioneering adventure.

They set out in a covered wagon filled with all of their belongings and travel from the drought-stricken prairie of South Dakota to the lush green valleys of the Ozark Mountains of Missouri. The end of this long journey marks a new beginning for the Wilder family. As seven-year-old Rose works with her family to establish their own farm, she finds an exciting world filled with new discoveries and adventures.

## A GUIDE TO TEACHING *LITTLE HOUSE ON ROCKY RIDGE*

### MEETING ROSE

Rose Wilder was born on December 5, 1886, and named after the wild roses that bloom on the prairie in early summer. Rose was the only child of Almanzo James Wilder and Laura Ingalls Wilder, although they also gave birth to a boy who died. As *Little House on Rocky Ridge* begins, Rose is seven years old. She is already an intelligent, curious, and outspoken girl, who loves hearing stories and exploring nature with her friends. But when her family needs her she pitches in with all her might, collecting wood, caring for the chickens and horses, and even solving the mystery of the missing \$100 bill.

### BEFORE READING

Ask students if they have ever been on a long drive through several states. Have them describe their road trip experiences. As they read *Little House on Rocky Ridge*, ask students to pay special attention to what it was like to make a long trip by covered wagon in the late 1800s. Have them compare traveling by car today to traveling by wagon more than 100 years ago.

### SETTING THE SCENE

#### About the Place

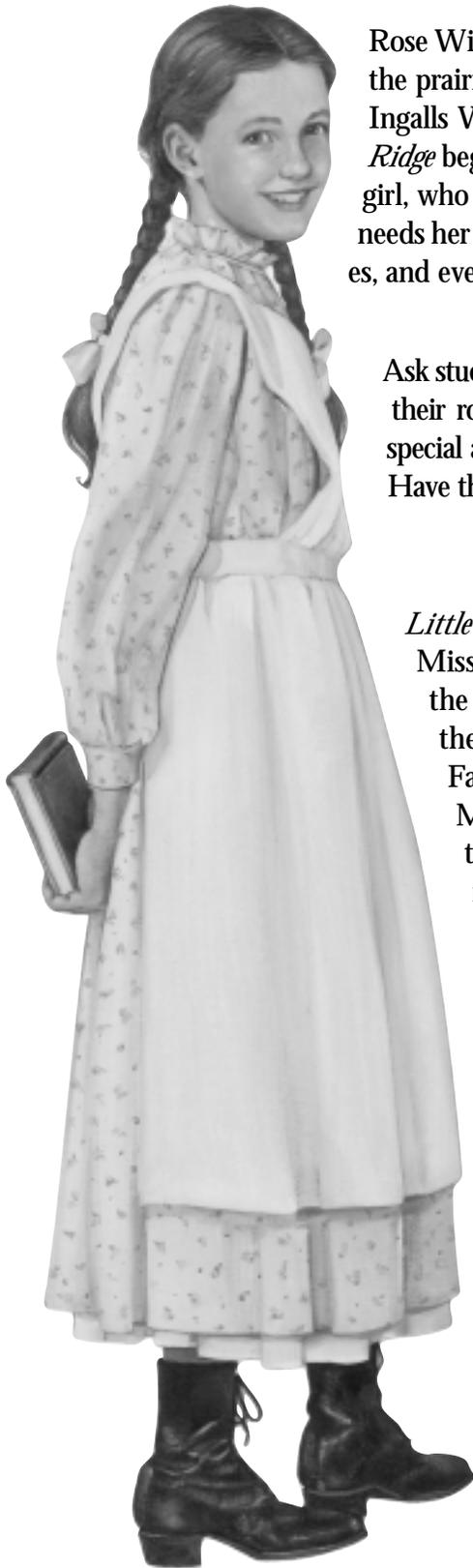
*Little House on Rocky Ridge* takes place both on the road between South Dakota and Missouri and near the small town of Mansfield, Missouri. Show students a map of the United States and trace the route of the Wilders' long journey. They left from the town of De Smet, which is in west central South Dakota, northwest of Sioux Falls. Have students trace the Wilders' route as they traveled south across the Missouri River into Nebraska, continued south through Topeka, Kansas, and then turned southeast and headed into Missouri, settling near Mansfield, about fifty miles east of Springfield.

#### About the Time

As *Little House on Rocky Ridge* opens in 1894, South Dakota is in the midst of a severe drought. This dry spell actually lasted from 1889 until 1897, causing many settlers to leave South Dakota in search of new farmland. As the 1890 Census made clear, however, the western frontier no longer existed—settlers had already divided up nearly all of the nation's productive farmland. So many families, like the Wilders, headed east and south in search of fertile land of their own. The region of the Ozark Mountains, noted for its mild climate and good soil, had just been opened up for development.

### CHALLENGING ISSUES

You may wish to discuss with students the story about the Indian mummy on pages 30–33. In this story, a white doctor finds a mummified Native American baby and plans to send it to the Smithsonian Museum to be studied. But the nearby Native Americans threaten to attack unless the body is returned. Explain to students that this episode is an example of a continuing struggle between scientists who want to study and learn from old burial sites and people who believe those remains are sacred and should be protected.



## READING SKILLS AND STRATEGIES

### Compare and Contrast

*Little House on Rocky Ridge* is full of comparisons between the Wilders' old home in South Dakota and their new home in Missouri. As students read the book, ask them to note differences between the geography, wildlife, climate, and lifestyles of South Dakota and Missouri. You may wish to make a chart on the chalkboard, with two columns titled SOUTH DAKOTA and MISSOURI. Have the class fill in the chart as they read.

### Identify Problems and Solutions

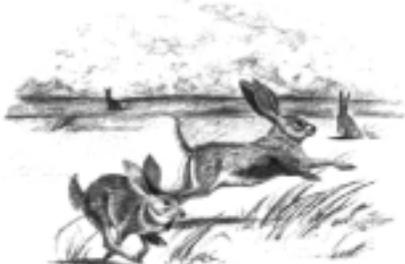
Papa fears that he will not be able to build a barn before winter weather arrives. This problem is solved in the chapter "Barn Raising," when the Wilders' neighbors get together to help build the barn. Have students look for examples of other problems and solutions as they read. You may wish to ask students to keep a running list of their findings.

### Make Predictions

On page 93, Laura tells Rose that "Life will be changed when you are grown, just the way life has changed since I was little girl." Ask students to think about this statement as they read. Do they agree that life will change in the coming years? What inventions will cause life to change?

### Sequence Events

*Little House on Rocky Ridge* gives readers a close look at many of the things a farm family must do when they move to a new place. As they read, ask students to make a list of all the tasks that Rose, Laura, and Almanzo had to accomplish before their first winter in Missouri. Invite students to use the chalkboard to make a giant flow chart illustrating the many steps involved in starting a new farm.



## SHARING THE BOOK

### Questions for Group Discussion

- When the Wilders leave South Dakota, do you think it is hard for Laura to leave her own ma and pa behind? Why or why not?
- What do you think would be the hardest part about making a long, covered-wagon journey like the one in *Little House on Rocky Ridge*? What do you think would be the most enjoyable part?
- In the chapter "The Russians," how do the Wilders communicate with the Russian people?
- Rose's school is closed during harvest time. Why do you think this was done?
- On page 349, Laura says, "I suppose we aren't having such a hard time after all. It depends on how you look at it." What do you think she means by this? Do you agree with her?
- What kinds of things does Rose do for fun? Do they sound like fun to you?
- There are many kinds of animals in Missouri that Rose had never seen before. What are some of the animals that Rose discovers in the Ozarks? What kinds of plants do the Wilders find in the Ozarks?



## A GUIDE TO TEACHING *LITTLE HOUSE ON ROCKY RIDGE*

### ACTIVITIES ACROSS THE CURRICULUM

#### Art

Ask students to choose a favorite chapter of *Little House on Rocky Ridge*. Then instruct them to imagine that they are artists who have been hired to illustrate the book. Have each student draw a few pictures to go along with the chapter selected. As a class, create a bulletin board display of these drawings

#### Drama

In the chapter “Kansas,” Paul makes shadow figures with his hands (pages 129–130). Break the class into partners to create short scenes using shadow figures. Pairs can decide to use dialogue or just show a silent story. Have pairs present their scenes to the class.

#### Language Arts

As the Wilders travel across the country, Mama keeps a journal of each day’s events. Ask your students to imagine they are traveling with the Wilders. Have them write a journal entry describing the events of the chapter “The Big Muddy.”

In the chapter “Waiting for Papa,” Mama tells Rose a story about how Mr. Edwards once outran a train. Ask the class to think of a story that they have heard about someone doing something incredible. Then break the class into small groups and have them trade incredible stories with the other group members.

#### Math

The Wilders saved \$100 to use as a down payment, or first payment, on their land and house. Today it would take a lot more than \$100 for a down payment on a house. Have partners find out some of the things \$100 could buy in the 1890s. Then make a list of some things you could buy with \$100 today. Ask them to make charts of their findings.

#### Music

The book is filled with many songs, some of which are still sung today. Have partners choose one of the more familiar songs in the book, such as “Dixie” (page 123) or “Ta-ra-ra-boom-de-ay!” (page 138). Then the pair can research the history of the song in books about folksongs or on the Internet. Have each pair share their findings with the class.

#### Science

The Wilders experience many different kinds of weather including a serious drought, a dust storm, a terrible wind and rain storm, and heavy fog. Have pairs of students research the kinds of weather that the Wilders experienced. What are the special dangers of this kind of weather? Ask them to share their findings with the class.

#### Social Studies

In the chapter “Kansas,” Rose and the Cooley boys find an Osage orange tree. Osage oranges were named after the Osage, Native Americans who once lived in what is now the Middle West of the United States. Have the class break into small groups to find out about a different Native American group that lived in this region. Students should create a chart with information about the group’s name, shelter, food, and any other information you think is important.

The Ozark Mountains are actually hills that stretch across Illinois, Missouri, Arkansas, and Oklahoma. Break the class into small groups and have each group choose one of the following categories to write a short report about the Ozarks: geography, climate, wildlife, culture, or history. Combine all the reports to create a book about the Ozarks for your classroom library.

## MEETING THE AUTHOR



Roger Lea MacBride's parents were friends with Rose Wilder Lane, and he grew up hearing the stories of her days on Rocky Ridge Farm. In addition to being the author of the Rose Years series, Mr. MacBride was the editor of *West from Home: Letters of Laura Ingalls Wilder, San Francisco 1915*. He was also an active participant in the creation of the television programs "Little House on the Prairie" and "Young Pioneers," based on a novel of the same name by Rose Wilder Lane.



# THE LITTLE HOUSE PROGRAM

## THE MARTHA YEARS

Wiley, Melissa

0-06-027983-4	<b>Little House in the Highlands</b>	Tr	15.95	23.50
0-06-028202-9	<b>Little House in the Highlands</b>	Lb	15.89	23.89
0-06-440712-8	<b>Little House in the Highlands</b>	Tro	4.95	6.95
0-06-027984-2	<b>The Far Side of the Loch</b>	Tr	15.95	23.50
0-06-028203-7	<b>The Far Side of the Loch</b>	Lb	15.89	23.89
0-06-440713-6	<b>The Far Side of the Loch</b>	Tro	4.95	6.95

## THE CHARLOTTE YEARS

Wiley, Melissa

0-06-027011-X	<b>Little House by Boston Bay</b>	Tr	15.95	23.50
0-06-028201-0	<b>Little House by Boston Bay</b>	Lb	15.89	23.89
0-06-440737-3	<b>Little House by Boston Bay</b>	Tro	4.95	6.95

## THE CAROLINE YEARS

Wilkes, Maria, D.

0-06-026997-9	<b>Little Clearing in the Woods</b>	Tr	15.95	23.50
0-06-026998-7	<b>Little Clearing in the Woods</b>	Lb	15.89	23.89
0-06-440652-0	<b>Little Clearing in the Woods</b>	Tro	4.95	6.95
0-06-026459-4	<b>Little House in Brookfield</b>	Tr	14.95	19.95
0-06-440610-5	<b>Little House in Brookfield</b>	Tro	4.95	6.95
0-06-026995-2	<b>Little Town at the Crossroads</b>	Tr	15.95	23.50
0-06-026996-0	<b>Little Town at the Crossroads</b>	Lb	15.89	23.89
0-06-440651-2	<b>Little Town at the Crossroads</b>	Tro	4.95	6.95
0-06-026999-5	<b>On Top of Concord Hill</b>	Tr	15.95	23.50
0-06-027003-9	<b>On Top of Concord Hill</b>	Lb	15.89	23.89
0-06-440689-X	<b>On Top of Concord Hill</b>	Tro	4.95	6.95

## THE LAURA YEARS

Wilder, Laura Ingalls

0-06-026416-0	<b>By the Shores of Silver Lake</b>	Tr	15.95	23.50
0-06-026417-9	<b>By the Shores of Silver Lake</b>	Lb	15.89	23.89
0-06-440005-0	<b>By the Shores of Silver Lake</b>	Tro	4.95	6.95
0-06-026425-X	<b>Farmer Boy</b>	Tr	15.95	23.50
0-06-026421-7	<b>Farmer Boy</b>	Lb	15.89	23.89
0-06-440003-4	<b>Farmer Boy</b>	Tro	4.95	6.95
0-06-026426-8	<b>First Four Years</b>	Tr	15.95	23.50
0-06-026427-6	<b>First Four Years</b>	Lb	15.89	23.89
0-06-440031-X	<b>First Four Years</b>	Tro	4.95	6.95
0-06-026430-6	<b>Little House in the Big Woods</b>	Tr	15.95	23.50
0-06-026431-4	<b>Little House in the Big Woods</b>	Lb	15.89	23.89
0-06-440001-8	<b>Little House in the Big Woods</b>	Tro	4.95	6.95
0-06-026445-4	<b>Little House on the Prairie</b>	Tr	15.95	23.50
0-06-026446-2	<b>Little House on the Prairie</b>	Lb	15.89	23.89
0-06-440002-6	<b>Little House on the Prairie</b>	Tro	4.95	6.95
0-06-026450-0	<b>Little Town on the Prairie</b>	Tr	15.95	23.50
0-06-026451-9	<b>Little Town on the Prairie</b>	Lb	15.89	23.89
0-06-440007-7	<b>Little Town on the Prairie</b>	Tro	4.95	6.95
0-06-026460-8	<b>Long Winter</b>	Tr	15.95	23.50
0-06-026461-6	<b>Long Winter</b>	Lb	15.89	23.89
0-06-440006-9	<b>Long Winter</b>	Tro	4.95	6.95

## THE LAURA YEARS (Cont.)

0-06-026470-5	<b>On the Banks of Plum Creek</b>	Tr	15.95	23.50
0-06-026471-3	<b>On the Banks of Plum Creek</b>	Lb	15.89	23.89
0-06-440004-2	<b>On the Banks of Plum Creek</b>	Tro	4.95	6.95
0-06-026480-2	<b>These Happy Golden Years</b>	Tr	15.95	23.50
0-06-026481-0	<b>These Happy Golden Years</b>	Lb	15.89	23.89
0-06-440008-5	<b>These Happy Golden Years</b>	Tro	4.95	6.95

## THE ROSE YEARS

Macbride, Roger Lea

0-06-027755-6	<b>Bachelor Girl</b>	Tr	15.95	23.50
0-06-028434-X	<b>Bachelor Girl</b>	Lb	15.89	23.89
0-06-440691-1	<b>Bachelor Girl</b>	Tro	4.95	6.95
0-06-024963-3	<b>In the Land of the Big Red Apple</b>	Tr	14.95	19.95
0-06-024964-1	<b>In the Land of the Big Red Apple</b>	Lb	14.89	
0-06-440574-5	<b>In the Land of the Big Red Apple</b>	Tro	4.95	6.95
0-06-024245-0	<b>Little Farm in the Ozarks</b>	Tr	15.95	23.50
0-06-440510-9	<b>Little Farm in the Ozarks</b>	Tro	4.95	6.95
0-06-020842-2	<b>Little House on Rocky Ridge</b>	Tr	15.95	23.50
0-06-440478-1	<b>Little House on Rocky Ridge</b>	Tro	4.95	6.95
0-06-024977-3	<b>Little Town in the Ozarks</b>	Tr	15.95	23.50
0-06-024970-6	<b>Little Town in the Ozarks</b>	Lb	15.89	23.89
0-06-440580-X	<b>Little Town in the Ozarks</b>	Tro	4.95	6.95
0-06-024971-4	<b>New Dawn on Rocky Ridge</b>	Tr	15.95	23.50
0-06-440581-8	<b>New Dawn on Rocky Ridge</b>	Tro	4.95	6.95
0-06-024973-0	<b>On the Banks of the Bayou</b>	Tr	15.95	23.50
0-06-440582-6	<b>On the Banks of the Bayou</b>	Tro	4.95	6.95
0-06-024967-6	<b>On the Other Side of the Hill</b>	Tr	14.95	19.95
0-06-440575-3	<b>On the Other Side of the Hill</b>	Tro	4.95	6.95

## CHAPTER BOOKS

0-06-027130-2	<b>Adventures of Laura &amp; Jack, The</b>	Lb	13.89	19.89
	Wilder, Laura Ingalls			
0-06-442045-0	<b>Adventures of Laura &amp; Jack, The</b>	Lb	14.89	19.89
	Wilder, Laura Ingalls			
0-06-027852-4	<b>Brookfield Days</b>	Lb	14.89	19.89
	Wilkes, Maria, D.			
0-06-442086-8	<b>Brookfield Days</b>	Tro	4.25	5.95
	Wilkes, Maria, D.			
0-06-028155-3	<b>Caroline and Her Sister</b>	Lb	14.89	19.89
	Wilder, Laura Ingalls			
0-06-442092-2	<b>Caroline and Her Sister</b>	Tro	4.25	5.95
	Wilder, Laura Ingalls			
0-06-027148-5	<b>Animal Adventures</b>	Lb	13.89	19.89
	Wilder, Laura Ingalls			
0-06-442050-7	<b>Animal Adventures</b>	Tro	3.95	5.75
	Wilder, Laura Ingalls			
0-06-027895-1	<b>Christmas Stories</b>	Lb	13.89	19.89
	Wilder, Laura Ingalls			
0-06-442081-7	<b>Christmas Stories</b>	Tro	4.25	5.95
	Wilder, Laura Ingalls			

# THE LITTLE HOUSE PROGRAM

## CHAPTER BOOKS (Cont.)

0-06-027497-2	<b>Farmer Boy Days</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442061-2	<b>Farmer Boy Days</b> Wilder, Laura Ingalls	Tro	3.95	5.75
0-06-027792-0	<b>Hard Times on the Prairie</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442077-9	<b>Hard Times on the Prairie</b> Wilder, Laura Ingalls	Tro	3.95	5.75
0-06-027949-4	<b>Laura &amp; Mr. Edwards</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442084-1	<b>Laura &amp; Mr. Edwards</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-027496-4	<b>Laura &amp; Nellie</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442060-4	<b>Laura &amp; Nellie</b> Wilder, Laura Ingalls	Tro	3.95	5.75
0-06-027897-8	<b>Laura's Ma</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442083-3	<b>Laura's Ma</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-027896-X	<b>Laura's Pa</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442082-5	<b>Laura's Pa</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-027793-9	<b>Little House Farm Days</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442078-7	<b>Little House Farm Days</b> Wilder, Laura Ingalls	Tro	3.95	5.75
0-06-027894-3	<b>Little House Friends</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442080-9	<b>Little House Friends</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-027951-6	<b>Little House Parties</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442085-X	<b>Little House Parties</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-027953-2	<b>Missouri Bound</b> Macbride, Roger Lea	Lb	14.89	19.89
0-06-442087-6	<b>Missouri Bound</b> Macbride, Roger Lea	Tro	4.25	5.95
0-06-449438-1	<b>My Little House Chapter Book Boxed Set</b> Wilder, Laura Ingalls	Tro	16.95	24.50
0-06-027132-9	<b>Pioneer Sisters</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442046-9	<b>Pioneer Sisters</b> Wilder, Laura Ingalls	Tro	4.25	5.95
0-06-028156-1	<b>Rose at Rocky Ridge</b> Wilder, Laura Ingalls	Lb	14.89	19.89
0-06-442093-0	<b>Rose at Rocky Ridge</b> Wilder, Laura Ingalls	Tro	4.25	5.95

## CHAPTER BOOKS (Cont.)

0-06-027146-9	<b>School Days</b> Wilder, Laura Ingalls	Lb	13.89	19.89
0-06-442049-3	<b>School Days</b> Wilder, Laura Ingalls	Tro	4.25	5.95

## MY FIRST LITTLE HOUSE BOOKS

0-06-024752-5	<b>Christmas in the Big Woods</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-024753-3	<b>Christmas in the Big Woods</b> Wilder, Laura Ingalls	Lb	12.89	18.89
0-06-443487-7	<b>Christmas in the Big Woods</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-025909-4	<b>County Fair</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-443493-1	<b>County Fair</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-023878-X	<b>Dance at Grandpa's</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-443372-2	<b>Dance at Grandpa's</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-024881-5	<b>Deer in the Wood, The</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-024882-3	<b>Deer in the Wood, The</b> Wilder, Laura Ingalls	Lb	11.89	16.89
0-06-443498-2	<b>Deer in the Wood, The</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-694-00879-6	<b>Deer in the Wood, The</b> Wilder, Laura Ingalls	Fes	3.25	4.50
0-06-027476-X	<b>Farmer Boy Birthday, A</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-027477-8	<b>Farmer Boy Birthday, A</b> Wilder, Laura Ingalls	Lb	12.89	18.89
0-06-443570-9	<b>Farmer Boy Birthday, A</b> Wilder, Laura Ingalls	Tro	5.95	8.75
0-06-023012-6	<b>Going to Town</b> Wilder, Laura Ingalls	Hpr	11.95	17.50
0-06-023013-4	<b>Going to Town</b> Wilder, Laura Ingalls	Lb	11.89	16.89
0-694-00955-5	<b>Going to Town</b> Wilder, Laura Ingalls	Fes	3.25	4.50
0-06-027167-1	<b>Going West</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-440693-8	<b>Going West</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-025928-0	<b>Little House Birthday, A</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-443494-X	<b>Little House Birthday, A</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-025907-8	<b>Little Prairie House, A</b> Wilder, Laura Ingalls	Hpr	12.95	18.95

# THE LITTLE HOUSE PROGRAM

## MY FIRST LITTLE HOUSE BOOKS (Cont.)

0-06-025908-6	<b>Little Prairie House, A</b> Wilder, Laura Ingalls	Lb	12.89	18.89
0-06-443526-1	<b>Little Prairie House, A</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-443504-0	<b>Prairie Day</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-025932-9	<b>Sugar Snow</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-025933-7	<b>Sugar Snow</b> Wilder, Laura Ingalls	Lb	12.89	18.89
0-06-443571-7	<b>Sugar Snow</b> Wilder, Laura Ingalls	Tro	5.95	8.75
0-06-025934-5	<b>Summertime in the Big Woods</b> Wilder, Laura Ingalls	Hpr	11.95	17.50
0-694-00949-0	<b>Summertime in the Big Woods</b> Wilder, Laura Ingalls	Fes	3.25	4.50
0-06-023014-2	<b>Winter Days in the Big Woods</b> Wilder, Laura Ingalls	Hpr	12.00	17.50
0-06-023022-3	<b>Winter Days in the Big Woods</b> Wilder, Laura Ingalls	Lb	11.89	16.89
0-06-443373-0	<b>Winter Days in the Big Woods</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-027169-8	<b>Winter on the Farm</b> Wilder, Laura Ingalls	Hpr	12.95	18.95
0-06-440692-X	<b>Winter on the Farm</b> Wilder, Laura Ingalls	Tro	4.95	6.95

## ADDITIONAL TITLES

0-06-020113-4	<b>Laura Ingalls Wilder</b> Anderson, William	Hpr	16.95	24.50
0-06-446103-3	<b>Laura Ingalls Wilder</b> Anderson, William	Tro	5.95	8.75
0-06-097346-3	<b>Laura Ingalls Wilder Country</b> Anderson, William	Tro	22.50	32.50
0-06-027842-0	<b>Laura's Album</b> Anderson, William	Hpr	21.95	31.50
0-06-449367-9	<b>Laura's Early Years Collection</b> Wilder, Laura Ingalls	Tro	14.95	20.85
0-06-440615-6	<b>Little House Christmas, A</b> Wilder, Laura Ingalls	Tro	9.95	14.50
0-06-027489-1	<b>Little House Christmas, A: Volume 2</b> Wilder, Laura Ingalls	Hpr	19.95	28.50
0-06-440476-5	<b>Little House Five-Book Boxed Set</b> Wilder, Laura Ingalls	Tro	24.75	33.75
0-06-446177-7	<b>Little House Guidebook, The</b> Anderson, William	Tro	9.95	14.50

## ADDITIONAL TITLES (Cont.)

0-06-440040-9	<b>Little House Nine-Book Boxed Set</b> Wilder, Laura Ingalls	Tro	44.55	60.75
0-06-440709-8	<b>Little House Pioneer Girls Boxed Set, The</b>	Tro	16.85	24.50
0-06-026358-X	<b>Little House Reader, A</b> Anderson, William	Hpr	15.95	23.50
0-06-097240-8	<b>Little House Sampler, A</b> Wilder, Laura Ingalls	Tro	12.50	18.50
0-06-027587-1	<b>Little House Sisters</b> Wilder, Laura Ingalls	Hpr	19.95	28.50
0-694-01241-6	<b>My 2000 Little House Calendar</b> Wilder, Laura Ingalls	Fes	9.95	14.50
0-06-446204-8	<b>My Little House Crafts Book</b> Collins, Carolyn Strom	Tro	8.95	12.95
0-694-00903-2	<b>My Little House Sewing Book</b> Irwin, Margaret	Lb	10.95	15.95
0-06-026489-6	<b>On the Way Home</b> Wilder, Laura Ingalls	Hpr	15.95	23.50
0-06-440080-8	<b>On the Way Home</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-027243-0	<b>Pioneer Girl</b> Anderson, William	Hpr	15.95	23.50
0-06-027244-9	<b>Pioneer Girl</b> Anderson, William	Lb	15.89	23.89
0-06-024110-1	<b>West from Home</b> Wilder, Laura Ingalls	Hpr	15.95	23.50
0-06-440081-6	<b>West from Home</b> Wilder, Laura Ingalls	Tro	4.95	6.95
0-06-440698-9	<b>Young Pioneers</b> Lane, Rose Wilder	Tro	4.95	6.95

## TITLES BY WILLIAM ANDERSON

0-06-020113-4	<b>Laura Ingalls Wilder</b>	Hpr	16.95	24.50
0-06-446103-3	<b>Laura Ingalls Wilder</b>	Tro	5.95	8.75
0-06-097346-3	<b>Laura Ingalls Wilder Country</b>	Tro	22.50	32.50
0-06-027842-0	<b>Laura's Album</b>	Hpr	21.95	31.50
0-06-446177-7	<b>Little House Guidebook, The</b>	Tro	9.95	14.50
0-06-026358-X	<b>Little House Reader, A</b>	Hpr	15.95	23.50
0-06-026394-6	<b>Little House Reader</b>	Lb	15.89	23.89
0-06-027243-0	<b>Pioneer Girl</b>	Hpr	15.95	23.50
0-06-027244-9	<b>Pioneer Girl</b>	Lb	15.89	23.89

# LITTLE HOUSE ACROSS THE OCEAN



See inset of Scotland below

**Little House Across the Ocean**

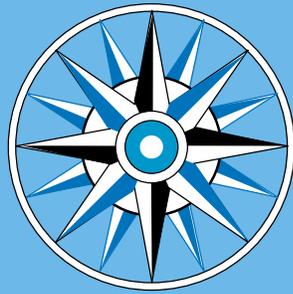
-  Martha's home in America
-  Martha's home in Scotland
-  Present-day U.S. border

North America

United States of America

Boston

Atlantic Ocean



Africa

South America

Europe

**Scotland**

- Glencariad
- Clachar
- Loch Earn
- Edinburgh

**England**