

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 students 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 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. Broadly speaking, older students 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.

HISTORY**Threads**

- Learn about the Trail of Tears and the people who were relocated.
- Remind yourself of the continued slavery status of African Americans.

Reading

- The New Nation*, by Joy Hakim (J 973) chapters 25-29
- Cherokee: History and Culture*, by Helen Dwyer and D. L. Birchfield, p. 12-19, 30-39 (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 (JUV FICTION) chapters I-V (Week 1 of 4)

PEOPLE	VOCABULARY	
<input type="checkbox"/> Martin Van Buren <input type="checkbox"/> Osceola	<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	<input type="checkbox"/> versus <input type="checkbox"/> guardian <input type="checkbox"/> loot <input type="checkbox"/> emigration <input type="checkbox"/> unprecedented <input type="checkbox"/> treachery <input type="checkbox"/> creed <input type="checkbox"/> emancipate <input type="checkbox"/> oppression

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, South Carolina, Alabama, Mississippi, and Oklahoma. What is significant about these states regarding the Trail of Tears?
 - Draw a line that shows the path the Indians took on the Trail of Tears.
 - About how many miles long was the Trail of Tears? How do you think the terrain affected their journey? What were their modes of transportation?
2. If you are doing a state card project, add Florida this week, which joined the Union in 1845.

FINE ARTS AND ACTIVITIES

Reading

Great Pioneer Projects, by Rachel Dickinson, p. 16, 108

Exercises

1. 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.
2. Make paper-bag or sock puppets, and act out a short skit that you write as if you were a person forced away from your home on the Trail of Tears.
3. Choose one of the Native American tribes that were forced to relocate from their homes (Choctaw, Seminole, Creek, Chickasaw, or Cherokee) and create a diorama showing a scene from their village before the Trail of Tears.
4. Complete president cards for Martin Van Buren (in office 1837-1841), William Henry Harrison (1841), and John Tyler (1841-1845).

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

LITERATURE**Reading**

A Christmas Carol Coloring Book, illustrated by Marty Noble, p. 22-46 (Week 2 of 2)

Worksheet 2

Play your board game from last week, but add some new character, setting, and definition cards. The cards are again included in this week's Literature Supplement on the following page.

UPPER GRAMMAR LITERATURE SUPPLEMENT: A CHRISTMAS CAROL (ADDITIONAL CARDS)

CHARACTER
CARDS

<p>I am the character who is clothed in a black garment and does not speak to Scrooge.</p>	<p>I am the woman who takes down bed curtains in order to sell them.</p>	<p>I show Scrooge the body of a man lying beneath a sheet.</p>
<p>My name is etched upon a tombstone in the churchyard.</p>	<p>I decide to honor the Spirits of the past, present, and future in my heart.</p>	<p>I yell to ask a little boy what day it is.</p>
<p>Scrooge eats Christmas dinner with my family.</p>	<p>I am 18½ minutes late to work on the day after Christmas.</p>	<p>I am the one who makes the observation, "God Bless Us, Every One!"</p>

Setting
Cards

Where is the shop in which a man in black, a laundress, and the charwoman sell things?	When do the Ghost of Christmas Yet to Come and Scrooge begin their trip into the city?	Where is the Cratchit family when they talk about Mr. Cratchit walking with Tiny Tim?
Where does Scrooge see the tombstone that has his name written on it?	Where is Scrooge when the Ghost of Christmas Yet to Come dwindles down into a bedpost?	What day is it when Scrooge wakes up and acknowledges that he has seen the wandering spirits and the ghosts?
When does Scrooge eat dinner with his nephew and his family?	Where does Scrooge go the day after Christmas?	At what times does Bob Cratchit get to work on the day after Christmas?



DEFINITION
CARDS

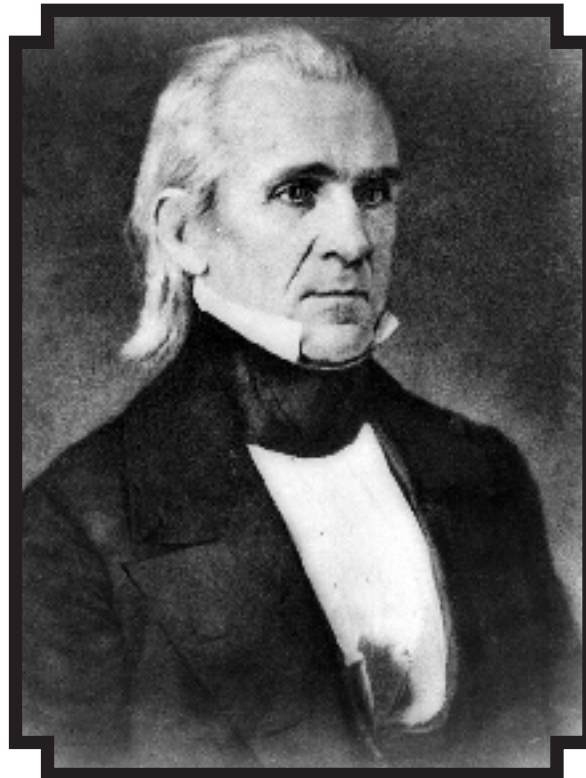
Allow your student to use a dictionary to look up any unfamiliar words.

shroud	charwoman	foreshadow
alteration	amend	illustrious
recompense	farthing	endeavor

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!



James K. Polk

HISTORY**Threads**

- Read about James K. Polk and events that happened during his term in office.
- Learn about the boundary disputes that resulted in the Mexican-American War.
- Learn about the Mexican-American War.

Reading

- A Timeline History of the Mexican-American War*, by Alison Behnke, chapters 3-5 (Week 2 of 2)
- 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)

PEOPLE	VOCABULARY	
<input type="checkbox"/> James K. Polk <input type="checkbox"/> John Charles Fremont	<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	<input type="checkbox"/> presidio <input type="checkbox"/> rancho <input type="checkbox"/> neophyte <input type="checkbox"/> don <input type="checkbox"/> doña <input type="checkbox"/> vaqueros <input type="checkbox"/> lariat <input type="checkbox"/> sombrero <input type="checkbox"/> chaps

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

1. On a blank map of the United States, shade the area that was known as the Mexican Territory.
2. Talk with your teacher about why many *ranchos* were built with adobe. Think about the climate in California and how adobe would have been beneficial.
3. If you are doing a state card project, add the following this week:
 - 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

Great Pioneer Projects, by Rachel Dickinson, p. 63-64

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 to say a few simple phrases in Spanish. “Hello,” “Goodbye,” “How are you,” and “My name is _____” are just a few you can choose from.
3. With your teacher, view pictures of Mexican architecture. How do you think the Mexican climate and history might have influenced this art form?
4. Make a piñata (and fill it with candy or other small treats!) by following directions on the Year 3 Arts/Activities page¹ of the *Tapestry* website. Wait to break it open until your Unit Celebration when you can do so with your family and friends.
5. After getting some picture books at the library, make a mural that shows some of the unique cultural aspects of Mexico.
6. Make a president card for James Polk to add to your president card bank. His term in office was 1845-1849.

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

LITERATURE

Reading

Bound for Oregon, by Jean Van Leeuwen (JUV FICTION) chapters 1-6 (Week 1 of 3)

Worksheet 1

Chapter 1

List at least three reasons for and against the trip to Oregon, as mentioned in the first chapter.

For	Against

Chapter 2

List at least six things the family does in preparation for the journey westward.

Chapter 3

List at least four things the family does, besides chores, to pass the time while traveling.

Chapter 4

List the names of at least three friends that the family makes on the trail.

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Chapter 5

Identify each character described below.

I wrap up the breakfast supplies and put them in the grub box.	
I am the first to decide to catch fireflies.	
I tell Mr. Grant that building the bridge will be difficult because of the scarcity of wood.	
I am confident that we will be able to build a bridge in order to cross the river.	
I carry in a whole small tree to use for wood to build the bridge.	

Chapter 6

List at least three new challenges that the family encounters.

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.
- Look at the different groups of people who migrated west.
- Read about life in a covered wagon on the journey to Oregon.

Reading

- Daily Life in a Covered Wagon*, by Paul Erickson (J 917)
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters XI-XV
(Week 3 of 4)

PEOPLE	VOCABULARY	
	<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	<input type="checkbox"/> trek <input type="checkbox"/> odyssey <input type="checkbox"/> migration <input type="checkbox"/> Conestoga wagon <input type="checkbox"/> buffalo chips <input type="checkbox"/> Continental Divide <input type="checkbox"/> Great American Desert <input type="checkbox"/> Manifest Destiny

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

1. On a blank map of the United States, label the following places that were influential on the Oregon Trail:
 - Independence, MO
 - Fort Kearny, NE
 - Chimney Rock, NE
 - Fort Laramie, WY
 - Oregon Country
 - North Platte River
 - Rocky Mountains
2. On the same map, trace the path of the Oregon Trail.
3. In library picture books, look at pictures of the Rocky Mountains and think about how difficult it would have been to cross them on foot and with wagons.

FINE ARTS AND ACTIVITIES

Reading

Great Pioneer Projects, by Rachel Dickinson, p. 34-36, 43-44, 56-57, 78-81, 85, 87

Exercises

1. Continue working on preparations for your Unit Celebration. Finalize your menu and work on making your costume, if you need to.
2. Prepare a meal as if you are on the trail. There are recipes on the *Tapestry* website under Year 3 Arts/Activities.¹
3. 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.
4. Pioneers used to carve their names and the date of their passage onto the sides of Chimney Rock. Form the shape of this famous landmark with modeling clay and etch your name and date on the side.

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

LITERATURE

Reading

Bound for Oregon, by Jean Van Leeuwen (JUV FICTION) chapters 7-12 (Week 2 of 3)

Worksheet 2

Are the following statements facts or opinions? Mark your answers with an “F” or an “O.”

1. Indians painted in bright war paint and wearing headdresses look strange.
2. Girls should always ride sidesaddle on a horse.
3. The Platte River is impossible to cross.
4. Working honestly is honorable.
5. Reading the Bible will help you know what is right.
6. You cannot trust a person of another race.
7. You can cook with buffalo chips.
8. Whole families can be wiped out by cholera.
9. Thunder and lightning can make people scared.
10. People always long for fresh meat if they have only eaten bacon, gravy, bread, and molasses for months.
11. The appearance of the Rockies gave them their name.
12. Eating greens for supper is a special treat.
13. When wagons are arranged in a circle, all of the animals are always safe.
14. It is important to be helpful to your mother if she is going to have a baby.
15. It is silly to think that oxen can smile.

