



Farmer Boy TOUR EDUCATOR'S GUIDE

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 2ND – 7TH

Overview

For 70 years, children and adults have delighted in the *Little House* books by Laura Ingalls Wilder. In 1932, at the age of 65, Laura Ingalls Wilder published her first book, *Little House in the Big Woods*. During the next ten years she published seven more books describing her girlhood days as a pioneer on the western prairies.

However, there is one book in the *Little House* series that is not about life on the prairies. *Farmer Boy*, written by Wilder in 1933, is the story of her husband Almanzo Wilder and his life growing up on a farm in northern New York. *Farmer Boy* describes the life of nine-year-old Almanzo and his family through the changing seasons. Through this story, the reader is able to observe the intricacies of life on a farm near Malone, New York in the year 1866.

In preparation for your visit to The Farmers' Museum, and the Farmer Boy tour, this packet includes a set of lessons and activities. These will provide you and your students with an opportunity to become acquainted with Almanzo Wilder and his life in 1866 in northern New York State. Then, the post-visit activities and lessons will provide you and your students with the opportunity to debrief and discuss what you learned during your experience at The Farmers' Museum!

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your tour. The Museum Teachers will use quotes and images from *Farmer Boy* throughout the tour to draw parallels to our village and ask the students some questions about what they are seeing. Students will be asked to assist with reading with these quotes.

The Farmer Boy tour has six key experiences. All students spend time at the Lippitt Farmhouse, the Farmstead, and visiting our animals. At these stations, groups will discuss life on the farm, the roles that different family members played, and the major products that a farm produced in the mid-1800s. Students will also have two stations in the historic village, stopping at the Blacksmith Shop, More House, and School House to discuss the role of town in the life of a farm family. Students will also stop at the Empire State Carousel for a ride and to discuss how people in rural New York celebrated different holidays. As time allows, students will also stop in the other buildings in the historic village.

LOGISTICS OF THE TOUR

Environmental Conditions

The Farmer Boy Tour explores our recreated 1845 village. This tour includes spending time inside our historic buildings as well as walking outside to get to and from these buildings. Not all buildings are heated, and many rely on wood-burning stoves and fireplaces. Our walkways are made out of a variety of materials including packed dirt, gravel, wood, and stone. We suggest dressing in layers, and wearing appropriate weather gear, including boots.

Groups

Typically, we ask that you divide your students in to roughly equal groups of 10-15 prior to arrival, unless otherwise directed by Education Staff ahead of time. Each group must have at least one adult chaperone with them at all times. You will tour around the Historic Village in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time.

Length

This tour normally lasts 2 hours, not including a lunch break. If you plan to visit for a longer or shorter time, or would like to visit a specific location at our museum, please contact Education staff.

When you Arrive

When you arrive, your bus should pull into the main parking lot of The Farmers' Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will set out for your tour!

Additional Information

Please consult The Farmers' Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

TOUR LEARNING STANDARDS

Social Studies

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes,

developments, and turning points in the history of the United States and New York.

English Language Arts Common Core

SPEAKING AND LISTENING

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, express ideas clearly and persuasively, and build on those of others.
- Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral.)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. Ensure the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

LANGUAGE

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Pre-Visit Lesson and Activities

LESSON ONE: WHO ARE THE WILDERS?

Overview

Laura Ingalls Wilder’s books have been immensely popular in the decades since her death. This lesson provides students with the opportunity to become familiarized with Laura Ingalls Wilder, her husband Almanzo Wilder, and the Wilder family. Using the New York State Historical Association history newsletter, “The Story of Almanzo Wilder: Farmer Boy, Part I,” students will explore the Wilder family’s history, the *Little House* series stories, and life on the frontier in the late 1800s.

LESSON TWO: THEN AND NOW: WHAT WAS FARM LIFE LIKE IN 1866 NY?

Overview

Laura Ingalls Wilder’s book *Farmer Boy* provides an exciting glimpse into family and farm life in rural 1866 New York State. This lesson offers students the opportunity to understand the life of the Wilder family as they lived in the small community of Malone, NY. Students will be able to draw comparisons between life in rural 19th century New York to that of today.

LESSON THREE: CHECK THIS OUT: 19TH CENTURY PRIMARY SOURCES

Overview

How do we learn about the past? Usually, this is a process of research, study, and analysis of sources. But not just any sources—primary sources! These first-person accounts and records provide us with a window to understand and discover how people lived, worked, and played in the past. This particular activity will help students use primary sources in the context of the *Farmer Boy* Tour.

Post-Visit Lesson and Activities

We hope that you and your students had a memorable and educational experience at The Farmer’s Museum. These lesson and activity ideas can be used to create closure and serve as an evaluative tool to your students’ learning experience with us.

STUDENTS CAN...

Create a classroom exhibit or bulletin board that depicts what students learned about the Laura Ingalls Wilder and her husband Almanzo, *Farmer Boy*, and life in a 19th farming community.

Act out a skit or scene that describes the changes from New York’s early farming industry to life as we know it today.

Write a short essay that identifies what students learned from their field trip and compare and contrast 19th century and 21st century New York in the context that they examined at the museum.

Present an oral report in small groups that highlights different ideas or events that they discovered during their time at The Farmers’ Museum; this activity could be made into an event in which students’ parents are

invited to attend and see and hear what their students experienced while on their field trip.

Design an art project that depicts or highlights a meaningful experience from the field trip.

Organize a class discussion about the *Farmer Boy* tour and field trip to The Farmers’ Museum. Discuss field trip highlights, what they learned, what it tells them about the past, and then and now comparisons.

Lesson One: Who are the Wilders?

OVERVIEW

Laura Ingalls Wilder's books have been immensely popular in the decades since her death. This lesson provides students with the opportunity to become familiarized with Laura Ingalls Wilder, her husband Almanzo Wilder, and the Wilder family. Using the New York State Historical Association history newsletter, "The Story of Almanzo Wilder: Farmer Boy, Part I," students will explore the Wilder family's history, the *Little House* series stories, and life on the frontier in the late 1800s.

Learning Objectives

STUDENTS WILL...

Identify the author of *Farmer Boy* and the other *Little House* series books.

Explain how *Farmer Boy* is different from Wilder's other stories.

Identify and describe the major locations where Almanzo lived during his lifetime.

Describe Almanzo and Laura's early married years.

New York State Learning Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SOCIAL STUDIES

Standard 3: Geography

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

- Cite specific textual evidence to support analysis of primary and secondary sources.

ESSENTIAL & TOPICAL QUESTIONS

Who was Laura Ingalls Wilder?

Where did Almanzo Wilder spend his childhood?

What do the *Little House* series books tell us about life in the 1800s?

Are autobiographical stories important and accurate in telling us about history?

PROCEDURE

To begin, ask students if they know who Almanzo and Laura Wilder are and what they can tell the class about them. You may want to reference the *Little House* series books or the television show.

Ask students if they have ever heard of Wilder's book *Farmer Boy* and if they know what makes this one different from the other *Little House* stories. After any needed discussion, explain that this book was written about her husband Almanzo's childhood in upstate New York in the year 1866, and not about Ingalls' life on the prairie.

Distribute "The Story of Almanzo Wilder" handout to students. Read the handout together as a class, or divide students into small groups or partners. After reading the newsletter, have students write an essay about the challenges of life in the mid- to late 1800s, citing specific examples from the text of the article or from *Farmer Boy*. Students can also complete the "Farmer Boy Map Activity" that is included in the newsletter.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Read the entire Farmer Boy story as a class.

Create a timeline of Almanzo Wilder's life.

Write a biography about Laura, Almanzo, or any of the other family members.

Participate in a Read-A-Thon, seeing how many of Laura Ingalls Wilder's Little House books the class can read in a set time.

Lesson Two: Then and now— what was farm life like in 19th century new York state?

OVERVIEW

Laura Ingalls Wilder's book *Farmer Boy* provides an exciting glimpse into family and farm life in rural 1866 New York State. This lesson offers students the opportunity to understand the life of the Wilder family as they lived in the small community of Malone, NY. Students will be able to draw comparisons between life in rural 19th century New York to that of today.

Learning Objectives

STUDENTS WILL...

Categorize and describe 19th century farm-related activities and how they correspond to the time of year.

Identify and describe the individual roles of 19th century family members during each season.

Compare and contrast the daily and seasonal activities on an upstate New York farm during the 1860s with daily and seasonal activities of today.

New York State Learning Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

SOCIAL STUDIES

Standard 1: History of the United States and New York

- Describe the major social, political, economic cultural, and religious development in New York State and United States history, as well as the important roles and contributions of individuals and groups
- Compare and contrast the important ideas, social and cultural beliefs, and traditions from New York State and United States history and illustrate the connections and interactions of people and events across time and from a variety of perspectives

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

- Cite specific textual evidence to support analysis of primary and secondary sources.

ESSENTIAL & TOPICAL QUESTIONS

What chores do each of the members of your family do on a daily basis?

What different chores does each of the Wilder family members perform?

How have daily and seasonal activities of a 19th century farm family changed compared to the daily and seasonal activities that we have today?

If you lived on a 19th century farm, what three words would you use to describe your life and why?

PROCEDURE

To begin, discuss as a class what students do around the house to help their family. Does each member of the family have a specific job? After discussing 21st century household chores with students, ask them if there are specific jobs that they have during each of the seasons (e.g. shoveling the sidewalk in the winter, raking leaves in the fall, spring cleaning).

After discussing the idea of seasonal chores, begin discussing how on the Wilder farm in Malone, New York, each family member had a specific job to do on a daily and seasonal basis. As a class, with a partner, or individually, have students read the "Almanzo Wilder and Life on a Farm in 1866" handout.

Once students have read the article, they can work on the activity "Seasonal Activities on the Wilder Farm" either individually, with partners, or as a class. Groups could also be divided based on the seasons, with students then sharing their findings with each other.

If desired, students can then work on “Almanzo’s Jigsaw Puzzle” to learn farming terminology and vocabulary. To conclude, the remaining essential and topical questions can be discussed as a class.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Read Chapter 2: Winter Evening and describe the Wilder Homestead either through a short writing exercise or visual representation.

Create a tool book manual describing and depicting the tools and materials that were used and created on the Wilder Homestead.

Design a classroom exhibit featuring 19th century farm equipment, tools, and products.

Write a short essay comparing 19th century farm life with 21st century life today.

Read the entire *Farmer Boy* story as a class.

Lesson Three: Check this out: 19th century primary sources

OVERVIEW

How do we learn about the past? Usually, this is a process of research, study, and analysis of sources. But not just any sources—primary sources! These first-person accounts and records provide us with a window to understand and discover how people lived, worked, and played in the past. This particular activity will help students use primary sources in the context of the Farmer Boy Tour.

Learning Objectives

STUDENTS WILL...

Define what primary source documents are.

Interpret and explain what this document tells us about New York State history and culture.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of The United States & New York

- Describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
- Describe historic events through the eyes and experiences of those who were there.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas (R.7-8)

- Integrate and evaluate content presented in diverse media and formats.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Research to Build and Present Knowledge (W.7)

- Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

ESSENTIAL & TOPICAL QUESTIONS

What is a primary source? What do they tell us?

Why are primary sources important?

How do historians and museums use primary sources?

PROCEDURE

To begin, students should discuss how historians learn and write about the past. Students should discuss what sources are used and the differences between primary and secondary sources.

Using the primary source examples from the Harvest of History website, students will analyze a primary source example with the supplemental worksheet, "Reading a Document".

Note: The teacher may use any primary source that they believe will benefit the class understanding the most. It may be helpful to analyze one source together as a class, then have students work with a partner or small group to analyze another.

As a form of closure, students can reflect and discuss their findings and the essential questions.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Write a diary entry from the perspective of a someone living in 19th century rural New York, using primary sources to provide evidence.

Design an exhibit that uses the Harvest of History primary sources to tell the story of rural 19th century New York.

Analyze a primary source document using the handout as independent practice.

The Story of almanzo wilder



Laura Ingalls Wilder in her sixties

Many years ago, during the 1930s, a woman by the name of Laura Ingalls Wilder gave a wonderful gift to the world. Mrs. Wilder, then in her sixties, wrote about her girlhood days on the western prairies of the United States during the late 1800s in the form of the *Little House* books. There are nine books in Laura's *Little House* series. Perhaps you have read some of her stories, like *Little House in the Big Woods* or *Little House on the Prairie*.

Almost all of Laura Wilder's stories tell about her girlhood days on the western prairies. One of her books, however, tells about her husband, Almanzo Wilder. When Almanzo was a boy, he lived on a farm outside the village of Malone in northern New York State. The book about Almanzo is called *Farmer Boy*. The story takes place in 1866 on a large farm owned by Almanzo's father.

In this lesson you will learn about Almanzo Wilder and his family. You will travel with Almanzo to each of the places where he lived. The journey begins in northern New York State, where Almanzo was born. From there, you will travel west with Almanzo and his family to Minnesota. Then you will head further west with Almanzo to the Dakota Territory. It is in the Dakota Territory where he marries Laura Ingalls. Finally, you will end your journey in Mansfield, Missouri.

THE WILDER FAMILY IN NORTHERN NEW YORK STATE

Almanzo James Wilder was born on February 13, 1857, on a farm located in Burke, New York. The farm was about twelve miles south of the Canadian border and less than five miles east of the village of Malone. Almanzo was the fifth of six children born to James and Angeline Day Wilder.

The Wilder family had been living in northern New York for about 50 years when *Farmer Boy* took place. Almanzo Wilder's grandparents, Abel and Hannah Payne Wilder, moved from Vermont to Malone, New York, in 1817. In 1816 harsh weather struck the northeastern United States. That year was known as the year without a summer. In New England, crops failed and many people began to move west.

Abel and Hannah settled just outside the small community of Malone, where they built a one-room log cabin. Malone was first settled in 1802 and was a very small village during the early 1800s. Only a few farm houses, log cabins, and just a handful of stores were there at that time.

James M. Wilder, Almanzo's father, was nearly five when his family moved west from Vermont to Malone. By 1840, James had saved enough money to buy farmland located outside of Malone. The farm, which is described in *Farmer Boy*, originally consisted of 88 acres; later, James bought more land to make his farm larger. In 1843 James Wilder married Angeline Day of Chateaugay, a neighboring town. Besides raising a family of six children, James and Angeline became successful farmers. Both were skilled, hand-working individuals. James had learned carpentry from his father, and Angeline proved to be a good household manager.

The red-painted farmhouse, built by James Wilder in the 1840s, still stands today on what is known as Stacy Road.



Boyhood home of Almanzo Wilder from 1857 to 1875

The house and large barns (no longer standing) were located on a hill overlooking a branch of the Big Trout River. To the north, one could see a silver streak in the distance—this was the St. Lawrence River. To the south were the foothills of the Adirondack Mountains.

In 1866, the year Almanzo Wilder was nine, and the year in which *Farmer Boy* takes place, Malone was a thriving community of about 6,000 people. Malone, located in Franklin County, had grown following the completion of the Northern Railroad in 1850. The Northern Railroad connected Rouses Point with Ogdensburg. Malone, located between these two places, had become an important railroad terminal by the 1860s. This encouraged the growth of industry in Malone and it had a number of industries such as a milling, tanning, lumbering, and wool manufacturing. Malone also manufactured railroad engines and railroad cars. During the 1860s, the village of Malone also supported two banks and two newspapers.

Education was important to the people of Malone from its early days. The first school in Malone was established in 1806. In 1831 the school became



The Wilder Family about 1870 in Malone, New York. Seated left to right: Royal, James (Father), Perley, Angeline (Mother), Alice. Standing: Almanzo, Eliza Jane, and Laura.

known as the Franklin Academy. Almanzo's older brother and sisters attended the Franklin Academy. Almanzo was too young to go to the Academy before the family moved west to Minnesota. Instead, he went to school about a mile south of his home in Burke.

THE WILDER FAMILY MOVES WEST TO MINNESOTA

During the early 1870s, James Wilder began to consider a move to the west. Several members of his wife's family and the Wilders' oldest daughter had gone to live in Spring Valley, Minnesota. Spring Valley, located in southeastern Minnesota, is one of the most fertile farming areas in the United States. This was probably a difficult decision for James and Angeline, since they had lived in New York State most of their lives. But the reports of good farming in the West convinced them to make the move.

In 1872 James and Angeline Wilder and several of their children—Laura, Almanzo, and Perley—were living in Spring Valley. Three other children, Royal, Eliza Jane, and Alive, were still living in northern New York State. It was not until 1875 that their farm in New York was sold and the entire family could move west to Spring Valley, Minnesota.

ALMANZO MOVES WEST TO THE DAKOTA TERRITORY

In 1879, when Almanzo was 22, he left home and moved to western Minnesota to raise seed and wheat. That same year, Almanzo and his brother Royal moved further west to the Dakota Territory. There they filed on homestead claims near De Smet. De Smet is located in present-day South Dakota. South Dakota did not become a state until 1889, so it was called the Dakota Territory when Almanzo first settled there. It was in De Smet that Almanzo first met Laura Ingalls. Almanzo and Laura were married on August 25, 1885. At the time of their marriage, Almanzo was 28 years old and Laura was 18. In December of 1886, their first child, Rose, was born.



Laura and Almanzo, the winter after they were married

The years that Almanzo and Laura spent together were often filled with hardship. Laura referred to their early years together as sunshine and shadow. In 1887 their barn and haystacks burned down. The following spring, both Laura and Almanzo were stricken with diphtheria and nearly died. Almanzo went back to work on his farm before he was fully recovered and suffered a stroke. The stroke left him partially paralyzed, and his feet were permanently crippled. Almanzo was 30 years old and could not do an entire day's work. For the rest of his life, he was forced to use a cane. In August of 1889, they had a baby boy who lived only 12 days. Two weeks after the death of their son, their house burned to the ground.

In 1890, following these years of misfortune, Almanzo, Laura, and their daughter Rose went to stay with Almanzo's family in Spring Valley, Minnesota. They stayed in Minnesota for a brief time and then moved to Westville, Florida. They had hoped that the climate would improve Almanzo's health. Unfortunately, the damp climate was more than Laura could bear. They remained in the south for two years, but longed to go home—home to the prairies of South Dakota.

In August of 1892, the Wilders returned to South Dakota, where Laura's parents were still living. When they returned, they discovered that the long drought had made the prairies brown and dead. Realizing that there was nothing for them in South Dakota anymore, Almanzo and Laura worked hard to save enough money to leave the Dakotas. Almanzo found a number of odd jobs, such as carpentry, painting, driving teams of horses, or sometimes clerking in a store. Laura took a job as a seamstress. They wanted to start over somewhere far from the hot, dusty winds and the lifeless prairies of South Dakota.

JOURNEY'S END—ALMANZO AND LAURA SETTLE IN THE MISSOURI OZARKS

In July of 1894, Almanzo, Laura, and their seven-year-old daughter Rose were finally able to leave South Dakota. They packed all their belongings on a wagon and headed south, far from the drought-stricken prairies. They traveled as far south as the Ozarks in Missouri. They settled in Mansfield, Missouri, where they bought 40 acres of land about a mile outside of town. Years of hard work eventually gave the Wilders a 200-acre farm, where they remained the rest of their lives. In 1949, at the age of 92, Almanzo Wilder died. His wife Laura, author of the *Little House* series, died in 1957 at the age of 90. They are both buried in Mansfield, Missouri.



Laura and Almanzo Wilder in 1942

NAME: _____

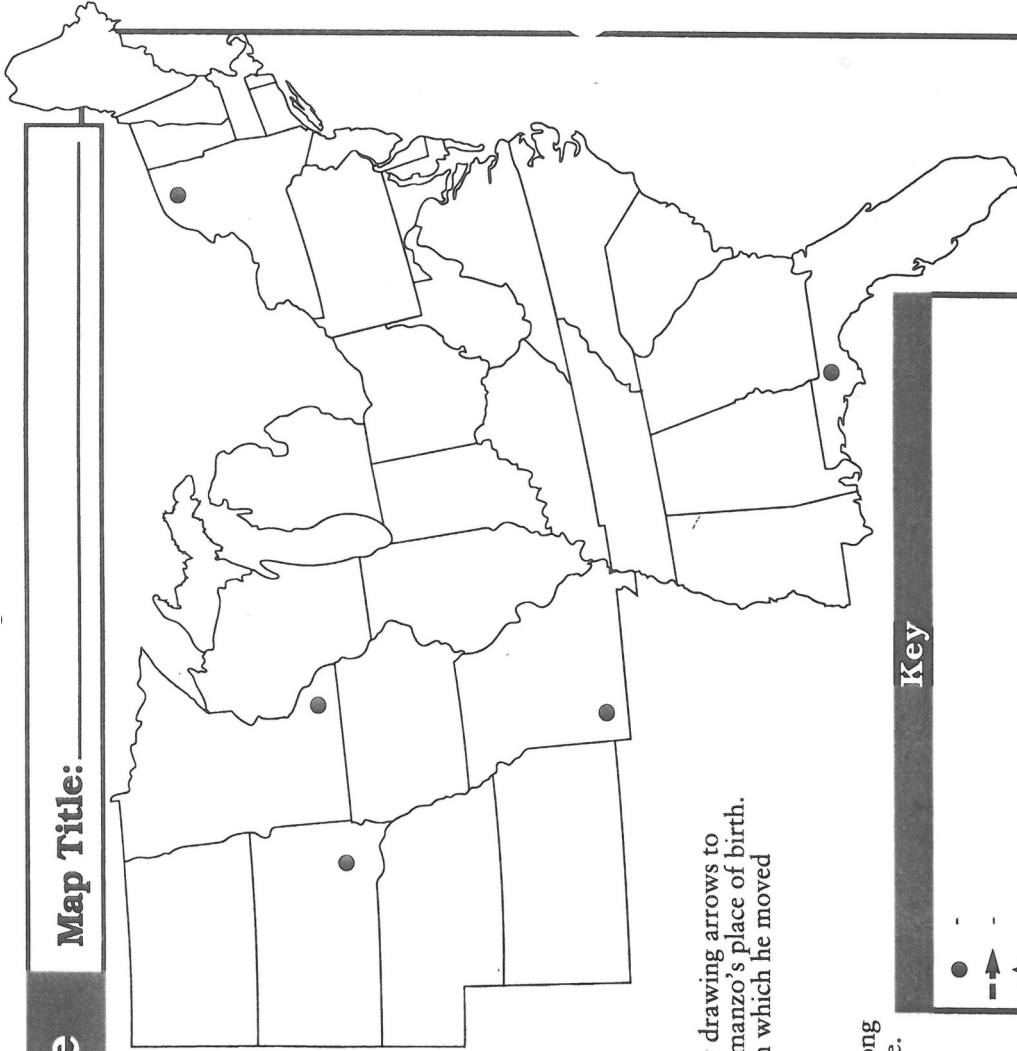
DATE: _____

Farmer Boy Map Activity

Complete the map activity below to learn more about Almanzo Wilder's life!

Map Exercise

Map Title: _____



Almanzo Wilder lived in a number of places throughout his life. On the map below, complete each of the following:

1. Locate and label the following places:
Malone, New York
Spring Valley, Minnesota
De Smet, South Dakota
Westville, Florida
Mansfield, Missouri
- 2.a) Place a star at the place where Almanzo was born.
b) Place a square at the place where Almanzo is buried.
- 3.a) Trace Almanzo's journeys by drawing arrows to each place he lived. Begin at Almanzo's place of birth. Draw the arrows in the order in which he moved to each location.
b) Place the date that Almanzo moved to each new location along the arrows leading to each place.
4. Complete the Key by defining each of the symbols used on the map.
5. Create a title for the map and place it in the space provided at the top.

Key

●	-
→	-
★	-
■	-
Dates Show	-

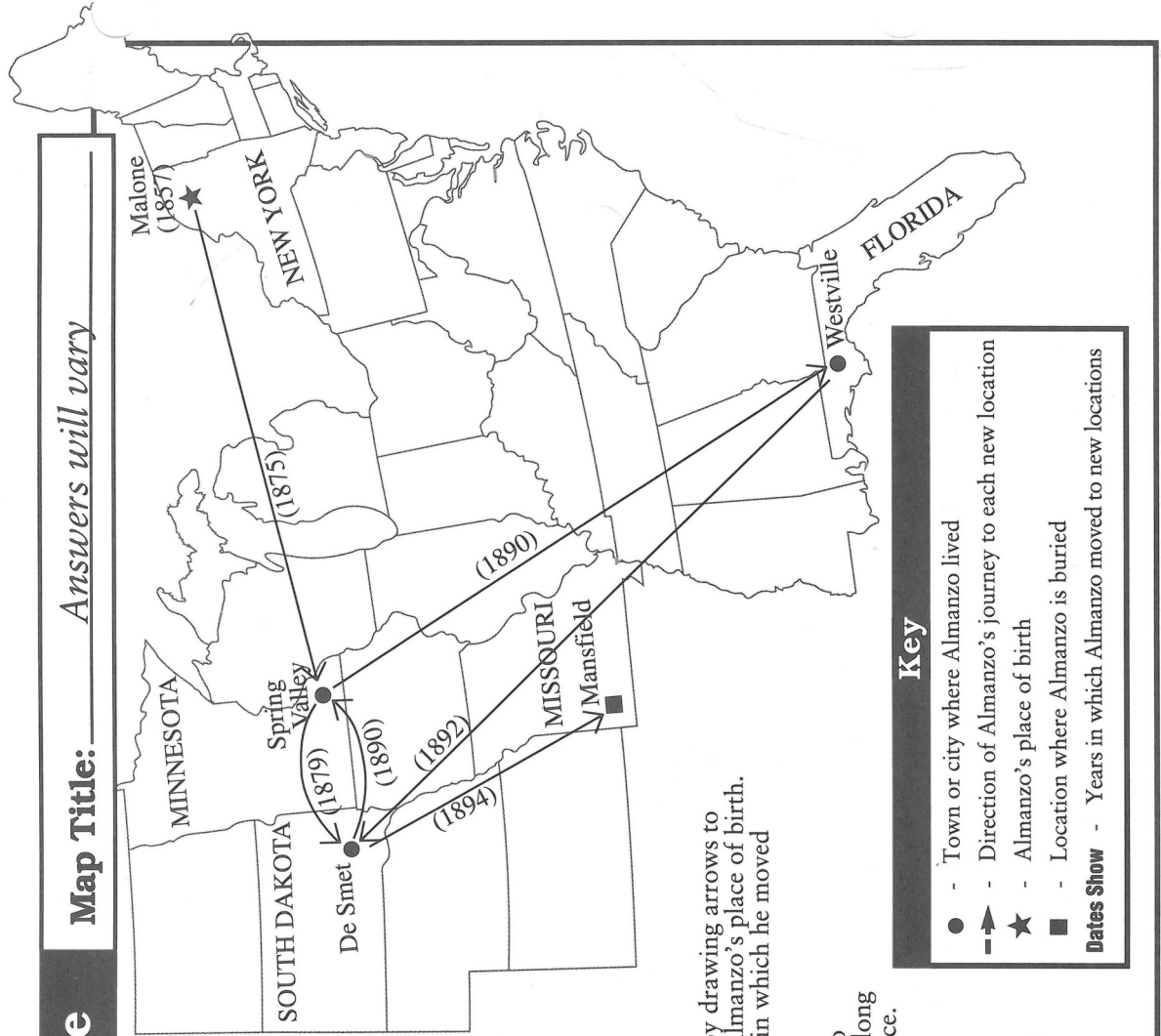
Farmer Boy Map Activity Teacher's Key

Map Exercise

Map Title: *Answers will vary*

Almanzo Wilder lived in a number of places throughout his life. On the map below, complete each of the following:

1. Locate and label the following places:
Malone, New York
Spring Valley, Minnesota
De Smet, South Dakota
Westville, Florida
Mansfield, Missouri
2. a) Place a star at the place where Almanzo was born.
b) Place a square at the place where Almanzo is buried.
3. a) Trace Almanzo's journeys by drawing arrows to each place he lived. Begin at Almanzo's place of birth. Draw the arrows in the order in which he moved to each location.
b) Place the date that Almanzo moved to each new location along the arrows leading to each place.
4. Complete the Key by defining each of the symbols used on the map.
5. Create a title for the map and place it in the space provided at the top.



almanzo wilder and life on a farm in 1866

Laura Ingalls Wilder, in her *Little House* series of books, tells about her girlhood days on the western prairies during the late 1800s. One of her books, however, tells about her husband, Almanzo Wilder. When Almanzo was a boy, he lived on a farm outside of Malone in northern New York State. The book about Almanzo, *Farmer Boy*, takes place in 1866 on a farm owned by Almanzo's father, James Wilder. In *Farmer Boy*, Laura describes a year in the life of nine-year old Almanzo and his family. *Farmer Boy* is a wonderful story about a young farm boy. But it is much more than just a story; *Farmer Boy* provides us with a real-life picture of farm and family life in northern New York State during the 1860s.

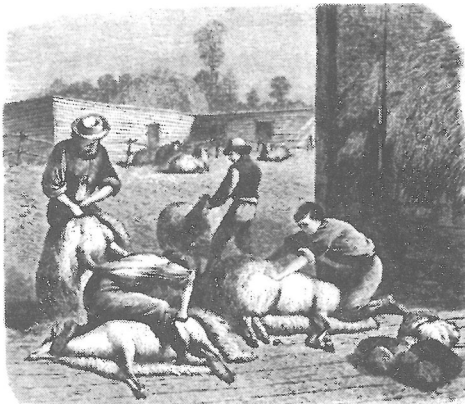
In this lesson you will learn about farm life in northern New York State during the 1860s by reading about Almanzo Wilder and his family. Before completing the activities in this lesson, you will need to have a copy of *Farmer Boy* or have your teacher read the book to you in class.

THE WILDER HOMESTEAD AND FARM IN 1866

In 1840, Almanzo's father bought an 88-acre farm in Burke, New York. Burke is located about five miles east of the village of Malone in northern New York State. Located just west of the Wilder homestead is the Trout River where Almanzo and his father often fished. On clear days the Wilders could see the St. Lawrence River located about 12 miles to the north. Far the south of the Wilder farm are the foothills of the Adirondacks and Chateaugay Lake, where Almanzo and his family often went to pick blueberries.



The weather was so cold that the snow was like sand underfoot...this was perfect weather for cutting ice, because when the blocks were lifted from the pond, no water would drip... (Farmer Boy)

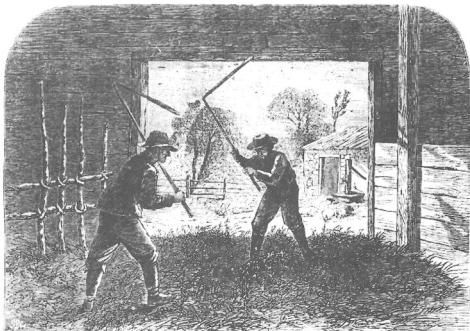


Father and Lazy John were good sheep-shearers. Their long shears snipped through the thick wool like lightning; they cut close to the sheep, but never cut its pink skin. (Farmer Boy)

In chapter two of *Farmer Boy*, there is a description of the Wilder Homestead as it appeared in 1866. Read *Winter Evening* to find out more about the Wilder farm.

THROUGH THE SEASONS AT THE WILDER FARM

During the 1800s the entire family had to work hard a farm throughout the year. There were no modern appliances like electric refrigerators and microwave ovens, or modern machinery like tractors and trucks to make life simple. There were no large grocery stores or shopping centers nearby where people could go to get supplies whenever they needed them. There was much work in providing for the needs of the family and in keeping a farm running. Every member of the family had chores to do. Some chores had to be done every day. Other chores had to be done during certain seasons of the year. Almanzo Wilder and his family were busy all year long. But they did different activities depending on the time of year. In the spring and summer they would plant their crops. During the winter they did other activities. Many activities of the Wilder family are described in *Farmer Boy*. Many of these activities are listed to the right. Some activities were done every day, others were done only during certain seasons. Not all activities were work. Sometimes they did things for fun just as we do today.



They spread the wheat two or three inches thick on the floor. Then they faced each other, and they took the handles of their flails in both hands; they swung the flails above their heads and brought them down on the wheat. (Farmer Boy)



As soon as all the oats were in shock everyone hurried to cut and bind and shock the wheat. (Farmer Boy)

NAME: _____

DATE: _____

Seasonal Activities on the Wilder Farm

Directions: After you have read *Farmer Boy*, decide which activity goes with which season. Then place it under the correct heading on the chart below. If the activity is something that was done throughout the year, place it under the heading *All Year*. If an activity was done in more than one season, place it under all the appropriate headings.

- | | | |
|----------------------|-----------------------|---------------------------------|
| Gathering beechnuts | Harrowing the fields | Dyeing wool |
| Making shingles | Weeding the garden | Weaving cloth on a loom |
| Butchering livestock | Attending church | Planting crops |
| Sheep shearing | Making lard | Trout fishing |
| Threshing grain | Making meals | Feeding and watering the stock |
| Milking the cows | Butter-making | Making ice cream |
| Plowing the fields | Sledding | Harvesting |
| Making maple syrup | Filling the ice-house | Winterizing the house and barns |
| Berry picking | Candle-making | |
| Gathering eggs | Grooming horses | |
| Soap-making | Haying | |
| Hauling timber | Mending fences | |

SPRING	SUMMER	FALL	WINTER	ALL YEAR

Teacher's Key: Seasonal Activities on the Wilder Farm

Spring	SUMMER	FALL	WINTER	ALL YEAR
Sheep shearing Plowing the fields Making maple syr- up Harrowing the fields Dyeing wool Planting crops Milking the cows Gathering eggs Butter-making	Berry picking Weeding the garden Haying Trout fishing Making ice cream Milking the cows Gathering eggs Butter-making	Gathering beechnuts Butchering livestock Soap-making Making lard Candle-making Mending fences Harvesting Winterizing house & barns Milking the cows Gathering eggs Butter-making	Making shingles Threshing grain Hauling timber Sledding Filling the ice-house Weaving cloth on a loom	Attending church Making meals Grooming horses Feeding & watering the stock

NAME: _____

DATE: _____

Almanzo's Jigsaw Puzzle

DISCOVER WHAT ALMANZO'S FAMILY USED ON THEIR FARM IN 1866

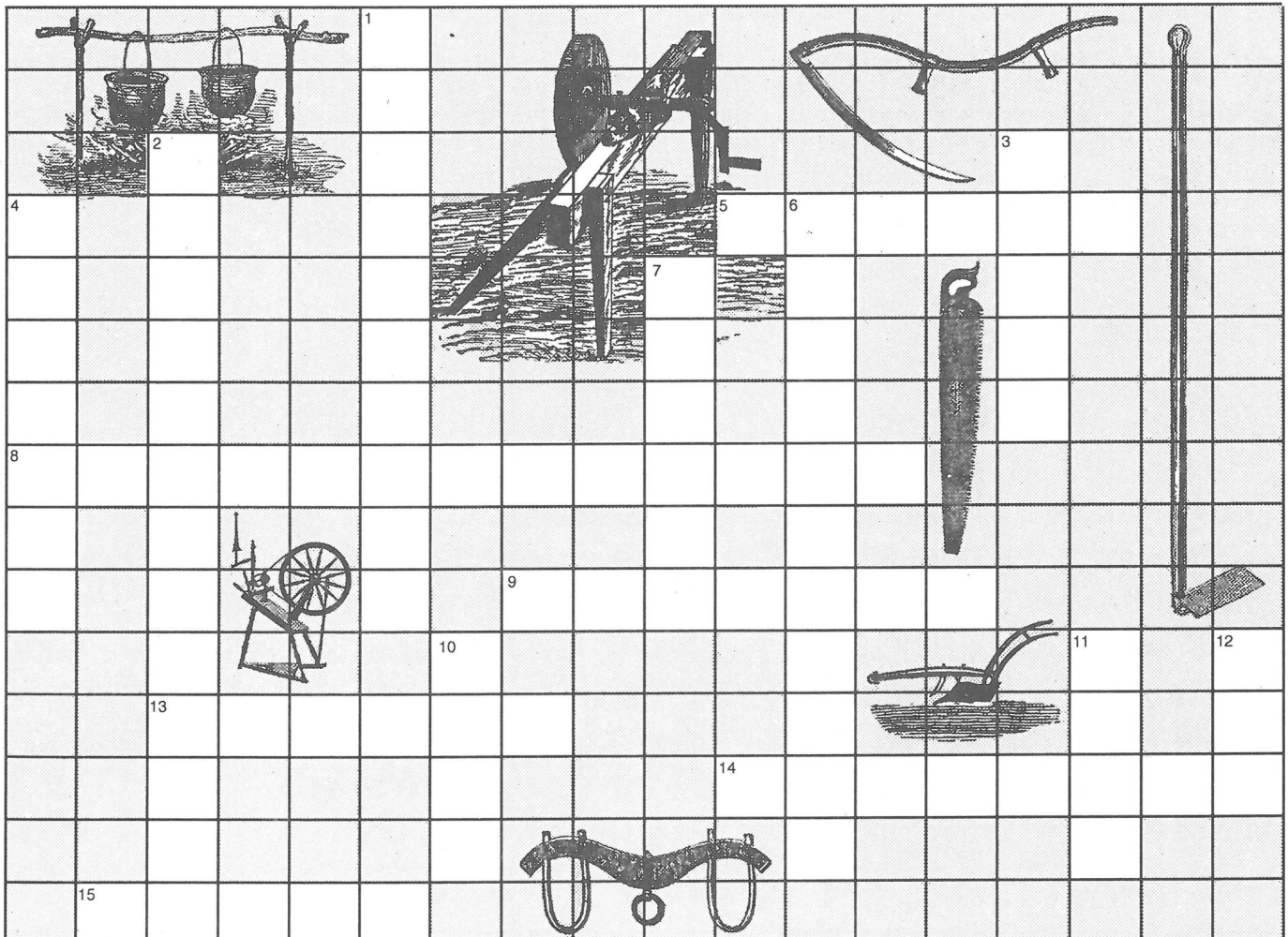
Directions: Below are the clues to the kinds of objects that Almanzo's family used on their farm. Find out the correct answer for each of the clues and write the answer in

ACROSS

- This instrument has a long, curved blade and was used by Almanzo's father to cut tall grass.
- This was a machine used for baling hay.
- Ice was packed in this to keep it from melting when the weather was warm.
- This is a part of the barn where hay is stored.
- Almanzo placed this around the necks of Star and Bright in order to train them.
- Almanzo used this tool for threshing grain by hand.

DOWN

- This stone disk turns on an axle and is used for sharpening
- Almanzo's mother used this small machine to make yarn
- This was used in making butter.
- The Wilders boiled the sap from maple trees in this container.
- This tool has a long, narrow blade, with wooden handles.
- Almanzo used this on the fields to break up the larger pieces of soil after plowing.
- This was used by Almanzo's mother to weave cloth.
- The Wilders used this each spring to open up the ground and turn over the soil.
- Almanzo used this tool to help him weed the garden.



NAME: _____

DATE: _____

Reading a Document: Analyzing Primary Sources

1. What type of document is this? (Newspaper article, letter, map, advertisement, diary entry, photograph, illustration, cartoon, etc.)
2. When was this document created? How do you know?
3. Who created this document? What do you know about him or her?
4. What is the purpose of this document? Who is it written or created for?
5. List two to three things that this document tells you about life in New York during this period.
6. List two to three questions you have about this document. What would you ask its creator if he or she were alive today?