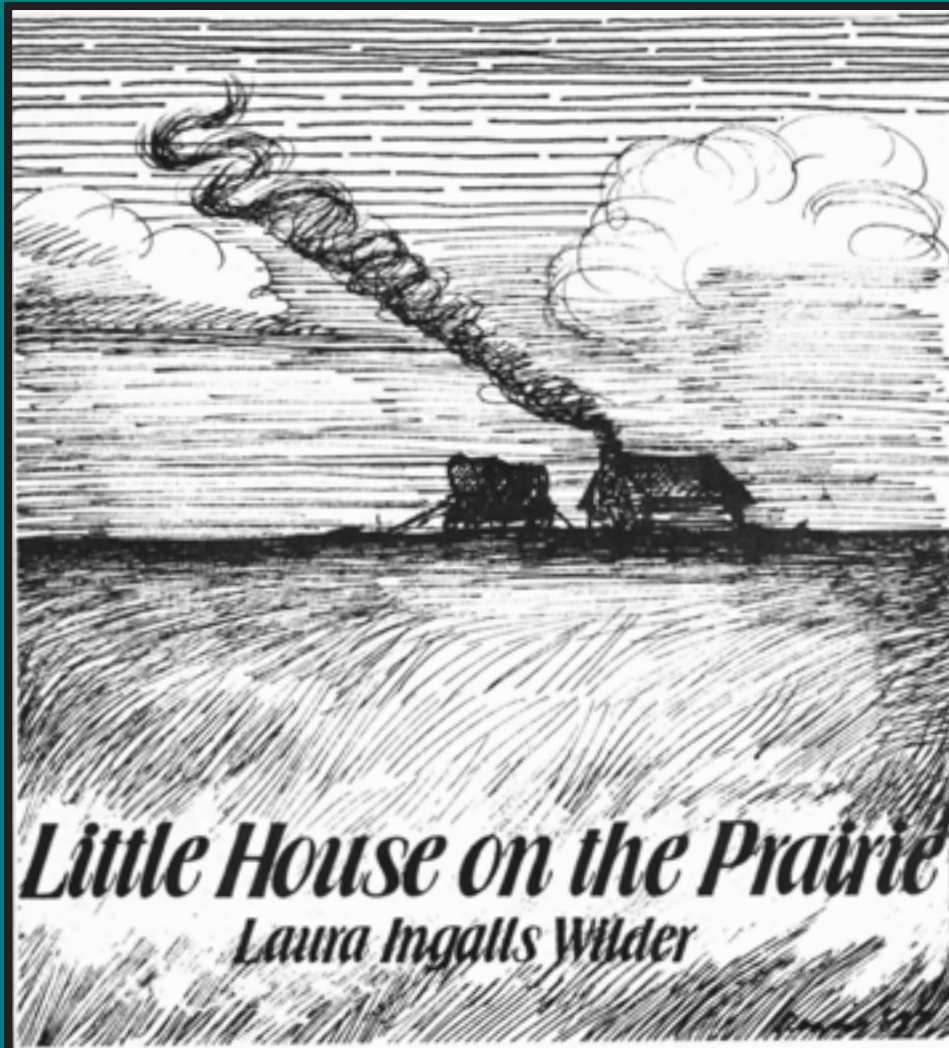


Novel·Ties



A Study Guide

Written By James Macon

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
About the Author	2
Pre-Reading Activities	3
Map: United States	4
Reading Response Chart	5
Going West, Crossing the Creek, Camp on the High Prairie, Prairie Day	6 - 7
The House on the Prairie, Moving In, The Wolf-Pack, Two Stout Doors	8 - 9
A Fire on the Hearth, A Roof and a Floor, Indians in the House, Fresh Water to Drink	10 - 12
Texas Longhorns, Indian Camp, Fever 'N' Ague, Fire in the Chimney	13 - 14
Pa Goes to Town, The Tall Indian, Mr. Edwards Meets Santa Claus, A Scream in the Night, Indian Jamboree	15 - 16
Prairie Fire, Indian War-Cry, Indians Ride Away, Soldiers Going Out	17 - 18
Cloze Activity	19
Post-Reading Activities	20 - 21
Suggestions For Further Reading	22
Answer Key	23 - 24

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the novel *Little House on the Prairie* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What do you think the book will be about? When did the story take place? Have you read any other books by the same author?
2. Read the Author Information on page two of this study guide and do some additional research to learn more about the life of Laura Ingalls Wilder.
3. To have a better understanding of *Little House on the Prairie*, read this brief history of the relationship between white settlers and Native Americans before you begin the book.

After the War of 1812, the U.S. government adopted the removal policy. It made treaties with tribes east of the Mississippi River, in which they agreed to move west of the river in exchange for money and promises that the new lands would be theirs forever. Most of the eastern Indians were resettled west and south of the point where the Missouri River bends northward.

Life was hard for the eastern Indians because most of them were farmers and the new lands did not produce good crops. Also, they came into conflict with the Plains Indians who saw the eastern Indians and the white settlers as a threat to the hunting grounds of the buffalo herds which formed the mainstay of their economy. As more and more white settlers moved west, the buffalo herds grew smaller, the Indians became desperate, attacking the settlers to save their lands and their way of life.

White settlers lived in fear of the dreaded war whoops that signaled an attack. The United States Cavalry staged attacks against the Indians. By 1890, Indian resistance had all but collapsed, due to the reduction of the buffalo herds, the superior weapons of the white settlers, and the devastation caused by contagious illnesses introduced by whites. The Bureau of Indian Affairs had been established and what remained of the Native American population was forcibly moved to Indian Reservations.

4. Find photographs of life on the prairie in the 1870s. Pictures of a log cabin, a sod house, a prairie schooner, and the prairie lands will provide you with a good appreciation of the difficult life faced by the Ingalls family.
5. What qualities or characteristics did pioneers have to possess in order to survive on the frontier? Make a list of these qualities and refer to them as you read the book. Find examples of the Ingalls' behavior that illustrates each of the characteristics listed.
6. Prepare a list of household possessions and foods that the Ingalls might have taken along with them on their trek westward in a covered wagon. As you read the book, compare this list with the actual items that the Ingalls took with them.
7. Trace the Ingalls' journey on the map that appears on the following page. Refer to it as you read the book.

READING RESPONSE CHART

As you read the book keep track of the changing seasons and how you feel about each of the important events that occur. Record your responses on the chart below.

Season	Important Events	Personal Response to Events