

## HISTORY

### Historical Introduction

In this week-plan, we are gaining a big picture of progress in America from the mid-1830's to 1850 or so. We will quickly survey three presidencies—those of Martin Van Buren, William Henry Harrison, and John Tyler—and overview ways that America expanded during this period. In future weeks, we will spend more time studying details of events that we look at only briefly (and in their larger context) this week, such as the everyday lives of pioneers as they trekked across the American plains, the Plains Indian Wars that resulted as Indian and white cultures clashed in the West, the Mexican-American War following the annexation of Texas, the work on the Transcontinental Railroad, the installation and effects of the telegraph, and the California Gold Rush.

Propelling these major events was the concept of America's Manifest Destiny to govern the continent of North America. Together, these developments contributed to the Age of Jackson, so called even though Jackson himself left the presidency in 1837. Both Presidents Van Buren and Polk had been strong supporters of Jackson while he was in office and were his political heirs. Although Harrison and Tyler were Whigs, their presidencies changed neither the politics nor the spirit of this era.

One of the sad things that happened in this Age of Jackson was the forcible removal of the Five Civilized Tribes to western lands that were unsuited to their cultures. Starting in 1830, the Indian Removal Act (studied in Week 11) mandated that the Cherokee, Chickasaw, Choctaw, Creek, and Seminole Indians abandon their hereditary lands and travel to reservations created for them in what is now eastern Oklahoma. The Cherokee, especially, fought this law in American courts. At the Supreme Court level, they won the *Cherokee Nation v. Georgia* case of 1831, but Presidents Jackson and Van Buren refused to back the court's decision and ordered the removals. In 1837, the Cherokee became the last tribe to walk the Trail of Tears.

The years between 1830 and 1850 saw a huge, voluntary, westward push among white Americans. In 1845, one journalist captured the expansionist, can-do spirit of the age that mingled with a religious sense of both duty and purpose with his now-famous phrase "Manifest Destiny." Many Americans felt that it was a matter of divine ordination that America should one day stretch from "sea to shining sea," and that it was both their right and their duty to make it so. Many Americans reckoned that God was behind expansionism. White dominion was a part of Protestant theologies that embraced progress, looking confidently towards the imminent perfectibility of mankind. But this was not the whole story. Much of the American mindset was also due to optimism about American progress and her proven ability to solve problems as a nation, overcoming all obstacles, whether social, political, or physical. Broadly speaking, you will be studying the spirit of this Age of Jackson as reflected in nationalistic expansionism and in social reform movements (especially in the area of abolition), both of which had positive and negative aspects.

### Threads

- Read about Presidents Van Buren, Harrison, and Tyler.
- Learn about the issues that shaped the presidential election of 1844.
- Look at the early lives of Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison.
- Learn about Manifest Destiny.
- Read how American expansion affected Native Americans.

PEOPLE	TIME LINE	VOCABULARY
<input type="checkbox"/> Martin Van Buren <input type="checkbox"/> William Henry Harrison <input type="checkbox"/> John Tyler <input type="checkbox"/> James Polk <input type="checkbox"/> Sequoyah <input type="checkbox"/> Harriet Beecher Stowe <input type="checkbox"/> Frederick Douglass <input type="checkbox"/> William Lloyd Garrison	<b>1830</b>	Joseph Smith publishes the Book of Mormon.
	<b>1833</b>	Smith founds the Church of Christ (later renamed the Church of Jesus Christ of Latter-day Saints).
	<b>1837-1841</b>	Martin Van Buren is president.
	<b>1838</b>	Between 13,000 to 17,000 Cherokee Indians are forced to march the Trail of Tears.
	<b>1841</b>	William Henry Harrison is president.
	<b>1841-1845</b>	John Tyler is president.
	<b>1845</b>	Texas is annexed to the United States via a joint act of Congress.
	<b>1847</b>	The Seminole Indians are the last of the Five Civilized Tribes forced west.

### Reading

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 23-28, 32, 34, 58-59, 80-81
- This Country of Ours (Yesterday's Classics version)* by H.E. Marshall, p. 475-481
- Abraham Lincoln's World*, by Genevieve Foster (J 973) p. 77-80, 158-163, 179
- North American Indian*, by David Murdoch (J 970) p. 26-27
- Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
  - Presidents Book
  - Internet Links (see Year 3 History page of the Tapestry website)
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters I-V (Week 1 of 4)

### Accountability Questions

1. Write down notes by answering questions about the following presidents:
  - Van Buren
    - What kindled his love of politics when he was a child?
    - What were some of his important political positions before becoming president?
    - What were some of the major events during Van Buren's presidency?
  - Harrison
    - Who was Harrison's father?
    - How did he become a war hero?
    - Why was his presidency so brief?
  - Tyler
    - What were his views about slavery?
    - What were some interesting aspects of Tyler's presidency?
2. What were the central issues that shaped the content of the presidential campaigns in 1844?
3. Use supporting links<sup>1</sup> to find out what the term "Manifest Destiny" means.
4. Continue your Internet research by finding out if there were any opponents to the ideas of Manifest Destiny. If so, what were the objections raised?
5. Briefly note the important events in the lives of Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison that shaped their views of slavery.
6. Who were the "Five Civilized Tribes"? Why were they called this?
7. Which of the five tribes was the last to be forcibly removed?
8. Where were the Indians forced to move?

<sup>1</sup> <http://www.tapestryofgrace.com/year3/history.php>

**Thinking Questions**

1. What are some of the underlying beliefs that fueled the pursuit of Manifest Destiny?
2. Can you think of another American political doctrine that is similar to Manifest Destiny?
3. Why was slavery such a hot issue during the presidential campaign of 1844?
4. What do you think about the American treatment of Native Americans? If you had been in charge, how would you have resolved the conflict between Americans wanting to move west and the fact that Native Americans had lived there hundreds of years and owned the land?

## Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<input type="checkbox"/> Display Board (Week 1 of 4)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have you ever made a display board? They are lots of fun to make and view. You are going to take the rest of this unit to create a display board.</li> <li><input type="checkbox"/> Choose your topic this week. Suggestions include: Victorian England, Manifest Destiny, the Mexican-American War, or one of the Presidents studied in this unit.</li> <li><input type="checkbox"/> Plan your display board by making a sketch of the layout of your board. Although it is possible that the layout may change a bit, this will give you a loose guideline for your reference.</li> <li><input type="checkbox"/> Following all of the steps in the writing process, write two paragraphs for your board.</li> <li><input type="checkbox"/> Write or type your final copies, but you won't need to print them out just yet. File your paragraphs under "Work in Progress" in your Grammar and Composition Notebook.</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>
7	<input type="checkbox"/> Persuasive Writing	<ul style="list-style-type: none"> <li><input type="checkbox"/> In <i>Writing Aids</i>, learn about or review the genre of persuasive writing and how to use Venn diagrams or T-Charts for prewriting (<i>Writing Aids</i> Graphic Organizers).</li> <li><input type="checkbox"/> Choose a topic from one of the options below and write a one-page persuasive paper.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Pretend to be alive back in the days when the West was not yet won. Persuade your reader that it is America's Manifest Destiny to control much of North America from sea to shining sea.</li> <li><input type="checkbox"/> Persuade your reader that Texas should be admitted to the Union.</li> </ul> </li> <li><input type="checkbox"/> File your finished paper in your Grammar and Composition Notebook under "Completed Work."</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>
8	<input type="checkbox"/> Story Writing (Week 2 of 5)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a Story Map (<i>Writing Aids</i> Graphic Organizer) so that you have a clear picture of your plot.</li> <li><input type="checkbox"/> Begin writing the rough draft of your story.</li> <li><input type="checkbox"/> File your Story Map and rough draft under "Work in Progress" in your Grammar and Composition Notebook.</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>

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9	<input type="checkbox"/> Research Paper (Week 6 of 6)	<ul style="list-style-type: none"><li><input type="checkbox"/> Self-proof your paper for structure and mechanical flaws.</li><li><input type="checkbox"/> Type your final copy.</li><li><input type="checkbox"/> File it under “Completed Work” in your Grammar and Composition Notebook.</li><li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li></ul>
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## WORLDVIEW

There is no assignment this week.

**GEOGRAPHY**

Add Florida to your cumulative map project this week; it was admitted to the Union in 1845.

### LITERATURE

#### Reading

*The Princess and the Goblin*, by George MacDonald (JUV FICTION) chapters 1-8 (Week 1 of 4)

#### Worksheet 1

Evaluate characters by writing details about each in the categories provided. There is one character for which you will find very little information. Also, note the pictures on the opposite page; you will discuss them with your teacher in class.



★ actions

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★ personal traits and abilities

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★ thoughts and feelings

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★ relationships

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★ responses to events or people

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actions

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---

personal traits and abilities

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thoughts and feelings

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relationships

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responses to events or people

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actions

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personal traits and abilities

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thoughts and feelings

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relationships

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responses to events or people

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actions

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personal traits and abilities

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thoughts and feelings

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relationships

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responses to events or people

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## FINE ARTS &amp; ACTIVITIES

## Reading

- ❑ *Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 24-27, 44-45
- ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 14

## Exercises

1. Pretend that you've made a friend with another child your age from the Cherokee nation. Write a letter to him, telling him your concerns, your regrets, and how you will pray for him on his journey to Oklahoma.
2. Make a poster to explain and describe the lifestyles of the tribes that were forced to relocate from their homes: Choctaw, Seminole, Creek, Chickasaw, and Cherokee.
3. Be a TV reporter for a day and act like you are reporting on the movement of the Native Americans. If you have access to a video-recorder, record this "newscast" and show it to your family or co-op friends.
4. Write a letter to Andrew Jackson or Martin Van Buren, concerning their decision to relocate the Native Americans.
5. Complete president cards for Martin Van Buren (in office 1837-1841), William Henry Harrison (1841), and John Tyler (1841-1845).

From *Hands-On Rocky Mountains*:

6. Make a transition paper doll that shows the fashions of the American Indians.
7. Use a brown paper grocery bag to make a "leather" pouch.
8. Fashion your own moccasins out of felt.

## HISTORY

## Historical Introduction

The one presidential term of James K. Polk was eventful, to say the least! Essentially, the entire course of the nation changed during his tenure. Polk made at least four campaign promises during his campaign in 1844, and he fulfilled them all—and more! During his administration, Americans became eager to expand westward, as we learned last week when we explored the idea of Manifest Destiny. Native Americans were not the only people moving west during this period. For example, this week you will learn about Americans known as the Mormons, who journeyed west under a cloud of controversy. Both Native Americans and Mormons contributed to the settling of the western regions and to the unique history there.

The American West was growing bigger to receive these new peoples. President Polk led America into a war with Mexico, and won. The Treaty of Guadalupe Hidalgo (signed in 1848) more than doubled the existing land controlled by America, giving her clear and undisputed claim to what is now Texas, California, Nevada, New Mexico, Arizona, Utah, and parts of Wyoming, Colorado, and Oklahoma.

The western territory gained by the United States added to American national pride and was a key factor in the nation's economic growth. Expansion into the rich interior of the continent enabled the United States to become the world's leading agricultural nation. But the Mexican-American War also helped to widen the gap between the North and South and bring on the Civil War, as Americans continued to disagree about whether new states that were made from this territory would make slavery legal. Furthermore, the Mexican-American War proved to be a training ground for several key generals in the Civil War. None of the settlers crossing the vast wilderness could have foreseen the connections between their brave endeavors and the strife that would rip the nation apart a few years later. As with all of history, we will be learning about this period from both the “prairie level” and from God's perspective!

This week, you will have additional readings about inventions that came into use during President Polk's administration. For example, you will learn about Samuel Morse and the advancements made in communication because of the commercial implementation of his invention: the electric telegraph.

## Threads

- Learn about President Polk.
- Look at the Mexican-American War.
- Read about the westward movement of the Mormons.
- Read about the invention of the telegraph and photograph.

PEOPLE	TIME LINE	VOCABULARY
<input type="checkbox"/> James K. Polk	<b>1844</b>	Samuel Morse sends his famous telegraph message.
<input type="checkbox"/> Sarah Polk		
<input type="checkbox"/> Samuel F.B. Morse	<b>1845-1849</b>	James Polk is President.
<input type="checkbox"/> Zachary Taylor		
<input type="checkbox"/> Kit Carson	<b>1846</b>	Britain signs the Oregon Treaty.
<input type="checkbox"/> Colonel Stephen Kearny		
<input type="checkbox"/> Winfield Scott	<b>1846</b>	Thornton Affair
<input type="checkbox"/> Joseph Smith		
<input type="checkbox"/> Brigham Young	<b>1846-1848</b>	Mexican-American War
	<b>1847</b>	Brigham Young leads the Latter-day Saints to begin their migration to Utah.

**Reading**

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 29, 31, 39-46, 62-65
- This Country of Ours (Yesterday's Classics version)* by H.E. Marshall, chapter LXXVI
- Abraham Lincoln's World*, by Genevieve Foster (J 973) p. 198-210
- Read about James K. Polk in either or both of the following places:
  - Presidents Book
  - Internet Links (See Year 3 History page of the Tapestry website)
- Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters VI-X (Week 2 of 4)

**Accountability Questions**

1. How was Polk involved in politics before he became president?
2. What nickname was given to Polk?
3. What is a dark horse candidate?
4. When Polk was president, how was his wife Sarah a help to him?
5. Who were the original leaders of the Mormons? How did Mormonism originate?
6. Why were the Mormons often scorned by other Americans? Where did they eventually settle?
7. Briefly note how the following men participated in the Mexican-American War.
  - General Zachary Taylor
  - Kit Carson
  - General Winfield Scott
  - John Frémont
  - Colonel Stephen Kearny
8. Prepare to discuss the events that led to the declaration of war against Mexico by jotting down brief notes about the following points:
  - Texas border
  - Troops sent to Mexico
  - Polk's response
  - Insulting negotiations
  - The Thornton Affair (1846)
9. What was happening in California (which Mexico legally owned but had not heavily occupied) while American troops were driving towards Mexico City?

**Thinking Question**

1. Why do you think the phrase, 'What hath God wrought?' was an apt first message sent by telegraph in 1844?
2. Under the Treaty of Guadalupe Hidalgo (which officially ended the war with Mexico), what land was ceded to the United States? What was significant about the size of this land?
3. What do you think American public opinion may have been toward the war with Mexico?

## Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<input type="checkbox"/> Display Board (Week 2 of 4)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue work on your display board.</li> <li><input type="checkbox"/> Following all of the steps in the writing process, write two or three more paragraphs for your board.</li> <li><input type="checkbox"/> You can write or type your final copies, but you won't need to print them out just yet.</li> <li><input type="checkbox"/> File your paragraphs under "Work in Progress" in your Grammar and Composition Notebook.</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>
7	<input type="checkbox"/> Persuasive Writing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write another persuasive one-page paper using one of the topics below.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Persuade the reader that the Mexican-American War was justified by the Mexican's attack on the American troops near the Rio Grande. If you wish, you may style your piece as a letter to your congressman during the time when the war was declared.</li> <li><input type="checkbox"/> Persuade the reader that the Mexican-American War is unjust. Far from being noble, this war is only the last in a line of selfish, ethnocentric American policies.</li> </ul> </li> <li><input type="checkbox"/> File your finished paper in your Grammar and Composition Notebook under "Completed Work."</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>
8	<input type="checkbox"/> Story Writing (Week 3 of 5)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue writing the rough draft of your story.</li> <li><input type="checkbox"/> File it under "Work in Progress" in your Grammar and Composition Notebook.</li> <li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li> </ul>

*Chart continues on the next page...*

9	<input type="checkbox"/> Analytical Essay	<ul style="list-style-type: none"><li><input type="checkbox"/> In <i>Writing Aids</i>, learn or review what an analytical essay is and the benefits for learning to write one well.</li><li><input type="checkbox"/> Understand the correct format for an essay and how to construct a proper thesis statement.</li><li><input type="checkbox"/> Learn how to use prewriting tools to organize your thoughts.</li><li><input type="checkbox"/> Ask your teacher to show you a <i>Writing Aids</i> grading rubric so that you will know how you will be graded on this type of assignment.</li><li><input type="checkbox"/> Using one of the topics below, write an analytical essay.<ul style="list-style-type: none"><li><input type="checkbox"/> “The Mexican-American War was a cover up for the seizure of Mexican land on the part of the U.S.” Assess the validity of this statement.</li><li><input type="checkbox"/> “James K. Polk was one of the most successful Presidents ever.” Assess the validity of this statement from a governing perspective, an ethical perspective, and an eternal perspective.</li></ul></li><li><input type="checkbox"/> File it under “Completed Work” in your Grammar and Composition Notebook.</li><li><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.</li></ul>
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## SUPPLEMENT 5: JUST WARS?

It can be easy to glance at a time line and see the dates of the Battle of Marathon, the Wars of the Roses, the Napoleonic Wars, the Mexican-American War, World Wars I and II, the Vietnam War, etc., and become accustomed to them. Detailed study, however, confronts us with the fact that war is more than a date on a time line. Each war is bloody, brutal, and fatal to human beings—so much so that it becomes essential to question the morality and “justness” of war.

We can read verses like Genesis 9:6—“Whoever sheds the blood of man, by man shall his blood be shed; for in the image of God has God made man”—and conclude that war *must* be sinful. Such is the position of all pacifists. Thomas Aquinas, a Benedictine monk who lived in the thirteenth century, considered the morality of war from a biblical perspective and wrote an opinion that has guided thinking Christians down to today. He begins his scholastic pondering on the subject of war with these four objections to war:

**Objection 1:** It would seem that it is always sinful to wage war. Because punishment is not inflicted except for sin. Now those who wage war are threatened by Our Lord with punishment, according to Mt. 26:52: “*All that take the sword shall perish with the sword.*” Therefore all wars are unlawful.

**Objection 2:** Further, whatever is contrary to a Divine precept is a sin. But war is contrary to a Divine precept, for it is written (Matthew 5:39): “*But I say to you not to resist evil*”; and (Romans 12:19): “*Not revenging yourselves, my dearly beloved, but give place unto wrath.*” Therefore war is always sinful.

**Objection 3:** Further, nothing, except sin, is contrary to an act of virtue. But war is contrary to peace. Therefore war is always a sin.

**Objection 4:** Further, the exercise of a lawful thing is itself lawful, as is evident in scientific exercises. But warlike exercises which take place in tournaments are forbidden by the Church, since those who are slain in these trials are deprived of ecclesiastical burial. Therefore it seems that war is a sin in itself.

But Aquinas recognizes that these arguments, although valid, are incomplete. In classic Scholastic fashion, he next explains why these objections cannot tell the whole story:

**On the contrary,** Augustine says in a sermon . . . “If the Christian Religion forbade war altogether, the [soldiers who came to John the Baptist for advice] would have been counseled to cast aside their arms, and give up soldiering altogether. On the contrary, they were told: ‘Do violence to no man; . . . and be content with your pay’ (Luke 3:14). If he commanded them to be content with their pay, he did not forbid soldiering.”

Given the arguments for and against war, Aquinas concludes that some wars (but not all wars) are permitted. He enumerates the three qualifications of a “just war” that still define the concept to this day:

**I answer that,** In order for a war to be just, three things are necessary.

**First,** the authority of the sovereign by whose command the war is to be waged. For it is not the business of a private individual to declare war, because he can seek for redress of his rights from the tribunal of his superior. Moreover it is not the business of a private individual to summon together the people, which has to be done in wartime. And as the care of the common weal is committed to those who are in authority, it is their business to watch over the common weal of the city, kingdom or province subject to them. And just as it is lawful for them to have recourse to the sword in defending that common weal against internal disturbances, when they punish evil-doers, according to the words of the Apostle (Romans 13:4): “*He beareth not the sword in vain: for he is God’s minister, an avenger to execute wrath upon him that doth evil*”; so too, it is their business to have recourse to the sword of war in defending the common weal against external enemies. Hence it is said to those who are in authority (Psalms 81:4): “*Rescue the poor: and deliver the needy out of the hand of the sinner*”; and for this reason Augustine says (Contra Faust. xxii, 75): “The natural order conducive to peace among mortals demands that the power to declare and counsel war should be in the hands of those who hold the supreme authority.”

**Secondly,** a just cause is required, namely that those who are attacked, should be attacked because they deserve it on account of some fault. Wherefore Augustine says (Questions. in Hept., qu. x, super Jos.): “A just war is wont to be described as one that avenges wrongs, when a nation or state has to be punished, for refusing to make amends for the wrongs inflicted by its subjects, or to restore what it has seized unjustly.”

**Thirdly,** it is necessary that the belligerents should have a rightful intention, so that they intend the advancement

of good, or the avoidance of evil. Hence Augustine says (De Verb. Dom. [The words quoted are to be found not in St. Augustine's works, but Can. Apud. Caus. xxiii, qu. 1]): "*True religion looks upon as peaceful those wars that are waged not for motives of aggrandizement, or cruelty, but with the object of securing peace, of punishing evil-doers, and of uplifting the good.*" For it may happen that the war is declared by the legitimate authority, and for a just cause, and yet be rendered unlawful through a wicked intention. Hence Augustine says (Contra Faust. xxii, 74): "*The passion for inflicting harm, the cruel thirst for vengeance, an unpacific and relentless spirit, the fever of revolt, the lust of power, and such like things, all these are rightly condemned in war.*"

### What do you think about Aquinas' criteria for a just war?

Consider the following passage of God's Holy Word before you make up your mind. Romans 12:14-13:4 says:

Bless those who persecute you; bless and do not curse. . . . Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody. If it is possible, as far as it depends on you, live at peace with everyone. Do not take revenge, my friends, but leave room for God's wrath, for it is written: "It is mine to avenge; I will repay," says the Lord. On the contrary:

"If your enemy is hungry, feed him; if he is thirsty, give him something to drink. In doing this, you will heap burning coals on his head." Do not be overcome by evil, but overcome evil with good.

Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and he will commend you. For he is God's servant to do you good. But if you do wrong, be afraid, for he does not bear the sword for nothing. He is God's servant, an agent of wrath to bring punishment on the wrongdoer.

In the same section of Scripture, God addresses the need for self-sacrificing love between individuals (Romans 12:9-21) *and* the importance of just punishment for wickedness by earthly governments (13:1-5). Note Romans 9:14-15, which says, "What then shall we say? Is God unjust? Not at all! For he says to Moses, "I will have mercy on whom I have mercy, and I will have compassion on whom I have compassion." Justice and mercy are *both* essential aspects of God's character, and both are ruled by the sovereignty of God.

We learn from Romans 12:14-13:4 (above) that although it is necessary for Christians to show love and self-sacrificial mercy, God does not leave people powerless in the face of evil. He created the state to punish lawlessness and wrongdoing on the earth. The wicked, Paul warns, should fear the God-given power of the state to punish them. Thus, a war that is just reflects the character of God when it involves the state rising up to punish wickedness.

Can war really be an expression of God's justice? Yes, just as certainly as the cross is an expression of His mercy. Romans 5:10 says, "For if, when we were God's enemies, we were reconciled to him through the death of his Son, how much more, having been reconciled, shall we be saved through his life!" But God's mercy is not divorced from or more essential than His justice. Those who reject the Prince of Peace must consider the warning of Revelation 19:11, which says, "I saw heaven standing open and there before me was a white horse, whose rider is called Faithful and True. With justice he judges and makes war."

**WORLDVIEW: CHURCH HISTORY****Reading**

- The Church in History*, by B.K. Kuiper, chapter 45, sections 7-12
- The Usborne Encyclopedia of World Religions*, by Meredith and Hickman (J 291) p. 66 (“Latter-day Saints” only)

**Exercises**

There are no follow-up questions in your book this week. Ask your teacher if you are to discuss your reading.



## GEOGRAPHY

- Start with a “big picture” view of the lay of the land in the American West.
  - On an outline map that shows Mexico, Texas, and the American West, outline in color the area that was known as the Mexican Territory after the Texans won independence from Mexico (c. 1845).
  - Using a different color, outline the disputed territory between independent Texas and Mexico (before the Mexican-American War) that bordered the Rio Grande.
  - Lightly shade the lands that the United States gained from the Mexican-American War.
  - Outline and indicate by shading the land that the United States gained by the Oregon Treaty of 1846.
- OPTIONAL: If your teacher so directs, label important places associated with the Mexican-American War.
  - Rio Grande River
  - Rio Nueces River
  - Mexico City
  - Santa Fe (present-day NM)
- Begin a three-week project using an outline map of the United States with state outlines. Your outline map should specifically show the American territory west of the Mississippi River. We will be studying various western states in detail and adding labels to this map each week for Weeks 16-18. This week, we’re studying the natural features of the unsettled territories in states that the Mormon Trail went through: Nebraska, Wyoming, and Utah. Label the following in these western states,<sup>1</sup> then put the map away for use next week.

4.

Major Mountain Ranges of the West

- Shade regions that include the Rocky Mountains
- Outline and label the Continental Divide
- Label these major mountain ranges:
  - Uinta Range
  - Wasatch Range
  - Colorado Rockies
  - Laramie Range
  - Bighorn Mountains
  - Absaroka Range
  - Wind River Range
  - Granite Mountains
  - Teton Range
  - Cascade Range

Major Rivers of the West

- Platte River (and tributaries, especially the North and South Platte Rivers)
- Loup River
- Elkhorn River
- Niobrara River
- Missouri River
- Laramie River
- Snake River
- Sweetwater River
- Green River
- Sevier River

4.

Utah

- Great Salt Lake
- Bear Lake
- Colorado River
- Sevier Lake
- Great Salt Lake Desert
- Utah Lake
- Echo Canyon
- Emigration Canyon
- Salt Lake City

Wyoming

- Black Hills
- Ft. Laramie
- Ft. Casper
- Independence Rock
- Ft. Bridger

Nebraska

- Sand Hills
- Council Bluffs
- Winter Quarters (Omaha)
- Kearney
- Courthouse Rock
- Chimney Rock

- If you are doing a cumulative map project for the states of America, this week add the following:
  - Texas, which joined the Union in 1845

<sup>1</sup> You can use the supporting links on the *Tapestry* website or printed atlases to complete this work (<http://www.tapestryofgrace.com/year3/geography.php>).

- Iowa, which joined the Union in 1846
- Wisconsin, which joined the Union in 1848

## LITERATURE

## Reading

*The Princess and the Goblin*, by George MacDonald, chapters 9-16 (Week 2 of 4)

## Worksheet 2

Answer the following questions in preparation for a discussion with your teacher.

1. With whom do the goblins have a conflict?

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2. Why is Curdie concerned about having no light as he follows some goblins to their palace?

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3. As Irene tries to find her way back to her grandmother's rooms, how is the stair that leads to the tower described?

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4. What did Grandmother do with the large silver basin?

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5. What is the purpose of the pickaxe?

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6. Why did the men-at-arms need to be on guard every minute?

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7. When Irene believes that she is being attacked by a creature like a cat, where does she run?

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8. How does Irene find her way home again?

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9. Irene is concerned about getting her grandmother's beautiful blue dress dirty. How does the dress become clean again?

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10. What does Grandmother give to Irene?

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## FINE ARTS &amp; ACTIVITIES

## Reading

- ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 15
- ❑ *Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 36-37, 78

## Exercises

1. Begin plans for your Unit Celebration. Think about the theme so that you can begin planning your costume and menu. Your teacher can share ideas with you that she gets from the Unit 2 Introduction.
2. Create a short English to Spanish picture dictionary that includes at least 15-20 words. You'll need a pronunciation guide and illustrations for each page.
3. James K. Polk is known as the first "dark horse" presidential candidate because he was relatively unknown. Create an ad campaign made up of either a video or informational brochure that introduces the country to the "future" eleventh president.
4. Learn about the Mexican art form called "papel picado." Using tissue paper, scissors, and string, make your own papel picado banner that represents Mexican culture. See the Year 3 Arts/Activities page<sup>1</sup> of the *Tapestry* website for instructions.
5. Add James K. Polk to your president card bank. His term in office was 1845-1849.

From *Hands-On Rocky Mountains*:

6. Make a simple cardboard loom and weave a bag.

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<sup>1</sup> <http://www.tapestryofgrace.com/year3/artsactivities.php>

HISTORY

**Historical Introduction**

What was it like to be a pioneer on the Oregon Trail? How fast did people go? How far was it to the West, anyway? What kinds of things did they see as they traveled? What were the dangers and hardships of the trail? What did pioneers do for fun? These are the kinds of questions we are going to answer this week as we look at the everyday lives of the individuals who literally put feet to the doctrine of Manifest Destiny.

This is a great week to share with other students and your family what you are learning in your readings, especially if they are also studying with *Tapestry*. Be sure to make time to discuss with your siblings, co-op members, or parents all that you are learning about the lives of pioneers this week!

**Threads**

- Learn why people traveled to the west.
- Look at the details of the journey, the people, and the settlement of the West.

PEOPLE	TIME LINE		VOCABULARY
<input type="checkbox"/> Marcus and Narcissa Whitman	<b>1836</b>	Marcus and Narcissa Whitman travel west.	
<input type="checkbox"/> Jim Beckwourth	<b>1845-1848</b>	The Irish potato famine ravages Ireland and many immigrate to the United States.	
	<b>1847</b>	Indians attack the Whitman mission and kill both Marcus and Narcissa.	

**Reading**

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 35-38, 48-57, 74-75
- Abraham Lincoln’s World*, by Genevieve Foster (973) p. 172-174, 177-179 (top), 216
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters XI-XV (Week 3 of 4)

**Accountability Questions**

1. Where did the Oregon Trail begin and end? How long was the journey?
2. What were some of the essential items that the pioneers took on their journey west?
3. How did people on the Oregon Trail travel and live? What was a typical day like on the trail?
4. What were some common causes of death on the trail?
5. Who were Marcus and Narcissa Whitman and what was their story?

**Thinking Questions**

1. Once Americans established the belief that they had a right to expand their territory, what was it that actually compelled them to pick up and leave their homes to go west?
2. What character traits did the pioneers need in order to make the journey west?
3. What were some of the spiritual challenges that the settlers faced? Which would have been hardest for you to deal with? Jot down some verses that would have fortified you.
4. Can you think of some thrifty, creative ways that the people of the frontier adapted to their surroundings in order to help their families survive?

## Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<input type="checkbox"/> Display Board (Week 3 of 4)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finish work on your display board.</li> <li><input type="checkbox"/> Print or write any final copies necessary.</li> <li><input type="checkbox"/> Attach the text and any needed illustrations with putty so that you can easily move them around if you need to.</li> <li><input type="checkbox"/> Ask your teacher for feedback on your display board.</li> <li><input type="checkbox"/> Prepare it for your Unit Celebration by deciding what you can set in front of it when you display it for others to view.</li> </ul>
7	<input type="checkbox"/> Expository Writing	<ul style="list-style-type: none"> <li><input type="checkbox"/> In <i>Writing Aids</i>, learn or review the purpose of expository writing.</li> <li><input type="checkbox"/> Write a one-page report that tells about one of the following topics.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell about the jobs and roles that men had during a family's journey on the Oregon Trail.</li> <li><input type="checkbox"/> Tell about the jobs and roles that women and children had during a family's journey on the Oregon Trail.</li> </ul> </li> <li><input type="checkbox"/> File your finished paper in your Grammar and Composition Notebook under "Completed Work."</li> </ul>
8	<input type="checkbox"/> Story Writing (Week 4 of 5)	<ul style="list-style-type: none"> <li><input type="checkbox"/> If necessary, finish writing the rough draft of your story.</li> <li><input type="checkbox"/> When you are finished, edit your draft by examining ways to improve your plot and characters, as well as your writing style and structure.</li> <li><input type="checkbox"/> File your draft under "Work in Progress" in your Grammar and Composition Notebook.</li> </ul>

Chart continues on the next page...

9

 Analytical Essay

- Using one of the topics below, write another analytical essay.
- “The grit and determination of the pioneers of the 1840’s should stand as an inspiration to all who learn of them.” Support or refute this statement, using facts that you’ve learned from this week’s reading or discussion time.
- “Missionaries, however imperfect, command our respect.” Assess the validity of this statement with regard to the lives of the Whitmans. Discuss their strengths and weaknesses as a couple, and the ways that God led and used them despite their shortcomings.
- File it under “Completed Work” in your Grammar and Composition Notebook.

## WORLDVIEW

There is no assignment this week.



## GEOGRAPHY

This week, as we study details of the pioneer movement and focus on the Oregon Trail, we will continue our survey of the geography of western states. Below are labels for key landforms and locations associated with the Oregon Trail in what today are Idaho, Oregon, and Washington.

1. If your outline map allows, label Independence, Missouri, the starting point of the Oregon Trail.
2. Trace the route of the Oregon Trail through Kansas, Nebraska, Wyoming, Idaho, and Oregon. (We will add the trail that goes south and west through Nevada to California next week.) How much of this trail overlaps with the Mormon Trail that you drew on your map last week?
3. Add these western river labels to your map:
  - Columbia River
  - Yellowstone River
  - Colorado River
4. Using Internet research as needed, label these landforms and places associated with the Oregon Trail:

Oregon

- Grande Ronde Valley
- Blue Mountains
- The Dalles
- Willamette Valley
- Oregon City
- Astoria

Washington

- Fort Vancouver
- Whitman's Mission
- Puget Sound
- Olympic Mountains

Idaho

- Fort Hall
- Fort Boise

### LITERATURE

#### Reading

*The Princess and the Goblin*, by George MacDonald (JUV FICTION) chapters 17-24 (Week 3 of 4)

#### Worksheet 3

From each chapter that you read this week, give one example of a long sentence, one example of a short sentence, and one example of how MacDonald describes something. Do not include dialogue in your examples. Do include a reference to the page numbers on which you find the examples.

Chapter 17 "Springtime"

long sentence

short sentence

description

Chapter 18 "Curdie's Clue"

long sentence

short sentence

description

Chapter 19 "Goblin Counsels"

long sentence

short sentence

description

Chapter 20 "Irene's Clue"

long sentence

short sentence

description

Chapter 21 "The Escape"

long sentence

short sentence

description

## FINE ARTS &amp; ACTIVITIES

## Reading

- ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 16
- ❑ *Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 46-55

## Exercises

1. Continue working on preparations for your Unit Celebration. Nail down your menu and work on making your costume, if you need to.
2. Imagine that you are a pioneer preparing to head west with your family. Write a letter to a relative that you will be leaving behind, explaining to him how the benefits outweigh the hardships of the trip.
3. Make a drawing of a Conestoga wagon and label the different parts. Either orally or in written form, explain the purpose of each part.
4. Prepare a meal as if you are on the trail. There are recipes on the *Tapestry* website under Year 3 Arts/Activities.<sup>1</sup>

From *Hands-On Rocky Mountains*:

5. Use poster board and a manila folder to create a knife sheath.
6. Design a unique hatband.
7. Enjoy making a *parfleche* carryall.
8. Utilize your cardboard loom from last week and make a rag rug.

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<sup>1</sup> <http://www.tapestryofgrace.com/year3/artsactivities.php>