

**Pre-show Lesson Plan**  
**Heather Magruder**  
**Laura Ingalls Wilder**  
**3<sup>rd</sup> – 5<sup>th</sup> grades**

**Essential Questions:** What did settlers and pioneers experience on their journeys to new places? What did settlers and pioneers experience during the establishment of their homesteads?

**Standards Addressed**  
**Social Studies**

- Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.
- Standard 4-5:** The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.
- Standard 5-2:** The student will demonstrate an understanding of the continued westward expansion of the United States.

**ELA**

- Standard 3/4/5-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- Standard 3/4/5-5** The student will write for a variety of purposes and **audiences**.
- Standard 3/4/5-6** The student will access and use information from a variety of sources.

**Theatre**

- Standard 2(grades 3-5)** The student will develop acting skills that allow him or her to portray a variety of characters in both improvised and scripted dramatic presentations.

**Activating Strategy**

Students will think of a time they have travelled to a new place or entered a new environment. They will name one detail about the new place, how they felt when they learned they would be going somewhere new and how they felt once they arrived. At their desks, students will make a shape with their bodies that shows how they travelled to the new destination and will show with facial expression how they felt when they arrived.

## ***Lesson Content and Teaching Strategies***

### ***Activity 1***

Students will explore pioneer images – of a covered wagon, of undeveloped terrain, of a homestead. In small groups, they discuss how they might have felt in one of these locations and what they might have seen, heard, smelled, touched or tasted in such a place.

### ***Assessment prompt 1***

In their small groups, students will create a tableau to demonstrate their discussion. They will each offer a line of dialogue that tells something about their imagined setting.

### ***Activity 2***

The visiting artist will offer details about what the pioneers experienced, specifically, what Laura Ingalls Wilder and her family experienced. Students will discuss how they might alter their tableaux and add to their dialogue to incorporate this new information.

### ***Assessment prompt 2***

In their small groups, students will create a new tableau and dialogue to demonstrate their new knowledge.

### ***Summarizing Activity***

Students will return to their desks. They will each create a piece of prose that begins with one of their lines of dialogue and that includes sensory details about their imagined setting and what they are doing there.

### ***Assessment***

Tableaux offer an excellent opportunity for formative assessment. Students can be asked to explain their tableau and dialogue choices to clarify student understanding. The writing produced in the summarizing activity will be assessed using a rubric, attached.