

BACKGROUND INFORMATION

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. You will be learning about this sad event and about traditional Cherokee culture this week.

Native Americans were not the only people who were moving west. Some Americans, known as the Mormons, journeyed west under a cloud of religious controversy. Nonetheless, these groups contributed to the settling of the region and to the unique history there.

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.

HISTORY**Threads**

- Read about the Trail of Tears.
- Learn more about the lifestyle of the Cherokee Indians.

Readings

- The Trail of Tears*, by Joseph Bruchac
- The Cherokee: The Past and Present of a Proud Nation*, by Danielle Smith-Llera, chapter 2 (Week 2 of 2)
- 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, chapters I-V (Week 1 of 4)

PEOPLE	VOCABULARY
<input type="checkbox"/> Martin Van Buren <input type="checkbox"/> John Ross	<input type="checkbox"/> illegal <input type="checkbox"/> petition <input type="checkbox"/> resign <input type="checkbox"/> protest <input type="checkbox"/> captive <input type="checkbox"/> stockade <input type="checkbox"/> allowance <input type="checkbox"/> route

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

1. On a blank map of the United States, complete the following in order to learn more about the Trail of Tears:
 - Label the modern-day states of Tennessee, Georgia, and Oklahoma.
 - Talk with your teacher about why these states are important regarding the Trail of Tears.
 - With your teacher's help, draw a line that shows the path that the Indians took on the Trail of Tears.
2. If you are doing a cumulative map project, this week add Florida, which joined the Union in 1845.

FINE ARTS AND ACTIVITIES**Reading**

None this week

Exercises

1. Make one of the Native American musical instruments below.
 - Indian drum: Use an old, clean oatmeal box or coffee can. Cut out construction paper to fit around the cylinder, decorate it with Native American symbols, and glue it on. Use dowel rods for drum sticks.
 - Rattle: Use an old, clean butter bowl or potato chip can. Fill it with dried beans. Paint the outside of your rattle and use sponge shapes to create Native American designs.
 - Rain stick: Get an empty cardboard paper towel tube and a paper plate or other piece of heavy cardstock. Put the tube onto the paper plate so that the opening lies flat against it. Trace about $\frac{1}{2}$ " around the circle opening. Do this twice. Cut out both circles and glue one of them onto one end of the tube. (Put a rubber band around the outer edge so that it won't come off until it is completely dried.) Pour about 2" of dried rice into the tube and then glue the other circle on the open end. Paint the outside of your rain stick with designs that represent things you've learned about Native Americans.
 - Wrist or ankle rattle: You will need a pipe cleaner and some bells that you buy at a craft store. Put several of the bells onto the pipe cleaner and then twist the ends together so that it will fit your wrist or ankle.
2. Native Americans used a good deal of corn in their recipes. Check out the links at the *Tapestry* website under Year 3 Arts/Activities,¹ and make a few recipes that have corn in them.
3. Using play dough or modeling clay, create a symbol that reminds you of what you've learned about the Trail of Tears and the Cherokee Nation.



CHEROKEE



CHICTAW

MUSCOGEE
(CREEK)

CHICKASAW



SEMINOLE

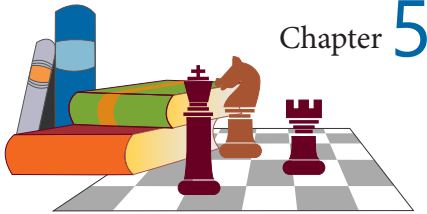
¹ <http://www.tapestryofgrace.com/year3/artsactivities.php>

LITERATURE

Readings

Oliver Twist, retold by Mary Sebag-Montefiore, chapters 5-7 (Week 2 of 2)

Worksheet 2



Chapter 5

List three of Oliver's locations in this chapter.

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Chapter 6

In the space below, write the Bible verse that your teacher dictates to you.



Chapter 7

Who am I? Identify the following characters.

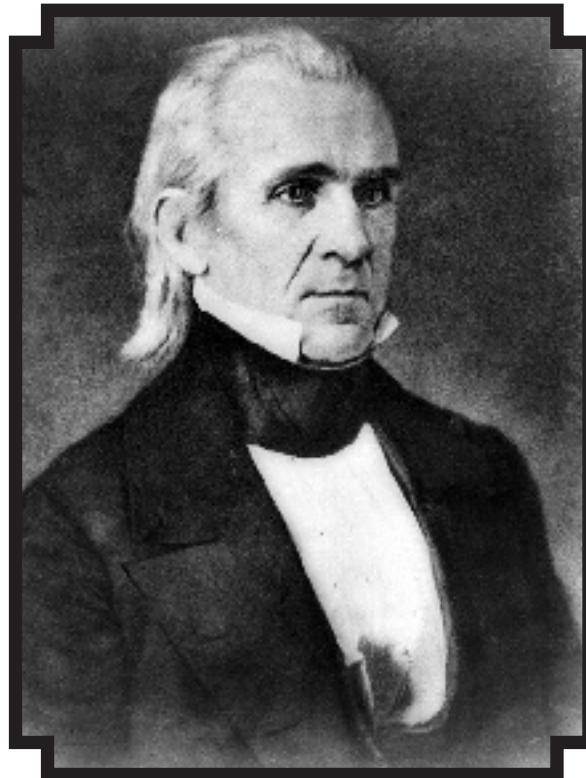
- _____ 1. I am the criminal who tries to get Oliver to help me steal things from other people.
- _____ 2. I am the kind gentleman who allows Oliver to live with me.
- _____ 3. I am the woman who helps Oliver escape from Bill, but Bill kills me out of revenge.
- _____ 4. I am Bill Sike's vicious dog; I die when I run into a stone windowsill.
- _____ 5. I am the author of the original book called *Oliver Twist*.

BACKGROUND INFORMATION

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. 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 also read about Samuel Morse and the advancements made in communication because of the commercial implementation of his invention: the electric telegraph. This exciting new tool made a big difference in the growth of America, and is an ancestor of technology tools such as texting that we still use today?



James K. Polk

HISTORY**Threads**

- Begin reading about life on the Oregon Trail.
- Read about James K. Polk and events that happened during his term in office.
- Learn about Samuel Morse and his invention of the telegraph.

Readings

- If You Traveled West in a Covered Wagon*, by Ellen Levine, p. 5-41 (Week 1 of 2)
- Samuel Morse and the Telegraph*, by David Seidman
- The Industrial Revolution: From Muscles to Machines*, by Carole Marsh, p. 14
- 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, VI-X (Week 2 of 4)

PEOPLE	VOCABULARY
<input type="checkbox"/> James K. Polk <input type="checkbox"/> Samuel Morse	<input type="checkbox"/> communication <input type="checkbox"/> charge <input type="checkbox"/> electricity <input type="checkbox"/> electromagnet <input type="checkbox"/> battery <input type="checkbox"/> telegraph <input type="checkbox"/> semaphore <input type="checkbox"/> cable

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

If you are working on a cumulative map project this year, add the following:

- Texas, which joined the Union in 1845
- Iowa, which joined the Union in 1846
- Wisconsin, which joined the Union in 1848

FINE ARTS AND ACTIVITIES**Reading**

None this week

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. Learn how to count to ten in Spanish. If you have time, also try to learn how to say the alphabet in Spanish.
3. Color a picture of the flag of Mexico and learn what each color represents.
4. Using a brown paper bag, make yourself a brightly colored poncho. Ask your teacher to help you cut openings for your head and arms. Color it with crayons, markers, or paints. If you'd like, you can also use brightly colored scraps of fabric to embellish your poncho.
5. Do you like to cook? Make some Mexican food this week to serve to your family or co-op friends. Check the Year 3 Arts/Activities page¹ of the *Tapestry* website for some recipes.
6. Try to write your name and a Bible verse in Morse code.

From *Westward Ho!*

7. Look ahead to Weeks 17 and 18 for the ideas from this book. You may want to begin some of them this week because there are many to choose from.



Mexican coat of arms

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

LITERATURE

Readings

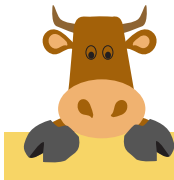
The White Stallion, by Elizabeth Shub

Worksheet

2. Which of the following is probably not packed?



3. Who carries cornmeal on her back?



Write a short answer.

4. What does the family see in the distance? _____

5. What does Gretchen eat while she is alone? _____

6. Who rescues Gretchen?

Tell what happens next.

7. The children are quarreling. Then, _____

8. A wagon axle breaks. Then, _____

9. The horses nip Gretchen's legs. Then, _____

10. The white stallion bites through the ropes that tie Gretchen. Then, _____

BACKGROUND INFORMATION

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. If you have siblings who are studying the same time period, be sure to make time to discuss it with them and your parents. If you are part of a co-op studying the same topic, be sure to make time to share all that you are learning about the lives of pioneers this week with co-op members!



Wagons passing Scotts Bluff on the Oregon Trail (re-enactment)

HISTORY**Threads**

- Learn why people packed their belongings and moved west.
- Finish reading about life in a covered wagon on the journey to Oregon.

Readings

- If You Traveled West in a Covered Wagon*, by Ellen Levine, p. 42-79 (Week 2 of 2)
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw, chapters XI-XV (Week 3 of 4)

PEOPLE	VOCABULARY
	<ul style="list-style-type: none"><input type="checkbox"/> pioneer<input type="checkbox"/> emigrant<input type="checkbox"/> wagon train<input type="checkbox"/> prairie schooner<input type="checkbox"/> prairie<input type="checkbox"/> ferry<input type="checkbox"/> barter<input type="checkbox"/> epidemic<input type="checkbox"/> cholera<input type="checkbox"/> quinine

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

1. With your teacher's help, on a map of the United States, point out the path of the Oregon Trail. Make sure you can identify the Rocky Mountains.
2. Talk with your teacher about the reasons that the travelers waited until spring to leave on their journey.
3. In library picture books, look at pictures of the Rocky Mountains and talk with your teacher about how difficult it would have been to cross them on foot and with wagons.

FINE ARTS AND ACTIVITIES

Reading

Westward Ho! by Laurie Carlson, p. 55-80

Exercises

1. Continue working on preparations for your Unit Celebration. Finalize your menu and work on making your costume, if you need to.
2. Have you ever made corn bread—from scratch? Pioneers carried corn kernels on the trails for seed on their farms once they got to where they were going. They also started with cornmeal, but as their journey was delayed by weather or accidents, sometimes they were forced to make food of their seeds. This week make corn bread with your teacher. You can pretend you're a settler just starting out and make it from store-bought cornmeal, or pretend that you are a settler in dire straits, and start with the dried kernels. In the second case, you'll need to crush the seeds into powder-like flour first.
3. Make paper dolls such as pioneer girls would have played with on the trail or on their homesteads.
4. Using an empty tissue box or shoe box, make a model of a Conestoga wagon. Instructions can be found on the Year 3 Arts/Activities page¹ of the *Tapestry* website.
5. Pretend that you and your family are pioneers traveling west in search of better land. Your mother has given you a single drawstring bag so that you can take your favorite possessions with you. Gather these items and tell your family why these are special to you.

From *Westward Ho!*

6. Using sheets of beeswax that you purchase at a craft store, make your own candles.
7. Pretend that you are going west and keep a diary of the day's events for one week.
8. Before they left their homes in the east, many pioneers prepared food that would last for a long time. Make home-made crackers, dried apples, or johnnycakes to get an idea of one of the things that they may have eaten on their journey.
9. The sun beat down on the travelers as they trekked across the country. Many women and young ladies wore bonnets to ward off the hot sun so that they wouldn't get freckles. With your teacher's help, make a bonnet.
10. Families often had to cross rivers with their wagons, livestock, and families. With your teacher's help, learn how much rope was needed to help in the crossing.
11. Make a bullwhacker like people used to prod their oxen. Play a fun game with it after you've made it.
12. Make and play "stealing sticks." You'll need two teams with at least six people on each team.

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

LITERATURE

Readings

Wagon Train, by Sydelle Kramer

Worksheet

In the boxes below, write nine unfortunate things that the pioneers in this book experience.

Many bad things happened to the pioneers!
Talk with your teacher about how their difficulties have benefited people today.