Bookmarks

(Samples and purchases)

No one wants to scroll through dozens or hundreds of pages! For that reason, we have provided bookmarks in all our PDFs.

Once downloaded, locating the bookmarks (Table of Contents) depends on the PDF viewer you are using.

- Adobe Acrobat Reader (desktop): Look on the right side of the screen and click the bookmark icon (it looks like a small ribbon). This opens clickable bookmark links for easy navigation.

- Adobe Acrobat (web version): Look on the left side of the screen and click the bookmark icon to view the table of contents.

- Apple Preview (Mac): Click View in the top menu, then select Table of Contents. The bookmarks will appear on the left.

- iPad or iPhone (Books or Files app): Tap the screen, then tap the Table of Contents or bookmark icon to see the links.

- Web browsers (Chrome, Safari, Edge): Some browsers hide bookmarks. If you don't see them, download the file and open it in Adobe Acrobat Reader or Apple Preview.

Community

(Visitors and Customers)

Our Mighty Networks community (free to you; we pay for it) is like our own personal social media space! Visit to explore and stay to chat for any of these reasons:

- Inspiration and Training section: articles, audios, and videos.

- Find-a-friend (or group) using the built-in Discovery tool.

- Get information about all things *Tapestry*-related, including new products, sales, and updates.

- Chat with other *Tapestry* users and with staff who can answer questions.

- Visit an online *Tapestry* group (there are at least five) and explore group options for next year

- Visit the online private school, Lucerna Academy, that offers paid classes using *Tapestry*.

Your Digify Account

(purchases only)

If you bought curriculum from us and downloaded it, you probably set up a Digify account! Did you know your account is a searchable folder of all your *Tapestry* files? Using that account, you can access, search, sort, or re-download them from any device.

- You can even ask us to send you all the files you own and download them all into your online account for easy retrieval.

- Want to learn more about how to use this feature? Just open a ticket on the website through the Help button and ask!

Amazon Booklists

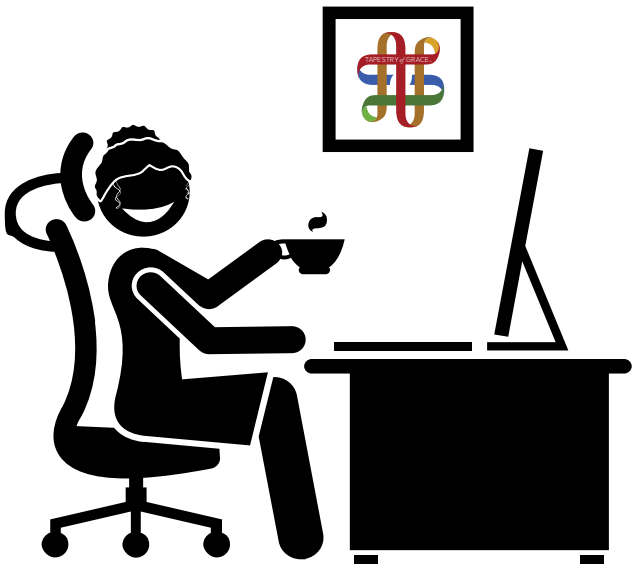
(Visitors and Customers)

At the top of each Buying Guide year page, you will find links to our Living Books lists on Amazon. You can use these to browse our recommended living books by learning level and by subject.

YouTube

(Visitors and Customers)

Explore and discuss our free YouTube Video playlists (after subscribing to our YouTube channel).



Questions? Clarifications? Suggestions?

Email Us: support@tapestryofgrace.com

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.

©2021 Marcia Somerville, et al. All rights reserved

15 Manifest Destiny

People	Time Line		Vocabulary
☐ Martin Van Buren ☐ William Henry Harrison ☐ John Tyler ☐ James Polk ☐ Sequoyah ☐ Harriet Beecher Stowe ☐ Frederick Douglass ☐ William Lloyd Garrison	**1830**	Joseph Smith publishes the Book of Mormon.	
	1833	Smith founds the Church of Christ (later renamed the Church of Jesus Christ of Latter-day Saints).	
	1837-1841	Martin Van Buren is president.	
	1838	Between 13,000 to 17,000 Cherokee Indians are forced to march the Trail of Tears.	
	1841	William Henry Harrison is president.	
	1841-1845	John Tyler is president.	
	1845	Texas is annexed to the United States via a joint act of Congress.	
	1847	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[1] 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?

1 http://www.tapestryofgrace.com/year3/history.php

©2021 Marcia Somerville, et al. All rights reserved

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?

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

15 Manifest Destiny

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 1 of 4)	☐ 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. ☐ Choose your topic this week. Suggestions include: Victorian England, Manifest Destiny, the Mexican-American War, or one of the Presidents studied in this unit. ☐ 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. ☐ Following all of the steps in the writing process, write two paragraphs for your board. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Persuasive Writing	☐ In *Writing Aids*, learn about or review the genre of persuasive writing and how to use Venn diagrams or T-Charts for prewriting (*Writing Aids* Graphic Organizers). ☐ Choose a topic from one of the options below and write a one-page persuasive paper. ☐ 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. ☐ Persuade your reader that Texas should be admitted to the Union. ☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work." ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Story Writing (Week 2 of 5)	☐ Complete a Story Map (*Writing Aids* Graphic Organizer) so that you have a clear picture of your plot. ☐ Begin writing the rough draft of your story. ☐ File your Story Map and rough draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

Chart continues on the next page…

©2021 Marcia Somerville, et al. All rights reserved

9	☐ Research Paper (Week 6 of 6)	☐ Self-proof your paper for structure and mechanical flaws. ☐ Type your final copy. ☐ File it under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

15 Manifest Destiny

Worldview

There is no assignment this week.

©2021 Marcia Somerville, et al. All rights reserved

Geography

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

©2021 Marcia Somerville, et al. All rights reserved

15 Manifest Destiny

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.

Princess Irene

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people

Curdie Peterson

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people

the queen

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people

goblins

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people

©2021 Marcia Somerville, *et al.* All rights reserved

Fine Arts & 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.

©2021 Marcia Somerville, *et al.* All rights reserved

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
☐ James K. Polk ☐ Sarah Polk ☐ Samuel F.B. Morse ☐ Zachary Taylor ☐ Kit Carson ☐ Colonel Stephen Kearny ☐ Winfield Scott ☐ Joseph Smith ☐ Brigham Young	**1844**	Samuel Morse sends his famous telegraph message.	
	1845-1849	James Polk is President.	
	1846	Britain signs the Oregon Treaty.	
	1846	Thornton Affair	
	1846-1848	Mexican-American War	
	1847	Brigham Young leads the Latter-day Saints to begin their migration to Utah.	

©2021 Marcia Somerville, et al. All rights reserved

16 Sea to Shining Sea

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?

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 2 of 4)	☐ Continue work on your display board. ☐ Following all of the steps in the writing process, write two or three more paragraphs for your board. ☐ You can 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. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Persuasive Writing	☐ Write another persuasive one-page paper using one of the topics below. ☐ 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. ☐ 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. ☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work." ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Story Writing (Week 3 of 5)	☐ Continue writing the rough draft of your story. ☐ File it under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

Chart continues on the next page…

©2021 Marcia Somerville, et al. All rights reserved

9	☐ Analytical Essay	☐ In *Writing Aids*, learn or review what an analytical essay is and the benefits for learning to write one well. ☐ Understand the correct format for an essay and how to construct a proper thesis statement. ☐ Learn how to use prewriting tools to organize your thoughts. ☐ Ask your teacher to show you a *Writing Aids* grading rubric so that you will know how you will be graded on this type of assignment. ☐ Using one of the topics below, write an analytical essay. ☐ "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. ☐ "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. ☐ File it under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

©2021 Marcia Somerville, *et al*. All rights reserved

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

©2021 Marcia Somerville, *et al.* All rights reserved

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."

©2021 Marcia Somerville, *et al.* All rights reserved

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.

©2021 Marcia Somerville, *et al.* All rights reserved

16 Sea to Shining Sea

Geography

1. 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.
2. 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)
3. 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,[1] then put the map away for use next week.
4.

<u>Major Mountain Ranges of the West</u>
- ❑ 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

<u>Major Rivers of the West</u>
- ❑ 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.

<u>Utah</u>
- ❑ Great Salt Lake
- ❑ Bear Lake
- ❑ Colorado River
- ❑ Sevier Lake
- ❑ Great Salt Lake Desert
- ❑ Utah Lake
- ❑ Echo Canyon
- ❑ Emigration Canyon
- ❑ Salt Lake City

<u>Wyoming</u>
- ❑ Black Hills
- ❑ Ft. Laramie
- ❑ Ft. Casper
- ❑ Independence Rock
- ❑ Ft. Bridger

<u>Nebraska</u>
- ❑ Sand Hills
- ❑ Council Bluffs
- ❑ Winter Quarters (Omaha)
- ❑ Kearney
- ❑ Courthouse Rock
- ❑ Chimney Rock

5. 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

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

©2021 Marcia Somerville, et al. All rights reserved

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

©2021 Marcia Somerville, et al. All rights reserved

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?

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

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

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

5. What is the purpose of the pickaxe?

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

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

8. How does Irene find her way home again?

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

10. What does Grandmother give to Irene?

©2021 Marcia Somerville, *et al.* All rights reserved

Fine Arts & 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[1] 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.

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

©2021 Marcia Somerville, et al. All rights reserved

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
☐ Marcus and Narcissa Whitman ☐ Jim Beckwourth	**1836**	Marcus and Narcissa Whitman travel west.	
	1845-1848	The Irish potato famine ravages Ireland and many immigrate to the United States.	
	1847	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?

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 3 of 4)	☐ Finish work on your display board. ☐ Print or write any final copies necessary. ☐ Attach the text and any needed illustrations with putty so that you can easily move them around if you need to. ☐ Ask your teacher for feedback on your display board. ☐ Prepare it for your Unit Celebration by deciding what you can set in front of it when you display it for others to view.

7	☐ Expository Writing	☐ In *Writing Aids*, learn or review the purpose of expository writing.
		☐ Write a one-page report that tells about one of the following topics.
		  ☐ Tell about the jobs and roles that men had during a family's journey on the Oregon Trail.
		  ☐ Tell about the jobs and roles that women and children had during a family's journey on the Oregon Trail.
		☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work."

8	☐ Story Writing (Week 4 of 5)	☐ If necessary, finish writing the rough draft of your story. ☐ When you are finished, edit your draft by examining ways to improve your plot and characters, as well as your writing style and structure. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook.

Chart continues on the next page…

©2021 Marcia Somerville, et al. All rights reserved

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.

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

17 The Oregon Trail

Worldview

There is no assignment this week.

©2021 Marcia Somerville, et al. All rights reserved

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:

<u>Oregon</u>
- ❑ Grande Ronde Valley
- ❑ Blue Mountains
- ❑ The Dalles
- ❑ Willamette Valley
- ❑ Oregon City
- ❑ Astoria

<u>Washington</u>
- ❑ Fort Vancouver
- ❑ Whitman's Mission
- ❑ Puget Sound
- ❑ Olympic Mountains

<u>Idaho</u>
- ❑ Fort Hall
- ❑ Fort Boise

©2021 Marcia Somerville, et al. All rights reserved

17 The Oregon Trail

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

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts & 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.[1]

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.

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

©2021 Marcia Somerville, et al. All rights reserved

HISTORY

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.

Reading & Materials

- ❑ *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 supporting links page of the *Tapestry* website)
- ❑ SUGGESTED READ-ALOUD: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters I-V (Week 1 of 4)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 6, 7, 8, or 9) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L6, L7, L8, or L9).

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

©2021 Marcia Somerville, *et al.* All rights reserved

15 Manifest Destiny

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.

Discussion Outline

This week your student will read about three presidents: Martin Van Buren, William Henry Harrison, and John Tyler. Concurrently, he will be looking at ideals and events that compelled westward expansion beginning in the 1840's. This is a big picture week; in Week 17, we'll be going into detail about life along the Oregon Trail.

1. Briefly review the administration of Martin Van Buren (1837-1841).
   - ❑ Ask, "What kindled Van Buren's love of politics when he was a child?"
     - ❑ *Van Buren's father owned a tavern that he worked in during his childhood. Lawyers and politicians frequented the tavern, and their conversations interested the young boy.*
     - ❑ *Some of the visitors included men such as Aaron Burr and Alexander Hamilton.*
   - ❑ Ask, "What were some of his important political positions before becoming president?"
     - ❑ *He served in the U.S. Senate from 1821 until 1828.*
     - ❑ *He was appointed Andrew Jackson's secretary of state in 1829.*
     - ❑ *In 1833, he was elected vice president for Jackson's second term.*
   - ❑ Ask, "What were some of the major events during Van Buren's presidency?"
     - ❑ *An economic depression known as the Panic of 1837 occurred, in which over 900 banks closed. As a result, many people lost their money and jobs.*
       Note: Van Buren inherited this panic as a result of Jackson's war on the national bank. Nonetheless, Van Buren was blamed for it. Point out that this is a commonplace response to presidents in office.

©2021 Marcia Somerville, *et al*. All rights reserved

- ❑ *Texas requested annexation to the United States. Van Buren refused, however, fearful of war with Mexico and wary of the disruption of the sectional balance within the Union.*
- ❑ *There was a boundary dispute with Canada called the Aroostook War which, fortunately, did not involve any violence and was brought to a peaceful solution.*
- ❑ *The Cherokees' walk of the infamous Trail of Tears occurred during Van Buren's presidency. Although it was Jackson who had signed the Indian Removal Act of 1830, it was during Van Buren's watch that 13,000 to 17,000 Cherokee Indians were forced to march over 1,000 miles. Thousands died on the long trail.*

2. Discuss William Henry Harrison's life and brief time in office (for one month in 1841).
   - ❑ Ask, "Who was his father?"
     His father, Benjamin Harrison V, was a famous patriot, who was also a signer of the Declaration of Independence.
   - ❑ Ask, "How did Harrison become a war hero?"
     During the War of 1812, Harrison was a major general. He led the Americans at the Battle of Tippecanoe, during which Prophetstown (settlement of the rebel Indian leader, Tecumseh) was destroyed and the Indian forces were decisively beaten.
   - ❑ Ask, "Why was Harrison's presidency so brief?"
     - ❑ *After catching a cold the day of his inauguration, Harrison became quite ill and died only a month after becoming president.*
     - ❑ *People suggested that he had died from the "Tecumseh Curse" which, as the legend had it, said that any president who won an election in a year ending in zero would die in office.*

3. Briefly cover the essentials of John Tyler's administration (1841-1845).
   - ❑ Ask, "What were his views about slavery?"
     He strongly disagreed with the Missouri Compromise, believing that banning slavery in any part of the country was illegal.
   - ❑ Ask, "What were some interesting aspects of Tyler's presidency?"
     Answers will vary, but here are some options for discussion.
     - ❑ *His wife of twenty-nine years died after a stroke in 1842. He remarried a woman thirty years his junior while president.*
     - ❑ *He was the first to succeed a president that had died in office.*
     - ❑ *He signed into law a joint resolution regarding the annexation of Texas a few days before leaving office.*

4. Though we will be focusing on Polk's presidency next week, looking at the election campaign issues of 1844 will help us discuss the ideas behind the actual outworking of the American expansion movement. Ask your student, "What were the central issues that shaped the content of the presidential campaigns in 1844?"
   NOTE: We will be expanding these categories as this discussion unfolds.
   - ❑ *American expansion: the pros and cons*
   - ❑ *The question of annexing Texas (as arguably a Mexican property) dominated the debate during the election season.*
     NOTE: Tyler effected the annexation via joint vote of Congress during his last days in office; the campaign debates had happened prior to the annexation.
   - ❑ *The issue of slavery, reopened by the Texas annexation question*

5. Introduce the topic of Manifest Destiny.
   - ❑ Read aloud the following two quotes by John O'Sullivan and James Buchanan, respectively: [1]

> The expansive future is our arena, and for our history. We are entering on its untrodden space, with hearts unsullied by the past. We are the nation of human progress, and who will, what can, set limits on our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that "the gates of hell"—the powers of aristocracy and monarchy—"shall not prevail against it."
>
> Providence has given to the American people a great and glorious mission to perform, of extending the blessings of Christianity and of civil and religious liberty over the whole North American continent. … This will be a glorious spectacle to behold. … This spirit cannot be repressed. … We must fulfill our destiny.

1 Sheila Nelson, *From Sea to Shining Sea* (Philadelphia: Mason Crest Publishers, 2005), p. 9-11.

©2021 Marcia Somerville, *et al*. All rights reserved

- ❑ With your student, define the term "Manifest Destiny."
  The term referred to a belief that God had determined that Americans should rule the North American continent and had the responsibility to fulfill God's plan. Thus, they should spread American ideas and people across the entire continent of North America.

6. Ask, "What are some of the underlying beliefs that fueled the pursuit of Manifest Destiny?"
   - ❑ The superiority of American institutions
     - ❑ *There was a belief that God had specifically chosen the United States (above all other nations) to rule over the entire continent.*
     - ❑ *Many Americans saw themselves as better than their European neighbors. They made a moral judgment about the types of governments in existence, and believed that the democratic ideals of America were better than any other type of government.*
   - ❑ Cultural superiority
     - ❑ *As the democratic and "civilized" men, Americans saw others who did not share their ideals as uncivilized and needing instruction. Native Americans, Mexicans, and slaves particularly fell into this category.*
     - ❑ *The idea of duty and responsibility to spread American "blessings" led to a blatant disregard of the cultures and beliefs of those already living in North America.*
     - ❑ *Many Americans used this supposed mandate to civilize other people as an excuse or justification of their treatment of the Native Americans, Mexicans, and slaves.*
   - ❑ American responsibility
     - ❑ *By elevating their democratic ideals to a standard of godliness, logic insisted that other nations must not be as godly. Thus, it became the duty and destiny of Americans to promote democracy and "godliness" throughout the continent, even by force.*
   - ❑ Fear
     There was also an idea that there would not be enough land for every American. This fear probably reinforced and fueled the other aspects of Manifest Destiny.

7. Manifest Destiny can be related to other important ideas in America's development. Read the excerpt from O'Sullivan's speech regarding the annexation of Texas, and ask your student if it reminds him of any other American political doctrine. O'Sullivan charged other nations with "A spirit of hostile interference towards us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the Continent allotted by Providence for the free development of our yearly multiplying millions."[1]
   O'Sullivan's objection to interference from other nations is similar to the warning issued by Monroe about foreign meddling in the Western Hemisphere at the end of the Napoleonic era. Both of these principles reflect a sense of ownership and right to protect American soil (or potential American soil).

8. Ask, "Were there any opponents to the ideas of Manifest Destiny? If so, what were the objections raised?"
   - ❑ *Yes, there were opponents to the ideas of Manifest Destiny.*
   - ❑ *For one, New York Representative Charles Goodyear declared, "I regretted to hear the sentiment [of Manifest Destiny] avowed in an American Congress… because it has ever been used to justify every act of wholesale violence and rapine that ever disgraced the history of the world."*[2] *His statement crystallized the thoughts of some that Manifest Destiny was simply an excuse to overrun those who stood in the way of America's lust for land.*
   - ❑ *Many Northerners were afraid that further expansion in the Southwest would lead to more states being accepted as slave states and thus disrupting the fragile balance in Congress.*

9. Americans who believed strongly in Manifest Destiny talked in terms of spreading the blessings of liberty and democracy to all of North America, but there were groups of people for whom these essentials were not a reality. Ask your student which two large groups living in American lands were left out, and then go into detail below.
   Black slaves and Native Americans did not enjoy either liberty or civil rights.

1 Sheila Nelson, *From Sea to Shining Sea* (Philadelphia: Mason Crest Publishers, 2005), p. 10.
2 Ibid., p. 18.

©2021 Marcia Somerville, *et al.* All rights reserved

10. Ask, "Why was slavery such a hot issue during the presidential campaign of 1844?"
    - ❑ *As American expansion was discussed and debated, some were concerned about how new territories would be admitted to the Union. Would new territories be admitted as free states or slave states? Would the current line in Missouri that determined slave or free states move further west?*
    - ❑ *In light of these questions, the issue of slavery continued to rise to the surface in the political discussions of the day.*
11. Students read about young Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison. These three individuals' experiences molded them into people who would take a courageous and firm stand against slavery in ways as unique as themselves.
    - ❑ Harriet Beecher Stowe
      - ❑ *As a young girl, Harriet's love for books and writing was preparing her for her future as an influential American writer.*
      - ❑ *When her family moved from Connecticut to Cincinnati (which was very near the slave state of Kentucky), she had a personal view of the struggle of slaves for their freedom.*
      - ❑ *She gathered much of the material in her future book,* Uncle Tom's Cabin, *while in Cincinnati.*
    - ❑ Frederick Douglass
      - ❑ *As a slave on a plantation in Maryland, Frederick learned to read. In 1838, he ran away to New York City, bound for freedom.*
      - ❑ *His talent as a speaker was discovered at a meeting in 1841, and he began to speak at anti-slavery events. His name soon became well-known as he spoke out against slavery.*
    - ❑ William Lloyd Garrison
      Garrison was the head of the abolitionist movement in the United States. Although he was not popular with all abolitionists, he was determined to see slavery abolished no matter what the cost.
12. Talk about the Native Americans and how the doctrine of Manifest Destiny bolstered the final enforcement of the Indian Removal Act of 1830.
    - ❑ Ask, "Who were the 'Five Civilized Tribes'? Why were they called this?"
      - ❑ *The Cherokee, Seminole, Choctaw, Creek, and Chickasaw were called the Five Civilized Tribes.*
      - ❑ *They were called "civilized" since they had adopted a more American lifestyle. Many tribesmen had established villages in which they assimilated many of the American ways of farming, were efficient and skilled farmers and hunters, had a written language, and had excellent medical knowledge.*
    - ❑ Ask, "Which of the five tribes was the last to be forcibly removed?"
      The Seminole Indians of Florida held out until 1847, putting up a very tough fight against the American forces.
    - ❑ Ask, "Where were the tribes forced to move?"
      They were forcibly moved west, to Indian territory beyond the Mississippi River.
    - ❑ Ask, "What do you think about the American treatment of the Indians? 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?"
      Answers will vary.
      - ❑ *Most people agree that the way American settlers and the United States government treated the Native Americans was unfair and often cruel.*
      - ❑ *It is also worth noting, though, that throughout history, cultures have often expanded at the cost of their neighbors. Though the forcible removal of the tribes was out of sync with American ideals of liberty and equality, such actions are not unique to American development. Many other nations have done the same.*
      - ❑ *This was a tough situation. There may not have been a way to satisfy or be completely fair to all involved.*

©2021 Marcia Somerville, *et al.* All rights reserved

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 1 of 4)	☐ 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. ☐ Choose your topic this week. Suggestions include: Victorian England, Manifest Destiny, the Mexican-American War, or one of the Presidents studied in this unit. ☐ 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. ☐ Following all of the steps in the writing process, write two paragraphs for your board. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Persuasive Writing	☐ In *Writing Aids*, learn about or review the genre of persuasive writing and how to use Venn diagrams or T-Charts for prewriting (*Writing Aids* Graphic Organizers). ☐ Choose a topic from one of the options below and write a one-page persuasive paper. ☐ 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. ☐ Persuade your reader that Texas should be admitted to the Union. ☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work." ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Story Writing (Week 2 of 5)	☐ Complete a Story Map (*Writing Aids* Graphic Organizer) so that you have a clear picture of your plot. ☐ Begin writing the rough draft of your story. ☐ File your Story Map and rough draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
9	☐ Research Paper (Week 6 of 6)	☐ Self-proof your paper for structure and mechanical flaws. ☐ Type your final copy. ☐ File it under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Dialectic	There are no special concerns this week.
Teacher	If you are participating in a Unit Celebration, this is the week in which to begin making plans.

©2021 Marcia Somerville, *et al.* All rights reserved

Worldview

There is no assignment this week.

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Dialectic	There are no special concerns this week.
Teacher	If you are participating in a Unit Celebration, this is the week in which to begin making plans.

©2021 Marcia Somerville, *et al.* All rights reserved

Geography

Threads

Continue work on your cumulative map project.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 3 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

Collect, and if necessary print, supplies needed for assignments according to the list above.

Exercises

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

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Dialectic	The geography assignment is longer than usual this week, so your student may need to be forewarned so that he can plan his week accordingly.
Teacher	If you are participating in a Unit Celebration, this is the week in which to begin making plans.

©2021 Marcia Somerville, *et al*. All rights reserved

LITERATURE

Threads

- ❑ Identify characteristics of four major characters.
- ❑ Discuss the principle of "meaning through form."
- ❑ Identify various aspects of artistry used by George MacDonald.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion Outline

Throughout dialectic literature in Year 3, your student will delve deeper into his literary toolbox and begin to learn universal principles of literary analysis in preparation for future studies. Take time now to teach the following principles.

Begin by explaining the meaning of the words "content" and "form." The content in a story is *what* is said (what is expressed through a literary work), and form in a story is *how* the author says it (the artistic elements that embody, express, and/or enhance the content of a work of literature). Artistry in literature is the selection and arrangement of different forms so that they embody the author's content.

In *Tapestry*, we use the principle "meaning through form" to explain the relationship between form and content. This principle means that when an author wants to communicate some meaning or message (content), he does so by wrapping it in a suitable artistic form, like a present in wrapping paper. Thus, the audience receives the author's meaning through various elements of form which he uses to embody and convey it.

For now, here are our analysis goals:

- ❑ To understand what the author is trying to communicate through the form of his literary work
- ❑ To identify and appreciate the artistic form that he is using
- ❑ To learn how artistic form in literature is used to convey and enhance the power and beauty of the content

To aid in our understanding of the form and content of literature, it is helpful to know certain terms. That is why we learn words such as setting, plot, experiment in living, theme, and characterization.

As we read *The Princess and the Goblin*, one focus will be that of MacDonald's artistry. Have your student write definitions for the following terms that pertain to artistry. (There are many more terms related to artistry, but we will only use these this week.)

Pattern: A pattern is an element of artistry in which parts are arranged so that they form a recognizable unit or a series of units.

- ❑ In our bridge photographs, we see the pattern of two pillars with the horizontal suspension in between.
- ❑ Another example would be to take three pencils and arrange them in the shape of a triangle. If more pencils are used, a series of triangles could cross the entire kitchen table.

Contrast: Contrast is an element of artistry in which two things are set up in opposition to one another.

- ❑ Contrasts in literature typically are pairs of opposites: good and evil, life and death, heroes and villains, etc.
- ❑ In our bridge photographs, we see the contrasts in the time of day that they were taken.

Repetition: This is an artistic element in which something is repeated for emphasis or to form a pleasing rhythm.

With your student, look for each of the artistic elements mentioned above from this week's reading assignment.

Pattern

- ❑ Look at pages 9, 12, 21, 39, and 43. What is mentioned that is the same on each page?
  Each page has a mention of something that identifies a "real" princess.
- ❑ Look at pages 34 and 35. What pattern is there in Curdie's song?
  - ❑ *His song has a numerical pattern, as well as a rhyming one.*

©2021 Marcia Somerville, *et al.* All rights reserved

- ❑ Have students turn to pages 40-41. Immediately, we see that there is a similar pattern, thus drawing our attention to the fact that this type of pattern is used in response to the goblins.

Contrast

- ❑ Pages 1-4: Consider the difference between the princess's home and the goblins' homes.
  The princess lives in a large home between the base and the peak of a mountain. Her nursery looks like the sky. The goblins' homes are quite a contrast; they live in hollow places under the mountain, away from the sun.
- ❑ Page 5: How are the goblins' form and ability contrasted?
  The goblins are described as being misshapen, but they have strength and cunning.

Repetition

- ❑ How does repetition emphasize something on page 33?
  The goblins repeat the word "lies," which adds to Lootie's terror. The reader then sees that Lootie's terror has been magnified as she repeats the word "lost!"
- ❑ We have identified that Curdie's songs have a pattern to them. However, now consider why they are repeated. If the reader sees another of Curdie's songs in the rest of the book, what will automatically come to mind? Is there value to the reader in this repetition?
  Curdie sings a song with some type of pattern each time that he is inundated with fear. The repetition of the use of songs is valuable to the reader because it allows him quickly to see that Curdie has a type of ammunition against fear.

Go over your student's answers. There are several points below to draw your student's attention to. This is in preparation for studies in future weeks. Page numbers given below are for your reference and are not exhaustive. Answers can vary slightly and can be in different categories.

Princess Irene

actions

- ❑ *She runs up the stairs away from her nursery (8).*
- ❑ *She bursts into tears (8, 27, 32).*
- ❑ *She praises her great-great-grandmother to Lootie (19, 23).*
- ❑ *She tries to find her way back up the stairs to her grandmother (27).*

personal traits and abilities

- ❑ *She is as brave as can be expected of a princess her age (8).*
- ❑ *She is curious and asks questions about various things that catch her attention (11, 32).*
- ❑ *Princess Irene enjoys being outdoors (29).*
- ❑ *Although not a positive thing, she gets lost repeatedly (8, 27, 33, 36, etc.).*

NOTICE: Some of Irene's actions are repetitive. Draw your student's attention to the fact she often gets lost.

thoughts and feelings

- ❑ *The princess expresses fear because she cannot find her way back to the nursery (8-9).*
- ❑ *She thoughtfully considers Lootie's belief that she is making up the story about seeing her great-great-grandmother (28).*

relationships

- ❑ *Her papa, the king, is physically absent much of the time but leaves servants behind to take care of her (1, 20, etc.).*
- ❑ *She is not allowed to be out at night because of the fear of meeting with the goblins (5).*
- ❑ *The nurse (Lootie) takes care of the princess in regard to day-to-day activities (7, 19, 21, etc.).*
- ❑ *She has some degree of relationship with the other servants (28).*
- ❑ *She enjoys her new-found relationship with her great-great-grandmother as evidenced by thinking of her often and desiring to see her (11, 19, 26, etc.).*
- ❑ *Irene meets the miner's son, Curdie, and begins a relationship with him (36).*

©2021 Marcia Somerville, *et al.* All rights reserved

responses to events or people
- ❑ *She is tired of being inside because of the rain (6-7).*
- ❑ *When the great-great-grandmother tells her to approach, she obeys (12).*
- ❑ *When the sun comes out after a hard rain, Irene is delighted (29-30).*
- ❑ *She begs Lootie to stay outside and continue walking (30).*

Curdie Peterson

actions
- ❑ *He whistles as he walks down the road (34, 45).*
- ❑ *He warns Lootie and the princess that they should not be out so late (37).*
- ❑ *He protects the princess (37).*
- ❑ *Curdie stays all night in the mines (49).*
- ❑ *He learns the goblins' weakness (58).*

NOTICE: Curdie desires to protect the princess. Accentuate this point to your student.

personal traits and abilities
- ❑ *He is characterized as being happy and merry (36).*
- ❑ *He doesn't mind the goblins and is used to them (36).*

thoughts and feelings
- ❑ *His occupation is that of a miner (36, 46, 51).*
- ❑ *He believes that the goblins are annoyed with him because he was protecting the princess (46).*

relationships
- ❑ *He meets Lootie and the princess and continues a relationship with them (36).*
- ❑ *He desires to learn more about the goblins, although he usually tries to avoid interacting with them (34, 49).*
- ❑ *He has a good relationship with his mother and father (49).*

responses to events or people
- ❑ *He sings so that the goblins will stay away (34-35, 40-41).*
- ❑ *Curdie blames Lootie for having the princess out so late at night (37).*
- ❑ *He reacts to the goblins by laughing (41, 46, 60).*

NOTICE: Curdie is equipped to stand against the goblins.

The queen

actions
- ❑ *She is often spinning (11, 16).*
- ❑ *She expresses concern because Irene has been crying (12).*
- ❑ *She helps the princess by washing her with a soft white towel (13).*
  Reinforce the fact that the queen **washes** the princess with a **white** towel.
- ❑ *She leads Irene back down the stairs (17).*

personal traits and abilities
- ❑ *She is an old lady who is described as having smooth white skin, long white hair, a shaky yet sweet voice, and is tall and beautiful (11, 20).*
- ❑ *She eats only bread, milk, and pigeon eggs (15, 26).*

thoughts and feelings

No specific thoughts are revealed to the reader.

relationships
- ❑ *Upon meeting Irene, she identifies herself as her great-great-grandmother (14).*
- ❑ *No one else besides Irene knows that she is even in the house (15).*

©2021 Marcia Somerville, *et al.* All rights reserved

responses to events or people

Upon seeing the princess, she welcomes her into her room (12).

Note: In comparison to other major characters, we know relatively little about the queen. Remind your student that, to the majority of the household, the queen is unseen.

Goblins

actions

- ❑ *They seldom show themselves in numbers or to many people at once (4).*
- ❑ *They torment people—in particular, descendants of the king who caused their expulsion (5).*
- ❑ *The goblins are making new houses for themselves (57).*
- ❑ *They hear the miner that stayed behind (Curdie) (59).*

personal traits and abilities

- ❑ *The goblins are considered to be a strange race of people and are misshapen in body, but have knowledge and cleverness (2-4).*
- ❑ *They are able to do things that no mortal would ever think of (4).*
- ❑ *They do not wear shoes, and their feet are soft (53, 55).*
- ❑ *Their glory is their head; they do not have to wear helmets (53).*
- ❑ *The goblins cannot stand singing (35).*

thoughts and feelings

One goblin laughs as he thinks about the predicament in which the miners will find themselves in the future (55).

relationships

- ❑ *They have affection for each other to some degree (4).*
- ❑ *The goblins have a king and a form of government (5).*
- ❑ *They do not have a positive relationship with the people, especially the king and his family, as evidenced throughout the book.*
- ❑ *Apparently they live in families and experience discipline (55).*

responses to events or people

- ❑ *Rumor has it that the goblins moved underground as a reaction to the kings' taxes and observances (3).*
- ❑ *They still carry a grudge against the descendants of the king who caused their expulsion (5).*

Tell your student that the following words are subject to the literary terminology quiz at the end of this unit:

- ❑ content
- ❑ form

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Dialectic	Students who are reading from *The Gift of Music* will learn this week that Franz Liszt had at least one adulterous relationship. Additionally, he is described as "Mephistopheles disguised as an abbé" (p. 112). See chapter 15 if any of this causes you concern.
Teacher	If you are participating in a Unit Celebration, this is the week in which to begin making plans.

©2021 Marcia Somerville, *et al.* All rights reserved

Fine Arts & Activities

Threads

- ❑ Have fun completing activities about Native Americans.
- ❑ Add to your president card bank.
- ❑ Read about the lives of Robert and Clara Schumann, and listen to their music if possible.

Reading & Materials

- ❑ 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
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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.

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Dialectic	There are no special concerns this week.
Teacher	❑ If you are participating in a Unit Celebration, this is the week in which to begin making plans. ❑ For Fine Arts, your student is assigned to read about Franz Liszt and may benefit from listening to his music, although you should use discretion in the choices you make. Check the Internet or your library to see what is available.

©2021 Marcia Somerville, *et al.* All rights reserved

History

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.

Reading & Materials

- ❑ *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 supporting links page of the *Tapestry* website)
- ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters VI-X (Week 2 of 4)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 6, 7, 8, or 9) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L6, L7, L8, or L9).
- ❑ This week, your student 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.

People	Time Line		Vocabulary
☐ James K. Polk ☐ Sarah Polk ☐ Samuel F.B. Morse ☐ Zachary Taylor ☐ Kit Carson ☐ Colonel Stephen Kearny ☐ Winfield Scott ☐ Joseph Smith ☐ Brigham Young	**1844**	Samuel Morse sends his famous telegraph message.	
	1845-1849	James Polk is President.	
	1846	Britain signs the Oregon Treaty.	
	1846	Thornton Affair	
	1846-1848	Mexican-American War	
	1847	Brigham Young leads the Latter-day Saints to begin their migration to Utah.	

©2021 Marcia Somerville, *et al.* All rights reserved

16 Sea to Shining Sea

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!

Discussion Outline

1. Ask your student, "How was Polk involved in politics before he became president?"
   - ❑ *Although Polk had no formal education until he was 18, when he began attending the University of North Carolina, he quickly found his footing in the political arena.*
   - ❑ *He won a seat in the Tennessee House of Representatives in 1823, when he was 28.*
   - ❑ *In 1825, he began a fourteen-year tenure as a member of the U.S. House of Representatives. He also served as the House speaker for four years.*
   - ❑ *Throughout his years in Congress, Polk strongly supported President Jackson's policies. Jackson encouraged Polk to run for the office of governor of Tennessee after he left office. Polk served in this position from 1839-1841.*
2. Ask your student what nickname was given to Polk.
   Because of his strong support and admiration for Andrew Jackson, Polk was often called Young Hickory, a derivative of Jackson's nickname, Old Hickory.
3. Polk is considered the first dark horse candidate. Make sure your student understands what this term means and why it applied to Polk.
   - ❑ *A dark horse candidate is one who is not well known when nominated. Often, political insiders give little credence to such a candidate during an election.*
   - ❑ *Polk was considered the first dark horse candidate because, although he had served in politics for many years, he had not been considered for the nomination. In fact, one of his opponents' slogan was, "Who is James K. Polk?"*
4. Ask, "When Polk was president, how was his wife Sarah a help to him?"
   - ❑ *She was very well-educated and used her gifts to serve her husband.*
   - ❑ *She helped him by drafting speeches and letters.*
   - ❑ *It is said that she asked Dolley Madison (considered one of the best first ladies) for advice on how to be an excellent first lady. She must have taken Dolley's advice in earnest because she was considered a graceful hostess, and even her husband's opponents regarded her with respect.*

©2021 Marcia Somerville, *et al*. All rights reserved

5. Polk confided to a friend in the early days of his presidency that he had "four great measures" for his administration.[1] Discuss these four measures or goals with your student. As you look at Polk's presidency, keep these four goals in mind and evaluate whether or not he was able to attain them.
   Note: This was not in your student's readings, so we suggest you lecture from these points.
   - ❑ Restructure the tariff, making it acceptable to both Northerners and Southerners
   - ❑ Reestablish an independent treasury to stabilize the federal government's finances
   - ❑ Settle the Oregon boundary dispute with the United Kingdom
   - ❑ Acquire California from Mexico

6. Optional: Polk refused to run for reelection when the time came; he was the first U.S. president to do so. Students did not read about the ways that Polk accomplished his first three goals, but you may wish to lecture to them about his means of bringing them to pass.

   - ❑ He had the new protectionist tariff legislation drafted and ready when Congress convened after his election. Note: Share with your student that the tariff rate was lowered and the prices were fixed by a new method. Rather than figuring the tax on the basis of the quantity of items in a shipment, the new tariff was assigned according to the value of imported items.
   - ❑ Polk likewise authored a bill that he had worked successfully to pass when he was in Congress, but was repealed by the Whigs a year later. Now, Democrats created Polk's Independent Treasury System to hold government funds, rather than independent banks or a national bank.
   - ❑ The Oregon territory was disputed. America wanted a northern border that would include all of the Columbia and Fraser Rivers. The campaign slogan, "54-40 or Fight!" expressed the most extreme U.S. claim. Polk purposefully broke off negotiations when the British refused to accept the modified proposal of a border on the 49th parallel. He returned to demands for "all Oregon," which escalated tensions along the border. The British saw the light and signed the Oregon Treaty in 1846. The treaty established the compromise border of the 49th parallel, as it is today.

7. Polk's fourth "great measure" was to acquire California from Mexico. Look with your student at previous events that led to the declaration of war with Mexico by the United States.
   - ❑ Texas border
     - ❑ *Mexico insisted that Texas rightfully belonged to them, even after Texans had won independence in 1837.*
     - ❑ *The annexation of Texas in 1845 deepened the bitterness of Mexican leaders towards the United States.*
     - ❑ *The United States believed that the border between Mexico and American territory should be at the Rio Grande, while the Mexicans believed that it should be placed farther north, at the Rio Nueces.*
   - ❑ Insulting negotiations
     - ❑ *When Polk became president, he sent an ambassador to Mexico in an attempt to end the border dispute and to negotiate an offer to purchase New Mexico and California. Polk's ambassador also offered to forgive the 3 million dollar debt that the Mexican government owed American settlers.*
     - ❑ *The Mexican government was insulted and angered by the propositions. In their minds, they still owned Texas; to them, the United States's "kind" offers arrogantly assumed that they were in agreement with the terms.*
     - ❑ *The Mexican government recalled their ambassador from the United States, ending diplomatic relationships.*
   - ❑ Troops sent to Mexico
     Believing that war with Mexico was imminent, Polk sent General Zachary Taylor and U.S. troops to patrol the border along the Rio Grande.
   - ❑ The Thornton Affair (1846)
     - ❑ *American troops had been misled to believe that a particular fort was abandoned. When they advanced on the fort, they quickly discovered that it was occupied by 2,000 Mexican soldiers.*
     - ❑ *Although it is not clear who fired the first shot, a battle began that lasted throughout the evening. The result of the battle was that American soldiers, led by Seth Thornton, were killed, and most of the American troops were taken prisoner.*

1 From a *World Book* article entitled, *Polk, James Knox*. Contributor: Sam W. Haynes, Ph.D., Associate Professor of History, University of Texas, Arlington.

©2021 Marcia Somerville, *et al*. All rights reserved

- ❑ Polk's response
  Polk's famous response to the news of the Thornton Affair in 1846 was, "American blood has been shed on American soil!"[1] *He asked Congress to declare war on Mexico. Two days later, war was declared.*
  Note: The fact that the border was in dispute made Polk's claim questionable. To the Mexicans, the Americans were the invaders of their territory.

8. Ask, "What was American public opinion of the war with Mexico?"
   - ❑ *A majority of Americans warmly supported the war, heavily influenced by the doctrine of Manifest Destiny.*
   - ❑ *The war was not universally popular. There were quite a few outspoken opponents.*
     - ❑ *Senator Abraham Lincoln believed that the war was unnecessary and not permitted under the Constitution.*
     - ❑ *A famous philosopher, essayist, and poet named Henry David Thoreau was so opposed to the war that he famously demonstrated his disapproval by not paying his taxes.*
   - ❑ *Some Americans said that war with Mexico was a just a scheme to acquire the territory of California, which belonged to Mexico.*
   - ❑ *Others, particularly Northerners, believed that the war was an angle to acquire more slave territory.*
9. Ask your student what was happening in California, which Mexico legally owned but had not heavily occupied, while American troops were driving towards Mexico City.
   - ❑ *America settlers in California caught wind of the war, and instead of waiting for U.S. troops to liberate them from Mexican authority, they took matters into their own hands.*
   - ❑ *At one point, thirty-three men marched towards a Mexican fort in California. To their surprise, the Mexican general did not put up a fight; he admitted that he wanted to be governed by the United States rather than by Mexico.*
   - ❑ *Explorer John Frémont also led a force into Monterey, which was easily captured for the Americans.*
   - ❑ *A small group of California settlers declared themselves to be the California Republic.*
   - ❑ *Although there were still a few skirmishes and battles, the American army was victorious. The terms to end the part of the Mexican War in California were signed in the Articles of Capitulation in 1847.*
10. Talk about some leading figures in the Mexican-American War.
    - ❑ General Zachary Taylor
      - ❑ *He was nicknamed "Old Rough and Ready" by his soldiers, both because of his firm leadership as a general and his often-disheveled appearance.*
      - ❑ *His involvement in the Mexican-American War would later support him in his run for the presidency after the war. Like Jackson and Harrison before him, he ran as a war hero.*
    - ❑ John Frémont
      He was an American explorer and writer who, with the aid of American troops, was tasked to lead a group of adventurers in rebellion against the Mexican army to create the California Republic.
    - ❑ Kit Carson
      - ❑ *Carson became a famous frontiersman who was known for his skill as a soldier, trapper, and scout.*
      - ❑ *He became well-known throughout the nation, in part due to the reports written by John Frémont.*
      - ❑ *He played an important role in helping Colonel Stephen Kearny fight for California's independence.*
    - ❑ Colonel Stephen Kearny
      - ❑ *Kearny led the march on Santa Fe in New Mexico, which he captured without a shot fired. Once Santa Fe was taken, he also helped set up the civil government.*
      - ❑ *Later, he left for California and met up with Kit Carson, who told him about the California Republic and the skirmishes still taking place.*
      - ❑ *Kearny and his men were overwhelmed at one of the battles, but Carson escaped and sent for reinforcements. With the help of these reinforcements, Kearny's troops were victorious. They made the march to San Diego where the Articles of Capitulation were signed, and the California rebellion was ended.*
    - ❑ General Winfield Scott
      Scott led the final march towards Mexico City. His forces captured the city, which helped to establish victory for the United States.

    Note: Some other men who fought in the Mexican-American War include Robert E. Lee, Ulysses S. Grant, "Stonewall" Jackson, William T. Sherman, Jefferson Davis, and Joseph Hooker, who would later become some of the most prominent figures of the American Civil War.

1 Sheila Nelson, *From Sea to Shining Sea* (Philadelphia: Mason Crest Publishers, 2005), p. 24.

©2021 Marcia Somerville, *et al.* All rights reserved

11. Ask your student, "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?"
    - ❑ *In exchange for $15 million, Mexico ceded one third of its territory to the United States.*
    - ❑ *The territory in this treaty included the entire states of California, Utah, Nevada, and parts of Arizona, New Mexico, Colorado, and Wyoming.*
    - ❑ *The treaty also fixed the Texas border at the Rio Grande.*
    - ❑ *The amount of land given to the United States was the largest amount of land ever added to the United States.*
12. During his presidential campaign, Polk's slogan had been "54-40 or Fight!" This meant that he believed that the Oregon Territory was rightfully American territory, that the border should be at the 54th parallel, and that to gain it, he would even support war with Britain. Talk to your student about how this issue was resolved during his presidency. Your student may not have read in much detail about this issue, so we recommend that you lecture on most of the points below.
    - ❑ The Oregon Territory included the area south of today's Alaska, north of present-day California, and west of the Rocky Mountains.
    - ❑ In 1818, Great Britain and the United States had agreed to share the Oregon Territory by means of joint occupancy.
    - ❑ However, Polk and many other Americans, influenced by Manifest Destiny, believed that the United States had the sole right to the territory because of the numerous American settlers already in the land.
    - ❑ Because neither country wanted to declare war over the territory, a compromise agreement was drawn up (called the Oregon Treaty of 1846), in which Britain gave the land south of the 49th parallel, except for Vancouver Island, to the United States. Though it was south of the 54th parallel, Americans were still satisfied.
    - ❑ The land controlled by the United States included present-day Idaho, Oregon, and Washington, and part of Montana and Wyoming.
    - ❑ The Oregon Territory was organized in 1848. Oregon was admitted as a state to the Union in 1859.
13. Polk accomplished the four goals he had determined in his early presidency. If desired, review the four goals (topic 5) and then assess Polk's presidency.
    Polk is considered by historians to have been the most successful one-term president because he kept every campaign promise and accomplished much that profited the United States. But, of course, he was by no means perfect. You can simply ask your student what he thinks about Polk, and what he's learned in reading about him.
14. Discuss the early Mormons and the reasons why they began their journey west during Polk's administration.
    - ❑ Ask, "Who were the original leaders of the Mormons?"
      Joseph Smith was the founding leader of the Mormons. When he was killed, Brigham Young took over leadership.
    - ❑ Ask, "How did Mormonism originate?"
        - ❑ *Joseph Smith said he had a vision of an angel named Moroni who led him to find the golden plates on which, he claimed, the Book of Mormon was written.*
        - ❑ *The Book of Mormon, supposedly translated by Smith, contained a history that was different from the Bible. It told the tale about a Hebrew family who traveled to America and became ancestors to Indian tribes.*
        - ❑ *As he founded and developed his church, Smith also taught and supported many ideas and practices that were very different from Christianity. For instance, Smith allowed the practice of polygamy (having more than one wife), recording that God had revealed to him that this was a new command.*
    - ❑ Ask, "Why were the Mormons often scorned by other Americans?"
        - ❑ *The Mormon community grew rapidly. Wherever they settled, they established whole towns that were economically independent from the outside world. Some people were afraid that the Mormons would ruin the American economy because they were so self-sufficient.*
        - ❑ *Some people began to see the Mormons' beliefs, practices, and lifestyle as strange and as a threat to orthodox Christian beliefs.*
        - ❑ *Others were afraid of the potential power that the Mormons could wield due to their numbers, isolationism, and their commitment to their faith.*
    - ❑ Ask, "Where did the Mormons eventually settle?"
      In the late 1840's, the Mormon's settled in the Salt Lake Valley of Utah.

©2021 Marcia Somerville, *et al.* All rights reserved

15. Returning to our thread on inventions and industrialization, ask your student, "Why do you think the phrase, 'What hath God wrought?' was an apt first message sent by telegraph in 1844?"
Answers will vary.
- ❑ *Prior to the electric telegraph, news traveled as fast as a horse could ride and letters were the only way of sending news at a distance. The telegraph, created by Samuel F.B. Morse, was nothing short of a miracle in its time.*
- ❑ *Six years after the first message was sent, an underwater cable connected England to France.*
- ❑ *In 1866, the Atlantic Telegraph Cable linked the United States with Europe.*
- ❑ *The process continued to link countries together in this modern method of communication.*

©2021 Marcia Somerville, *et al*. All rights reserved

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 2 of 4)	☐ Continue work on your display board. ☐ Following all of the steps in the writing process, write two or three more paragraphs for your board. ☐ You can 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. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Persuasive Writing	☐ Write another persuasive one-page paper using one of the topics below. ☐ 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. ☐ 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. ☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work." ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Story Writing (Week 3 of 5)	☐ Continue writing the rough draft of your story. ☐ File it under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
9	☐ Analytical Essay	☐ In *Writing Aids*, learn or review what an analytical essay is and the benefits for learning to write one well. ☐ Understand the correct format for an essay and how to construct a proper thesis statement. ☐ Learn how to use prewriting tools to organize your thoughts. ☐ Ask your teacher to show you a *Writing Aids* grading rubric so that you will know how you will be graded on this type of assignment. ☐ Using one of the topics below, write an analytical essay. ☐ "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. ☐ "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. ☐ File it under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week…

Week 17: The Oregon Trail	
Dialectic	There are no special concerns this week.
Teacher	Most books about the Oregon Trail and westward expansion are quite tame and enjoyable. However, if you are unfamiliar with the story of the Donner party, who were reduced to cannibalism, you will want to preview any books that you find about this group, depending on the ages of your students.

©2021 Marcia Somerville, *et al.* All rights reserved

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

©2021 Marcia Somerville, et al. All rights reserved

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."

©2021 Marcia Somerville, et al. All rights reserved

16 Sea to Shining Sea

Worldview: Church History

Threads

Read about the rise of various religious sects in America, including the Mormons, the Adventists, the Christian Scientists, and the Jehovah's Witnesses.

Reading & Materials

- ❑ *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.

Glance Into Next Week…

There are no special concerns this week.

©2021 Marcia Somerville, *et al*. All rights reserved

Geography

Threads

- ❑ Study the borders of the land that Mexico and Great Britain ceded to the United States during President Polk's administration.
- ❑ Optional: Identify major sites connected with the Mexican-American War.
- ❑ Add three states to your cumulative map project.
- ❑ Begin a three-week study of the major landforms of western states by looking more closely at Nebraska, Wyoming, and Utah this week.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 3 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- ❑ Read the geographical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.

Geographical Introduction

Major battles of the Mexican-American War took place chiefly in Mexico, California, and Texas. The war ended soon after United States troops, led by Major General Winfield Scott, won a series of these battles and occupied Mexico City. Partly as a result of this war, America grew significantly during the Polk administration. Be sure to note with students that the Mexican-American War, the addition of Texas as a state to the Union, and the acquisition of the Oregon Territory more than doubled the size of the United States!

In a general way, we will work our way from east to west over the next three weeks of geographical studies in a survey of western lands.

- ❑ This week, students will note the boundaries of the land added during Polk's administration (and the states that were eventually formed from them): the entire Mexican cession (which gave America California, Nevada, Utah, and parts of Colorado, New Mexico, and Arizona) and the Oregon Treaty of 1848 with Great Britain (which gave America Idaho, Oregon, Washington, and parts of Montana and Wyoming). Optionally, dialectic will be studying places that are associated with the war itself. Generally speaking, we're viewing the West from airplane height this week, with the exception of the geography of three states: Nebraska, Wyoming, and Utah. Because dialectic students are reading details about the Mormon's emigration to Utah, we recommend that dialectic students study the states through which ran the so-called Mormon Trail. (It became part of the Oregon Trail in many places.) Students should also study the climate of Utah in some detail this week.
- ❑ Next week, we study details of the large-scale pioneer movement west and focus on the Oregon Trail. Thus, students will study details about the following states from "prairie level": Idaho, Nevada, and Oregon.
- ❑ In Week 18, we'll study the California Gold Rush of 1848 and the problem that statehood for California presented to the nation. Students will complete their geographical survey of the western states by focusing attention on regions that became California, Nevada, Arizona, and New Mexico.

Notes:

- ❑ We found that Nebraska, Utah, Colorado, Idaho, Wyoming, Arizona, and New Mexico shared common geographic regions.
- ❑ Students won't be labeling any features of Colorado or Montana.

©2021 Marcia Somerville, *et al.* All rights reserved

16 Sea to Shining Sea

Exercises

1. 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.
2. 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)
3. 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,[1] then put the map away for use next week.

   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. Draw the course of the Mormon Trail on your outline map. Then label the landforms and places found along the trail that are listed below:

   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
5. 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
   - ❑ Iowa, which joined the Union in 1846
   - ❑ Wisconsin, which joined the Union in 1848

Glance Into Next Week…

There are no special concerns this week.

1 You can use the Year 3 Geography supporting links page on the *Tapestry* website, or printed atlases, to complete this work.

©2021 Marcia Somerville, *et al.* All rights reserved

Literature

Threads

Learn the meaning of the literary term "allegory" and apply it to this week's reading assignment.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion Outline

Begin by defining "allegory," and have your student write down the definition. An allegory is a work in which the author embodies realities in a fictional story in such a way that there is a clear one-to one correspondence between those external realities and the internal elements of the story. Simply put, an allegory is a story (or drama or poem) that has a deeper meaning than may be understood upon a simple surface reading. One thing in the story stands for something else that is intangible.

Allegory is one form that an author can use to communicate a deeper meaning. The Princess and the Goblin is not a strict allegory, but it does have some allegorical elements. All of the questions asked on your student's worksheet are pointing to these elements. In this case, they are biblical truth as set forth in God's Word.

Go over your student's worksheet and the associated discussion questions. The Scripture references provided are not exhaustive, but they do give you a starting place for discussion. Also be aware of the fact that these small allegories and symbolisms are a part of the bigger allegorical picture which we will discuss in Week 18. (The answer that your student should have written on his worksheet is found under "understand the allegorical element" in italics.)

1. With whom do the goblins have a conflict?
   - ❑ Read Ephesians 6:12 and Matthew 4:1-11.
   - ❑ Ask: With whom does Satan have a conflict?
     Satan has a conflict with God and His followers. In our Scripture references, notice that the powers of the dark world are associated with the spiritual forces of evil.
   - ❑ Understand the allegorical element.
     We see over and over again that the goblins live underground and are scheming against the people who live on the land. This may represent how Satan lives and schemes against God's people.
2. Why is Curdie concerned about having no light as he follows some goblins to their palace?
   - ❑ Read Psalm 119:105, Psalm 119:130, and Isaiah 42:16.
   - ❑ Ask: Do Christians have to be concerned about having no guide?
     No, we have the Bible to illumine our path as we follow Christ.
   - ❑ Understand the allegorical element.
     Curdie realizes that it is important to have a guide so that he will not remain underground amongst the goblins (70). This represents our need to have a guide so that we know the right path from the wrong one. While Christ also left us His Holy Spirit, this particular allegory is referring to an object that is visible to the human eye.
3. As Irene tries to find her way back to her grandmother's rooms, how is the stair that leads to the tower described?
   - ❑ Read Matthew 7:13-14 and Romans 8:37-39.
   - ❑ Ask: Through which gate will the Christian enter? Will the length of our journey separate us in any way from the love of God?
     It is stated that the road to eternal life is narrow, but we also know that nothing will separate us from the love of God.

©2021 Marcia Somerville, *et al.* All rights reserved

- ❑ Understand the allegorical element.
  Irene goes through passage after passage and then finds the narrow passage that leads straight to the tower where her grandmother is (85). The narrow path and the fact that she is confident that she will not lose her way reminds us that when we, too, follow the narrow path, God promises that nothing will separate us from Him.

4. What did Grandmother do with the large silver basin?
   - ❑ Read Ephesians 5:25-27.
   - ❑ Ask: Why does Jesus cleanse the Church?
     He cleanses the Church through His word so that His people can be with him forever.
   - ❑ Understand the allegorical element.
     Grandmother washes Irene's feet so that she will be clean in order to sleep in bed (90). This reminds us of the fact that our hearts need to be clean in order to be in the presence of God. (Do you remember that last week we read that Grandmother washed Irene with a white towel? This is another reminder of the purity of Christ and the need for cleansing from sin.)

5. What is the purpose of the pickaxe?
   - ❑ Read Hebrews 6:16-20a.
   - ❑ Ask: What is a Christian's anchor for his soul?
     The hope that we have in Christ Jesus, who went before us.
   - ❑ Understand the analogy.
     The pickaxe acts as an anchor, holding string in place, so that Curdie can find his way back from the goblins' underworld (94). He has the hope and confidence that the pickaxe will be secure. Just as Curdie has hope and confidence, Christians, too, can have the hope and confidence that Jesus has become our High Priest and anchor, who intercedes for us to God the Father and ensures that we can stay in His presence.

6. Why did the men-at-arms need to be on guard every minute?
   - ❑ Read 1 Peter 5:8-9.
   - ❑ Ask: Why should Christians be on guard?
     We should be on guard because our enemy, the devil, is looking for someone to devour.
   - ❑ Understand the allegorical element.
     The men-at-arms need to be on guard because the goblin creatures are watching the lawn for a moment when the palace is all clear so that they can attack (103). We can easily see that this represents the truth that, as Christians, we must resist the devil and cannot let down our guard.

7. When Irene believes that she is being attacked by a creature like a cat, where does she run?
   - ❑ Read 1 John 4:18.
   - ❑ Ask: What does love do to fear?
     Perfect love casts out fear.
   - ❑ Understand the allegorical element.
     Irene runs away from her grandmother, into the court, straight out of the gate, and up the mountain (106). When tempted to be afraid, Irene should have run right to her grandmother, but fear prods her to make a foolish decision. As Christians, we, too, are prone to make foolish decisions as a result of fear. But when we are afraid, we should remember God's love and go directly to Him.

8. How does Irene find her way home again?
   - ❑ Read Psalm 27:1-3, John 8:12, and 1 John 1:7.
   - ❑ Ask: How can a person be purified of sin?
     Anyone can be purified from all sin when he walks by repentance and faith in Jesus Christ, who is the Light.
   - ❑ Understand the allegorical element.
     After choosing the wrong path as a result of fear, *Irene finds her way home again by the light of the great silvery globe that is her grandmother's lamp (108).* She recognizes that the light enables her to see in the darkness and follow the right path. Those who are Christians also know that we must walk in the light of the Lord. He will illumine our path and we can walk without fear.

©2021 Marcia Somerville, *et al.* All rights reserved

9. Irene is concerned about getting her grandmother's beautiful blue dress dirty. How does the dress become clean again?
   - ❑ Read Isaiah 1:18, Acts 3:19, and 1 Timothy 2:5-6.
   - ❑ Ask: How does a person become free from sin?
     The blood of Jesus washes away the sin that separates us from God, who is holy and cannot allow sin into His presence.
   - ❑ Understand the allegorical element.
     - ❑ Grandmother is dressed in a pale blue velvet dress. After Irene's frantic run up the mountain, she has become dirty because of rain and mud. Hugging her grandmother would result in spoiling the beautiful blue dress. Irene feels that she cannot approach Grandmother, but Grandmother insists on hugging her. *Grandmother then purifies her dress by passing a burning rose over it three times. Afterward, the dress hasn't a single stain (114).* This allegorical scene portrays the fact that it is God who purifies.
     - ❑ You may want to note, however, that this scene also has some questionable theological implications, because Grandmother's insistence on hugging Irene might imply that God loves us so much that He welcomes us into His presence even with our sin. In truth, God loves us so much that He gave His Son Jesus to pay the penalty of our sin and to cleanse us from all unrighteousness, so that we can stand justified and pure in God's presence.

10. What does Grandmother give to Irene?
    - ❑ Read 2 Corinthians 5:7 and Hebrews 11:1-3.
    - ❑ Ask: How should Christians walk?
      We should walk by faith and not by sight.
    - ❑ Understand the allegorical element.
      Grandmother gives Irene a ring that is tied to a thread of the shimmering ball (119). No one can see the thread, but Irene knows that she should follow the thread because it will lead to Grandmother. What a beautiful mental visualization of walking by faith and not by sight! This vivid allegory will be expanded upon in the student's reading next week, so he should be on the lookout for this as he reads.

11. Inform your student that the following word is subject to the literary terminology quiz at the end of this unit: allegory.

Glance Into Next Week…

Week 17: The Oregon Trail	
Dialectic	There are no special concerns this week.
Teacher	There are so many interesting books to read about this period in American history, but please know that we haven't forgotten Laura Ingalls Wilder's books! In actuality, her books take place after the Civil War, which is when we will encounter her in our Literature studies.

©2021 Marcia Somerville, *et al.* All rights reserved

Fine Arts & Activities

Threads

- ❑ Begin making plans for your Unit Celebration.
- ❑ Read about the life of Franz Liszt, and listen to his music if possible.
- ❑ Do activities to reinforce your studies of James Polk and of Mexican culture.
- ❑ Add a card to your president card bank.

Reading & Materials

- ❑ 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
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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 supporting links page 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.

Glance Into Next Week…

Week 17: The Oregon Trail	
Dialectic	Students who are reading from *The Gift of Music* will learn this week that Richard Wagner had at least one adulterous relationship. Skim chapter 16 if this causes you concern.
Teacher	For Fine Arts, your students are assigned to read about Richard Wagner, but students may benefit from listening to his music. Check the Internet or your library to see what is available.

©2021 Marcia Somerville, *et al.* All rights reserved

History

Threads

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

Reading & Materials

- ❑ *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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 6, 7, 8, or 9) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L6, L7, L8, or L9).

PEOPLE	TIME LINE		VOCABULARY
☐ Marcus and Narcissa Whitman ☐ Jim Beckwourth	**1836**	Marcus and Narcissa Whitman travel west.	
	1845-1848	The Irish potato famine ravages Ireland and many immigrate to the United States.	
	1847	Indians attack the Whitman mission and kill both Marcus and Narcissa.	

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!

©2021 Marcia Somerville, *et al.* All rights reserved

Discussion Outline

In Week 15, students were introduced to the expansionist era. We looked at the doctrine of Manifest Destiny, which held that Americans were commissioned by God with the right and duty to expand their territory and spread democracy from sea to sea, taking in the big picture of the era. Now, we will discuss details about the people, the journeys, and the settlements of the West.

Note: Some of the italicized answers below are also extrapolated from last week's reading.

1. Ask your student, "Once Americans established the belief that they had a right to expand their territory, what was it that actually compelled them to leave their homes and go west?"
   - ❑ Promise of land and a good life
     - ❑ *Families were often large, with many children. As the population grew in the East, many felt inclined to move where there was more space, more land, and more opportunity. The potential of this new life seemed limitless.*
     - ❑ Also, many foreign-born immigrants settled in the West seeking a better life. This included German-Russians, Scandinavians, Italians, Portuguese, and Irish from Europe, as well as Chinese and Japanese from Asia.
     - ❑ *Many Irish immigrated to the United States, and some settled in the West as a result of the potato famine that ravaged Ireland between 1845 and 1848.*
     - ❑ *Others who moved to the West included the Native Americans, Mexican-Americans, and former African slaves.*
     - ❑ Altogether, foreign-born immigrants and non-white settlers made up a third of the those who traveled west between 1846 and 1880.[1]
   - ❑ Religious reasons
     - ❑ *Other people, such as the Mennonites and Mormons, headed west for religious reasons. They had often experienced persecution in the East because of their unorthodox beliefs and practices.*
     - ❑ *In many Americans' minds, the Mormons in particular had become a threat to both Christianity and the economy of the United States. They were forced out of several states before settling on the Great Salt Lake.*
     - ❑ A significant number of Christians traveled to the West in order to evangelize.
   - ❑ Lure of possible wealth
     In 1848, reports spread that gold had been found. At that time, a multitude of people came to California in hopes of becoming rich. (We will study the California Gold Rush in Week 18.)
   - ❑ Adventure
     The West had an exciting and alluring sense of mystery and adventure that compelled many to leave their comfortable homes.
2. Ask your student for personalized reflections. Have him imagine that he is living in the eastern United States in the 1840's. He has a nice home, a church, school, and lots of friends who live close. Now, raise the supposition that one day his parents approach him and tell him that they have decided to travel the Oregon Trail to the West in order to start a new life. Ask, "What would you anticipate as your set out on the long journey? What do you think you would fear most?"
   - ❑ Anticipate
     - ❑ *Young people would have probably been excited to see the West for themselves. Because there were no movies and few photographs, they had probably only heard stories or seen sketches of the frontier.*
     - ❑ *They were probably excited to explore a new and different land of wide open prairies, great forests, lush valleys, and wild animals.*
     - ❑ *For many families, ownership of their own land, or simply a "better life" was probably another source of excitement.*
   - ❑ Fear
     - ❑ *Many would have feared the epidemics and illnesses that pioneers often experienced on the long and tiring journey. Cholera, scurvy, and malaria were prevalent.*
     - ❑ *The unpredictable weather of the West presented great difficulties for the fragile covered wagons containing the families' bare necessities. Severe thunderstorms, tornados, and cold (if journeys were delayed) were dangerous to the animals and people traveling.*

1 Information based on Stuart Murray, *Wild West* (New York: DK, 2001), p. 42.

©2021 Marcia Somerville, *et al.* All rights reserved

- ❑ *Because the journey usually took five or six months, the problem of sheer exhaustion might threaten the survival of animals and weaker people traveling.*
- ❑ *A life on the trail and in the West would be very different from the busy social life many had in the East. Loneliness was a reality in the West, where the closest neighbors were often miles away, and it would be years before churches and schools could be established in fledgling communities.*
- ❑ *Starvation was always a threat. Their food supply could become damaged and game was often unreliable.*
- ❑ *Indian attacks also presented a constant concern to those journeying in unfamiliar territory, although they were few and far between during the early years of western expansion.*

3. Discuss with your student the character traits that the pioneers needed in order to make the journey.
   - ❑ *The pioneers needed endurance and an independent spirit to survive the harsh conditions and emotional stress of the long journey. (Of course, these gifts were evidences of the common grace of God, but not all pioneers would have acknowledged it.)*
   - ❑ *They needed to be hard workers to keep up with the day to day tasks of caring for their animals, hunting, cooking, and keeping their wagons in good shape.*
   - ❑ *They needed physical strength in order to endure miles of walking so that they would not fall behind schedule and find themselves stuck on the trail during the harsh winter.*
   - ❑ *They had to be willing to leave everything that was comfortable and familiar, including family, friends, and cherished possessions.*
4. Ask your student, "Where did the Oregon Trail begin and end? How long was the journey?"
   It started in Independence, Missouri, and ran as far as Oregon City, Oregon. The trail wound over 2,000 miles of prairies, deserts, and mountains.
5. Teach your student about the route that the settlers took on their way towards Oregon.
   - ❑ They first crossed the Great Plains, a vast grassland that runs between Canada in the north and Texas and New Mexico in the south.
   - ❑ The rugged Rocky Mountains rise west of the Great Plains, and beyond the mountains lies a stretch of desert-like terrain known as the Great Basin.
6. Talk about a westward traveler's alternatives to using wagons on the Oregon Trail.
   - ❑ People could board steamboats, which had become a popular method of transportation in the mid-1800's.
   - ❑ These boats traveled the Mississippi River, Missouri River, and other rivers that led westward. Such steamboats were often expensive, offering fine dining, plush cabins, and gambling rooms.
   - ❑ However, settlers could not travel the whole way by boat.
7. In order to travel the 2,000 miles of rough terrain, most pioneers needed dependable wagons and essential tools and supplies. Talk about the difference between the Conestoga wagon and the Prairie Schooner. Then, discuss some of the other important items of the pioneers' journey.
   - ❑ Wagons
     - ❑ The Conestoga wagon was the first wagon used by pioneers to travel west. These wagons required a team of six horses or oxen and proved to be ill-suited for the rough terrain of the West.
     - ❑ The Conestoga wagon was eventually replaced with the Prairie Schooner, which was lighter, sturdier, and easier to manage on the rough trail.
   - ❑ Essential cargo
     - ❑ Wagons were loaded with wooden barrels of food containing bacon, flour, salt, pork, corn meal, dried beans, fruit, or hardtack.
     - ❑ Canvas bags held other foods, such as rice, coffee, tea, sugar, etc.
     - ❑ Essential kitchen utensils for cooking and a gun for hunting game were vital for the long journey.
     - ❑ Along with certain other tools, a sturdy axe was needed not only for the journey, but also for projects like building a new home once the family reached their destination.
     - ❑ Sometimes children were allowed to bring a favorite toy or doll, while an adult might bring a fiddle or other musical instrument.

©2021 Marcia Somerville, *et al.* All rights reserved

8. Discuss how people on the Oregon Trail traveled and lived. Ask your student what a typical day for a pioneer on the trail would have looked like.
   - ❑ *The pioneers generally set out with one wagon (covered with a canvas top). Most family members walked. Mules, oxen, or horses usually pulled the wagon, and family members would take turns riding/driving these.*
   - ❑ *A typical day on the trail involved a ten- to twenty-mile walk. A good day was an uneventful one, where there were no heights or rivers to cross. Long, flat stretches allowed them to go farther in a day.*
   - ❑ *There were days where men went hunting for game or when Indians approached the wagon train wanting to trade.*
   - ❑ *Collecting buffalo dung became a chore for most children on the trail. The dung was used in the place of firewood, which was hard to find on the vast, grassy prairies. Sometimes the children used the dung in their games!*
   - ❑ *The evenings were probably the most entertaining and memorable for the pioneers. After a dinner of dry bread and bacon, or perhaps some fresh game from a recent hunt, the pioneers often enjoyed the music of a fiddle or banjo, or perhaps a story was told around the fire.*
9. Ask your student about some of the common causes of death on the trail.
   - ❑ *Sickness, such as cholera, typhoid, and malaria were common and devastating causes of death.*
   - ❑ *Accidental gunshots killed many people.*
   - ❑ *Some died from falling under the wagon wheels or being trampled by oxen.*
   - ❑ *Others were killed after being bitten by rattlesnakes.*
   - ❑ *Sometimes people drowned when their wagon rolled off a ferry at a river crossing.*
10. Ask, "Who were Marcus and Narcissa Whitman, and what is their story?"
    - ❑ *The Whitmans traveled west with their friends, Henry and Eliza Spalding, to start a mission with the aim of evangelizing the local Indians.*
    - ❑ Narcissa and her friend Eliza were among the first white women to travel over the Rocky Mountains on their way to the Northwest.
    - ❑ *The mission that the Whitmans established was located near present day Walla Walla, Washington.*
    - ❑ *Though the Whitmans sought to evangelize the Indians at first, the Indians resented them and the steady arrival of white people on their land.* The mission center became a stopping point that ministered to thousands of travelers on their way along the Oregon Trail.
    - ❑ *In 1847, an epidemic of measles ravaged the mission, probably spread from those on the wagon trains. When the Indians caught the measles, they may have blamed the Whitmans for the deaths of those in their tribe, even though Marcus Whitman did tend some tribe members.*
    - ❑ *Eventually, tensions mounted to the degree that the Indians attacked the mission. Both Marcus and Narcissa* (along with twelve others) *were murdered during this sudden Indian raid.*
11. Once those traveling west finally reached their destination, their hardships were not over. The men and women who had come so far were now faced with the struggle to survive in the unfamiliar, unforgiving frontier. Daily life was a battle. Starvation, exhaustion, natural disasters, Indian attacks, and sickness were still a constant threat. Despite these very trying circumstances, many pioneers sought to make the best of their situation. Talk with your student about some of the thrifty, creative ways the pioneers adapted to their surroundings in order to help their families survive. (Please note that this section of the discussion can usually be extrapolated from the student's previous knowledge and piecing together the reading. If he has no previous knowledge of this, please lecture from the points below.)
    - ❑ Soddies
      - ❑ Because the grassy prairies had very few trees, there was little wood with which to build homes or barns. Thus, the pioneers learned to use sod to create their first shelters. (Sod bricks were simply patches of prairie grass and dirt that were sectioned and cut from the ground a few inches thick.)
      - ❑ Settlers first dug a shallow pit that became the floor of their soddie. The pit allowed walls to be shorter.
      - ❑ Then, they piled sod bricks (usually three feet in length and a few inches thick) up to form walls.
      - ❑ After spreading a few rafters, they closed up the roof with more sod bricks.
      - ❑ Though perhaps not as appealing as a wooden cabin, soddies provided needed shelter from the harsh weather of the frontier.
    - ❑ Many frontier women used the age-old spinning wheel to spin thread out of flax in order to make clothes for their families. Though eventually yarn could be bought at a store in the developing towns, most families carried on the tradition of making homespun clothes.

©2021 Marcia Somerville, *et al.* All rights reserved

- ❑ Soap and butter were luxuries that Easterners usually bought at stores. In the West, women churned milk into butter and made soap in their own yards.
- ❑ Many women took pride in their skillful quilt making. As the West became more thickly settled, there were quilting parties that gave women an opportunity to socialize and work on their craft. The quilts provided not only warmth but also a touch of femininity and beauty to primitive homes.
- ❑ The lifestyle of the pioneers was very simple, and many settlers were quite poor. They had left most of their possessions in the East, and early on there were few stores on the frontier. When they did appear, stores initially carried little else than the basic necessities: tools, feed, seeds, and cloth. Help your student see the contrast between the concurrent lives of the American pioneers and those living in the East, or in Victorian England, during the mid-1800's.

12. Talk about the spiritual challenges that the settlers faced. Ask your student which of these would have been hardest for him. Challenge him to come up with Scripture verses that would have fortified him.
Answers will vary.
    - ❑ *Leaving familiar surroundings, including church friends and pastor.* (If you or any close family friends have recently moved, you have a ready-made real-life example to make this situation more real to your student.) See Psalm 31:3, Psalm 48:14, and Psalm 139:1-12.
    - ❑ *Giving up all worldly possessions except what was necessary and could fit into the wagon. For women especially, sentimentally valuable articles were often left behind, such as wedding gifts, fine china, or larger musical instruments. See Philippians 3:7-11, Luke 12:15, and Colossians 3:1-2.*
    - ❑ *Facing trouble on the trail: broken wagons, flooded rivers, lost or forgotten belongings, and loss of life (disease, accidents, weather, Indian attacks, etc). See Isaiah 41:10, Psalm 9:9, and Psalm 32: 7.*
    - ❑ *Facing the hardships of life on the trail and in settling: long, uncomfortable days, little chance to bathe or rest, back-breaking labor using only hand tools to tame the prairie, and drought or flood that destroyed hard-won gains. See Jeremiah 17:7-8, 2 Corinthians 1:3-7, Psalm 27:5, Psalm 59:16, and Romans 5:2-5.*
    - ❑ *The loneliness of living on the frontier, where the nearest neighbor or aid was miles away. See Deuteronomy 31:8, Psalm 9:10, Psalm 23:4, and Psalm 94:14.*
    - ❑ *Fears of sudden disaster, both on the trail and after settling. See Psalm 37:18-19, Proverbs 3:25-26, and Psalm 34:19.*

13. As soon as people began to arrive in the West, settlements began to be established. Some of these settlements sprang up almost overnight and were thus called boom towns. Talk about western settlements.
    - ❑ Ask, "Why do you think boom towns appeared so quickly?"
    These boom towns usually sprang up near a railroad terminal or an intersection of major travel routes. Often settlements developed around commerce, such as stores that provided precious lumber to the people of the grassy frontier. After gold was found in California, towns appeared near the sight of newly discovered mines.
    - ❑ Talk about how long these towns remained.
        - ❑ Because these towns were often founded for the sake of commerce, the permanence of the town depended on the presence of local people who needed what they had to trade. Changes in population or trading routes changed the population of the town.
        - ❑ Once the mines were thoroughly worked, or the lumber or cattle were no longer needed, many of these boom towns were abandoned. Some towns disappeared as suddenly as they had arisen.
        - ❑ An abandoned boom town often became known as a ghost town.
        - ❑ Some boom towns survived to become some of the great cities of the United States. A few of these include Dodge City, San Francisco, and Denver.
    - ❑ Ask, "What was a common place that men congregated in these boom towns?"
    Saloons provided entertainment for cowboys, miners, and settlers. These encouraged gambling, drinking, smoking, and sometimes music.

©2021 Marcia Somerville, *et al.* All rights reserved

Writing

Level	Genres	Instructions and Topics
6	☐ Display Board (Week 3 of 4)	☐ Finish work on your display board. ☐ Print or write any final copies necessary. ☐ Attach the text and any needed illustrations with putty so that you can easily move them around if you need to. ☐ Ask your teacher for feedback on your display board. ☐ Prepare it for your Unit Celebration by deciding what you can set in front of it when you display it for others to view. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Expository Writing	☐ In *Writing Aids*, learn or review the purpose of expository writing. ☐ Write a one-page report that tells about one of the following topics. ☐ Tell about the jobs and roles that men had during a family's journey on the Oregon Trail. ☐ Tell about the jobs and roles that women and children had during a family's journey on the Oregon Trail. ☐ File your finished paper in your Grammar and Composition Notebook under "Completed Work." ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Story Writing (Week 4 of 5)	☐ If necessary, finish writing the rough draft of your story. ☐ When you are finished, edit your draft by examining ways to improve your plot and characters, as well as your writing style and structure. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
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. ☐ Do any writing worksheet(s) that your teacher gives you.

©2021 Marcia Somerville, *et al*. All rights reserved

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Dialectic	If you intend to have your student take the Unit 2 Exam (found in *Evaluations 3*) at the end of Week 18, we recommend that you have him prepare this week. In addition to the suggestions for review provided in the History discussion script, there is a review guide in *Evaluations 3*.
Teacher	❑ Help your students polish their work and make final preparations for your Unit Celebration. ❑ Decide upon review strategies for any evaluations you may give. See *Evaluations 3* or the History discussion outline in the Week 18 Teacher's Notes for further review help.

©2021 Marcia Somerville, *et al.* All rights reserved

Worldview

There is no assignment this week.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Dialectic	There are no special concerns this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

©2021 Marcia Somerville, *et al*. All rights reserved

GEOGRAPHY

Threads

Continue our three-week survey of western states, focusing on the Oregon Trail and Idaho, Oregon, and Washington.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 3 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- ❑ Read the geographical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.

Geographical Introduction

This week, we follow the Oregon Trail to survey the western states of Idaho, Oregon, and Washington. Note that the Oregon Trail did divide in Idaho to go south through Nevada and into what became California. In Week 18, we'll survey Nevada, California, New Mexico, and Arizona as we finish up this unit. For background information on Idaho, please refer back to Week 16 Background Information.

Exercises

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:

<u>Oregon</u>
- ❑ Grande Ronde Valley
- ❑ Blue Mountains
- ❑ The Dalles
- ❑ Willamette Valley
- ❑ Oregon City
- ❑ Astoria

<u>Washington</u>
- ❑ Fort Vancouver
- ❑ Whitman's Mission
- ❑ Puget Sound
- ❑ Olympic Mountains

<u>Idaho</u>
- ❑ Fort Hall
- ❑ Fort Boise

©2021 Marcia Somerville, *et al.* All rights reserved

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Dialectic	If you intend to have your student take the Unit 2 Exam (found in *Evaluations 3*) at the end of Week 18, we recommend that you have him prepare this week for the Geography portion of that test. There is a review guide in *Evaluations 3*.
Teacher	❑ Help your students polish their work and make final preparations for your Unit Celebration. ❑ Decide upon review strategies for any evaluations you may give. See *Evaluations 3* for further review help.

©2021 Marcia Somerville, *et al*. All rights reserved

LITERATURE

Threads

- ❑ Examine MacDonald's distinctive style of writing.
- ❑ Discuss allegorical symbolism and apply it to this week's reading assignment.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion Outline

For each chapter listed on the worksheet, your student has been asked to find one example of a long sentence, one example of a short sentence, and one example of how MacDonald describes something. Students have not been asked to find example sentences from all chapters read this week. Answers will vary.

Chapter 17 "Springtime"

long sentence	*"They set snares and dug pits for them; and did not scruple to take what tame ones happened to be caught; but they did not try to steal them in any other manner, because they were afraid of the dogs the hill-people kept to watch them, for the knowing dogs always tried to bite their feet" (129).*
short sentence	*"The king looked at it" (127).*
description	*"As often as she saw a new one opening an eye of light in the blind earth, she would clap her hands with gladness, and unlike some children I know, instead of pulling it, would touch it as tenderly as if it had been a new baby, and, having made its acquaintance, would leave it as happy as she found it" (128).*

Chapter 18 "Curdie's Clue"

long sentence	*"He still followed winding it, and still it led him into more thickly populated quarters, until he became quite uneasy, and indeed apprehensive; for although he was not afraid of the cobs, he was afraid of not finding his way out" (131).*
short sentence	*"Then Curdie heaved up his axe" (139).*
description	*"But although he could not move, he was not too far gone to hear her great cry, and the rush of multitudes of soft feet, followed by the sounds of something heaved up against the rock; after which came a multitudinous patter of stones falling near him" (140).*

Chapter 19 "Goblin Counsels"

long sentence	*"He had no intention of using them at present, of course; but it was well to have a stock, for he might live to want them, and the manufacture of them would help to while away the time" (149).*
short sentence	*"There were voices in the outer cave" (142).*
description	*"In the universal and constant darkness of their dwelling they had no reason to prefer the one arrangement to the other; but from aversion to the sun-people they chose to be busy when there was least chance of their being met either by the miners below, when they were burrowing, or by the people of the mountain above, when they were feeding their sheep or catching their goats" (142).*

©2021 Marcia Somerville, *et al.* All rights reserved

Chapter 20	"Irene's Clue"
long sentence	*"The cook's great black cat, pursued by the housekeeper's terrier, had bounced against her bedroom door, which had not been properly fastened, and the two had burst into the room together and commenced a battle royal" (151-152).*
short sentence	*"She was forsaken indeed!" (155)*
description	*"Everything around her was getting brighter and brighter as the sun came nearer; till at length his first rays all at once alighted on the top of a rock before her, like some golden creature fresh from the sky" (153).*
Chapter 21	"The Escape"
long sentence	*"For she not only saw that by following the turns of the thread she had been clearing the face of the slab, but that, a little more than half-way down, the thread went through the chink between the slab and the wall into the place where Curdie was confined, so that she could not follow it any farther until the slab was out of her way" (160-161).*
short sentence	*"The princess must have crept in there" (162).*
description	*"But at length they spied a glimmer of light, and in a minute more they were almost blinded by the full sunlight, into which they emerged" (170).*

1. Ask your student, "Out of the three examples sought for each chapter, which does MacDonald use least?"
   - ❑ *He uses short sentences more rarely than lengthy or descriptive ones.*
   - ❑ By examining an author's craftsmanship, we can understand the personality that he wants a particular piece of his to assume. MacDonald's style is apparent in that he uses long phrases that are occasionally clipped with brief points for accentuation.
2. The reader can also discern that MacDonald uses a distinctive style in his writing. Ask your student to look at several of the quotations that he chose to write on his worksheet.
   - ❑ Does MacDonald carefully describe every detail?
     He does not describe every single aspect of things, but he does provide excellent descriptions that give the reader a mental image of the character or event.
   - ❑ How does he usually use the short sentences?
     Most often he uses the short sentences as transitions or in times where he is revealing the character's thoughts.
   - ❑ What kinds of things does he tend to describe and emphasize?
     His lengthy descriptions are most often of people and places. The reader has the opportunity to feel as if he has a very close view of the events taking place in the story.
3. In Week 15, we learned about form and content in a story. If necessary, take time to review that information. Now, considering all we learned about allegory last week, think about the concept of form and content. The form of this story is its events and characters, through which MacDonald communicates his content—the spiritual truths he wants us to understand. Let's apply this to a biblical example to show how a story can explain a biblical truth that we cannot see with human eyes. Read together Matthew 20:1-16 and answer the questions on the next page.
   - ❑ What is the basic storyline of this parable?
     The landowner goes into the marketplace five times to hire men to work in his vineyard. At the end of the day, all workers are paid the same amount, regardless of the amount of time each works.
   - ❑ How would you characterize the landowner?
     Some would characterize him as unfair, while others would say he is generous.
   - ❑ Who do you think the landowner represents?
     The landowner represents God.
   - ❑ Who do the vineyard workers represent?
     They represent believers doing God's work in this world.
   - ❑ What is represented by the payment of wages?
     The payment to the workers is representative of the gift of salvation.

©2021 Marcia Somerville, *et al.* All rights reserved

- ❑ Of what does the equal payment represent?
  The equal payment represents that all who call upon the name of Jesus will receive the same glorification in heaven.

4. Examine an allegorical symbolism in this week's reading assignment from *The Princess and the Goblin*.
   - ❑ In chapter 20, Irene is frightened and puts on the ring that her grandmother gave her. She soon finds the thread and follows it.
     - ❑ Does she know where the thread is leading?
       No, she does not know, but she follows it anyway.
     - ❑ Does the thread lead her in a straight line to her destination?
       No, it leads her through places she has to crawl, by way of twists and turns, through rough and steep terrain, straight through a rock, and into the dark underground caverns.
     - ❑ After she enters the underground, is her path always smooth and easy?
       No, she encounters barriers, horrible creatures, and narrow openings.
     - ❑ Does Curdie see her thread?
       No, he does not, and he even calls it "nonsense." He does not believe that there is one. However, he soon sees the benefits of following the thread.
   - ❑ Equate this to the Christian life.
     - ❑ What do you think the thread represents?
       The thread stands for the faith that Christians have in God.
     - ❑ Do we always know where our faith is leading us?
       No, we do not always know, but we should follow God anyway.
     - ❑ Will faith in God always lead us in a straight line, and is that path always smooth and easy?
       No, the path of faith is not always in a straight line and is rarely smooth and easy.
   - ❑ Can other people visibly see our faith in God?
     No one can see faith with the human eye. What we can see is the result of following God and having faith in Him.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Dialectic	❑ If you intend to have your student take the Unit 2 Exam (found in *Evaluations 3*) at the end of Week 18, we recommend that you have him prepare this week. There is a review guide in *Evaluations 3*. ❑ Remind your student to study for the literary terminology quiz that he will take at the end of the week. Students will need to study words from Weeks 10, 13, 14, 15, and 16.
Teacher	❑ Help your students polish their work and make final preparations for your Unit Celebration. ❑ Decide upon review strategies for any evaluations you may give. See *Evaluations 3* for further review help.

©2021 Marcia Somerville, *et al.* All rights reserved

Fine Arts & Activities

Threads

- ❑ Continue making plans for your Unit Celebration.
- ❑ Complete activities that reinforce learning about the Oregon Trail.
- ❑ Read about the life of Richard Wagner, and listen to his music if possible.

Reading & Materials

- ❑ 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
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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 supporting links.

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.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Dialectic	There are no special concerns this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

©2021 Marcia Somerville, *et al*. All rights reserved