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*(Samples and purchases)*

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- 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.

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*(Visitors and Customers)*

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- 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*.

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*(purchases only)*

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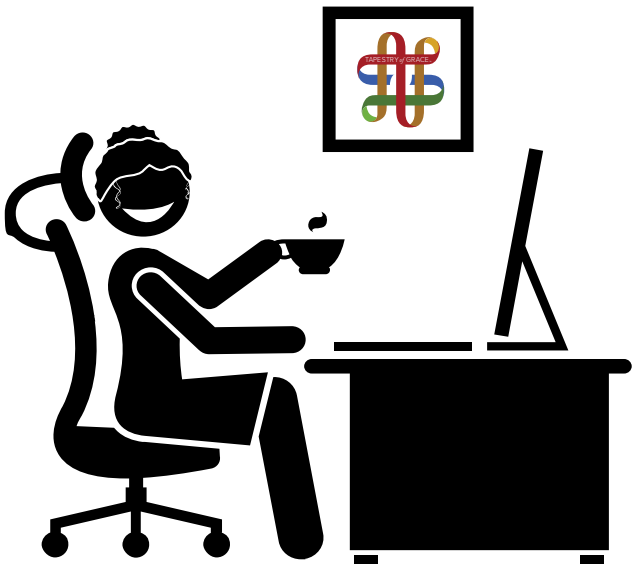

**Questions? Clarifications? Suggestions?**

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

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

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

### Threads

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

| People | Vocabulary |
|---|---|
| ☐ Martin Van Buren<br>☐ John Ross | ☐ chief<br>☐ corn<br>☐ creed<br>☐ loot<br>☐ newspaper<br>☐ rain stick<br>☐ tears<br>☐ trail<br>☐ village<br>☐ whig |

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# 15 Manifest Destiny

**Readings**

- ❑ *The Trail of Tears*, by Joseph Bruchac
- ❑ *The Cherokee: The Past and Present of a Proud Nation*, by Danielle Smith-Llera, chapter 2 (Week 2 of 2)
- ❑ Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
  - ❑ Presidents Book
  - ❑ Internet Links (see Year 3 History page of the Tapestry website)
- ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw, chapters I-V (Week 1 of 4)

**Thinking**

1. What was Cherokee life like before the white settlers came? How did their lifestyle change afterwards?
2. Explain how and why the white Americans forced the Native Americans to move.
3. Tell the story of the Trail of Tears. How long did the journey last? How many people died along the way?

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**Writing**

| LEVEL | GENRES | INSTRUCTIONS AND TOPICS |
|---|---|---|
| 1 | ☐ Dictation<br>☐ Draw & Caption | ☐ Use your Sentence Pocket and your Word Bank cards to practice creating complete sentences that your teacher will dictate to you. Try to form at least one complete sentence regarding something that you've learned about the Trail of Tears.<br>☐ Add three pages to your Presidents Book by doing a Draw and Caption page about Martin Van Buren, William Henry Harrison, and John Tyler.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 2 of 5) | ☐ Continue work on your display board.<br>☐ If your teacher tells you to, find more resources so that you can do a bit of extra research.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ When your teacher has given her approval, type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Friendly Letters<br>☐ Dictation | ☐ Take some time to learn about or review the form of friendly letters in *Writing Aids*.<br>☐ Write a letter to a relative or friend.<br>☐ Address your envelope properly and mail the letter!<br>☐ Practice dictation a couple of times this week.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

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# 15 Manifest Destiny

## Worldview

There is no assignment this week.

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## Geography

**Reading**
None this week

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

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## Fine Arts and Activities

**Reading**
None this week

**Exercises**
1. Make one of the Native American musical instruments below.
   - ❑ Indian drum: Use an old, clean oatmeal box or coffee can. Cut out construction paper to fit around the cylinder, decorate it with Native American symbols, and glue it on. Use dowel rods for drum sticks.
   - ❑ Rattle: Use an old, clean butter bowl or potato chip can. Fill it with dried beans. Paint the outside of your rattle and use sponge shapes to create Native American designs.
   - ❑ Rain stick: Get an empty cardboard paper towel tube and a paper plate or other piece of heavy cardstock. Put the tube onto the paper plate so that the opening lies flat against it. Trace about ½" around the circle opening. Do this twice. Cut out both circles and glue one of them onto one end of the tube. (Put a rubber band around the outer edge so that it won't come off until it is completely dried.) Pour about 2" of dried rice into the tube and then glue the other circle on the open end. Paint the outside of your rain stick with designs that represent things you've learned about Native Americans.
   - ❑ Wrist or ankle rattle: You will need a pipe cleaner and some bells that you buy at a craft store. Put several of the bells onto the pipe cleaner and then twist the ends together so that it will fit your wrist or ankle.
2. Native Americans used a good deal of corn in their recipes. Check out the links at the *Tapestry* website under Year 3 Arts/Activities,[1] and make a few recipes that have corn in them.
3. Using play dough or modeling clay, create a symbol that reminds you of what you've learned about the Trail of Tears and the Cherokee Nation.

Cherokee

Choctaw

Muscogee (Creek)

Chickasaw

Seminole

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

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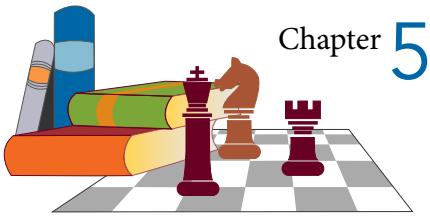
## LITERATURE

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

**Worksheet 2**



### Chapter 5

List three of Oliver's locations in this chapter.

| | | |
|---|---|---|
| | | |

### Chapter 6

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

_____

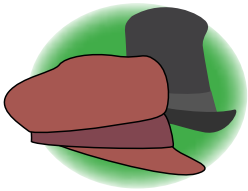
_____

_____

_____

_____

_____



### Chapter 7

Who am I? Identify the following characters.

_____ 1. I am the criminal who tries to get Oliver to help me steal things from other people.

_____ 2. I am the kind gentleman who allows Oliver to live with me.

_____ 3. I am the woman who helps Oliver escape from Bill, but Bill kills me out of revenge.

_____ 4. I am Bill Sike's vicious dog; I die when I run into a stone windowsill.

_____ 5. I am the author of the original book called *Oliver Twist*.

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

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

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

**Threads**

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

| People | Vocabulary |
|---|---|
| ☐ James K. Polk<br>☐ Samuel Morse | ☐ battery<br>☐ cable<br>☐ chaps<br>☐ charge<br>☐ current<br>☐ invent<br>☐ letters<br>☐ poncho<br>☐ radio<br>☐ slogan |

**Readings**

- ❑ *If You Traveled West in a Covered Wagon*, by Ellen Levine, p. 5-41 (Week 1 of 2)
- ❑ *Samuel Morse and the Telegraph*, by David Seidman
- ❑ *The Industrial Revolution: From Muscles to Machines*, by Carole Marsh, p. 14
- ❑ Read about James K. Polk in either or both of the following places:
  - ❑ Presidents Book
  - ❑ Internet Links (see Year 3 History page of the Tapestry website)
- ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw, VI-X (Week 2 of 4)

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# 16 Sea to Shining Sea

**Thinking**

1. Who was James K. Polk? Why was he called a "dark horse" candidate?
2. Look at a map. How much territory was added to the United States while Polk was president?
3. What is a telegraph? How did the telegraph affect America?

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**Writing**

| Level | Genres | Instructions and Topics |
|---|---|---|
| 1 | ☐ Writing Sentences<br>☐ Dictation<br>☐ Draw & Caption | ☐ With your teacher, learn or review all of the things that are required for a sentence to be complete.<br>☐ You've been using your Sentence Pocket and Word Bank cards to create sentences that your teacher dictates. This week, instead of using the cards, write on a piece of paper the sentence that your teacher dictates to you about James K. Polk or Samuel Morse.<br>☐ Add a page to your Presidents Book by doing a Draw and Caption page about James K. Polk.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 3 of 5) | ☐ Continue work on your display board.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ After your teacher has given her approval, you can type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Compare and Contrast Writing | ☐ Ask your teacher to explain to you what compare and contrast writing is.<br>☐ Learn how to use a Venn diagram for prewriting for this type of assignment.<br>☐ Practice using a Venn diagram (*Writing Aids* Graphic Organizer) by comparing and contrasting two vegetables or two zoo animals.<br>☐ File your Venn diagram under "Completed Work" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

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# 16 Sea to Shining Sea

## Worldview

There is no assignment this week.

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## Geography

**Reading**
None this week

**Exercises**
If you are working on a cumulative map project this year, add the following:
- ❑ Texas, which joined the Union in 1845
- ❑ Iowa, which joined the Union in 1846
- ❑ Wisconsin, which joined the Union in 1848

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## Fine Arts and Activities

**Reading**
None this week

**Exercises**
1. Begin plans for your Unit Celebration. Think about the theme so that you can begin planning your costume and menu. Your teacher can share ideas with you that she gets from the Unit 2 Introduction.
2. Learn how to count to ten in Spanish. If you have time, also try to learn how to say the alphabet in Spanish.
3. Color a picture of the flag of Mexico and learn what each color represents.
4. Using a brown paper bag, make yourself a brightly colored poncho. Ask your teacher to help you cut openings for your head and arms. Color it with crayons, markers, or paints. If you'd like, you can also use brightly colored scraps of fabric to embellish your poncho.
5. Do you like to cook? Make some Mexican food this week to serve to your family or co-op friends. Check the Year 3 Arts/Activities page[1] of the *Tapestry* website for some recipes.
6. Try to write your name and a Bible verse in Morse code.

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

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

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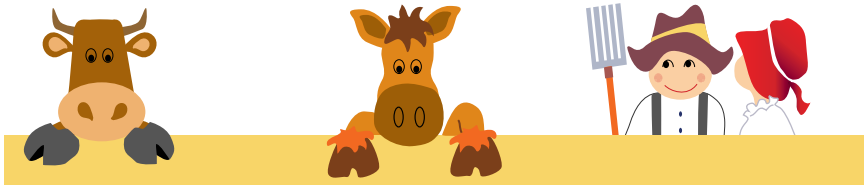
## Literature

**Readings**
*The White Stallion*, by Elizabeth Shub

**Worksheet**

2. Which of the following is probably not packed?

3. Who carries cornmeal on her back?



Write a short answer.

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

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

6. Who rescues Gretchen? _____

Tell what happens next.

7. The children are quarreling. Then, _____

_____

8. A wagon axle breaks. Then, _____

_____

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

_____

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

_____

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

### Threads

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

| People | Vocabulary |
|---|---|
| | ☐ barter<br>☐ buffalo chips<br>☐ canvas<br>☐ flatboat<br>☐ mine<br>☐ prairie<br>☐ pickaxe<br>☐ rifle<br>☐ trek<br>☐ wagon train |

### Readings

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

### Thinking

1. Why did pioneers want to move west? Describe the kind of people who made the trip.
2. What was daily like for the people who traveled west in a Conestoga wagon?
3. Name some of the biggest challenges settlers faced on their journey west.

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# 17 The Oregon Trail

**Writing**

| Level | Genres | Instructions and Topics |
|---|---|---|
| 1 | ☐ Writing Sentences<br>☐ Dictation | ☐ With your teacher, learn or review all of the things that are required for a sentence to be complete.<br>☐ On a piece of paper, write the sentence that your teacher dictates to you about the Oregon Trail.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 4 of 5) | ☐ Continue work on your display board.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ After your teacher has given her approval, you can type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Compare and Contrast Writing | ☐ If you need to, review compare and contrast writing and how to use a Venn diagram (*Writing Aids* Graphic Organizer).<br>☐ This week, following all of the steps in the writing process, compare and contrast the journeys of those who traveled west on a steam boat with those who traveled west in a covered wagon.<br>☐ Show your teacher your paper so that she can give you feedback for improvement.<br>☐ Make any corrections necessary and write or print your final copy. File it under "Completed Work" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

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## Worldview

There is no assignment this week.

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# 17 The Oregon Trail

## Geography

**Reading**
None this week

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

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## Fine Arts and Activities

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

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

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

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

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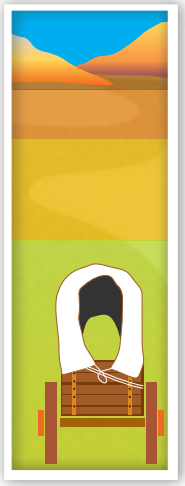
# 17 The Oregon Trail

## Literature

**Readings**
*Wagon Train*, by Sydelle Kramer

**Worksheet**



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

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

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## History

**Threads**

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

**Reading & Materials**

- ❑ Reading
  - ❑ *The Trail of Tears*, by Joseph Bruchac
  - ❑ *The Cherokee: The Past and Present of a Proud Nation*, by Danielle Smith-Llera, chapter 2 (Week 2 of 2)
  - ❑ Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
    - ❑ Presidents Book
    - ❑ Internet Links (see Year 3 History page of the Tapestry website)
  - ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw, chapters I-V (Week 1 of 4)

**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 1, 2, or 3) 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 (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

| People | Vocabulary |
|---|---|
| ☐ Martin Van Buren | ☐ chief |
| ☐ John Ross | ☐ corn |
| | ☐ creed |
| | ☐ loot |
| | ☐ newspaper |
| | ☐ rain stick |
| | ☐ tears |
| | ☐ trail |
| | ☐ village |
| | ☐ whig |

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

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

The years between 1830 and 1850 saw a huge, voluntary, westward push among white Americans. In 1845, one journalist captured the expansionist, can-do spirit of the age that mingled with a religious sense of both duty and purpose with his now-famous phrase "Manifest Destiny." Many Americans felt that it was a matter of divine ordination that America should one day stretch from "sea to shining sea," and that it was both their right and their duty to make it so. Many Americans reckoned that God was behind expansionism. White dominion was a part of Protestant theologies that embraced progress, looking confidently towards the imminent perfectibility of mankind. But this was not the whole story. Much of the American mind-set 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.

**Thinking**

1. What was Cherokee life like before the white settlers came? How did their lifestyle change afterwards?
   - ❑ *The men hunted and the women farmed, and they had a lot of territory.*
   - ❑ *Their territory was reduced and animals for hunting were scarce, especially deer. Men were taught to farm and raise livestock. They built villages and towns for themselves, and the Cherokee invented their own alphabet.*
2. Explain how and why the white Americans forced the Native Americans to move.
   - ❑ *The Indian Removal Act of 1830 and the agreements negotiated with the tribal leaders gave the US soldiers authority to round up and force march the tribes from their homelands out west. The Seminole Indians fought for ten years but were eventually defeated and the survivors were forced west.*
   - ❑ *The white settlers wanted Indian lands for farming – often cotton. The states didn't want Indian tribal nations within their borders.*
3. Tell the story of the Trail of Tears. How long did the journey last? How many people died along the way?
   - ❑ *The Cherokee were rounded up by soldiers and held for months in forts. They began traveling in the fall due to a drought that summer. It took them 3-4 months in the middle of winter to make the journey. All told, about 4,000 of them died.*

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**Writing**

| Level | Genres | Instructions and Topics |
|---|---|---|
| 1 | ☐ Dictation<br>☐ Draw & Caption | ☐ Use your Sentence Pocket and your Word Bank cards to practice creating complete sentences that your teacher will dictate to you. Try to form at least one complete sentence regarding something that you've learned about the Trail of Tears.<br>☐ Add three pages to your Presidents Book by doing a Draw and Caption page about Martin Van Buren, William Henry Harrison, and John Tyler.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 2 of 5) | ☐ Continue work on your display board.<br>☐ If your teacher tells you to, find more resources so that you can do a bit of extra research.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ When your teacher has given her approval, type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Friendly Letters<br>☐ Dictation | ☐ Take some time to learn about or review the form of friendly letters in *Writing Aids*.<br>☐ Write a letter to a relative or friend.<br>☐ Address your envelope properly and mail the letter!<br>☐ Practice dictation a couple of times this week.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

## Glance Into Next Week…

| Week 16: Sea to Shining Sea | |
|---|---|
| Lower Grammar | 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. |

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## Worldview

There is no assignment this week.

## Glance Into Next Week…

There are no special concerns this week.

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## Geography

**Threads**

- ❑ Label states that were important in the Trail of Tears.
- ❑ Trace the path of the Trail of Tears.
- ❑ 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.
- ❑ Map(s) for the student: Trail of Tears
- ❑ Map(s) for the teacher: Trail of Tears
- ❑ 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.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

**Exercises**

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

## Glance Into Next Week…

There are no special concerns this week.

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## Fine Arts and Activities

**Threads**

Have fun completing activities about Native Americans.

**Reading & Materials**

- ❑ Reading: We encourage you to explore the Year 3 Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "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 Year 3 Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

**Exercises**

1. Make one of the Native American musical instruments below.
   - ❑ Indian drum: Use an old, clean oatmeal box or coffee can. Cut out construction paper to fit around the cylinder, decorate it with Native American symbols, and glue it on. Use dowel rods for drum sticks.
   - ❑ Rattle: Use an old, clean butter bowl or potato chip can. Fill it with dried beans. Paint the outside of your rattle and use sponge shapes to create Native American designs.
   - ❑ Rain stick: Get an empty cardboard paper towel tube and a paper plate or other piece of heavy cardstock. Put the tube onto the paper plate so that the opening lies flat against it. Trace about ½" around the circle opening. Do this twice. Cut out both circles and glue one of them onto one end of the tube. (Put a rubber band around the outer edge so that it won't come off until it is completely dried.) Pour about 2" of dried rice into the tube and then glue the other circle on the open end. Paint the outside of your rain stick with designs that represent things you've learned about Native Americans.
   - ❑ Wrist or ankle rattle: You will need a pipe cleaner and some bells that you buy at a craft store. Put several of the bells onto the pipe cleaner and then twist the ends together so that it will fit your wrist or ankle.
2. Native Americans used a good deal of corn in their recipes. Check out the links at the *Tapestry* website under the Year 3 Arts & Activities supporting links page, and make a few recipes that have corn in them.
3. Using play dough or modeling clay, create a symbol that reminds you of what you've learned about the Trail of Tears and the Cherokee Nation.

## Glance Into Next Week…

| Week 16: Sea to Shining Sea | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
| Teacher | Your student may benefit from listening to the music of Franz Liszt, although you should use discretion in the choices you make. Check the Internet or your library to see what is available. |

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## LITERATURE

**Threads**

- ❑ Identify settings and characters in sections of *Oliver Twist*.
- ❑ Write a Bible verse about stealing.
- ❑ Discuss a biblical view of death.

**Reading & Materials**

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

**Teacher's Check List**

As needed, print the Literature worksheet for your student.

**Answers to Lower Grammar Worksheet for Oliver Twist**

### Chapter 5

Your student has been instructed to list three of Oliver's locations in this chapter. Should you desire to, you can explain that the place in which a story takes place is called the "setting."

| | | |
|---|---|---|
| *street (33, 41)* | *Mr. Brownlow's house (36)* | *Fagin's attic (43)* |

### Chapter 6

Your student has been instructed to write a Bible verse that you will dictate. Depending on the fine motor skills of your student, you could choose one of the following: Exodus 20:15, Ephesians 4:28a, or James 4:17.

### Chapter 7

This chapter will likely be disturbing to your young student. Take the time to draw out his feelings after having read it. Consider discussing some of the following from a biblical view.

- ❑ What does the Bible say about murder? Read Exodus 20:13 and 1 John 3:15.
- ❑ Read Ecclesiastes 7:2b, Romans 5:12, and Romans 6:23 to see who will die, and why.
- ❑ See Isaiah 25: 8 and Revelation 1:18 to learn about God's power over death.
- ❑ Christians can have comfort regarding death. Read Psalm 23:4 and John 11:25-26.

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

## GLANCE INTO NEXT WEEK…

There are no special concerns this week.

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## History

**Threads**

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

**Reading & Materials**

- ❑ Reading
  - ❑ *If You Traveled West in a Covered Wagon*, by Ellen Levine, p. 5-41 (Week 1 of 2)
  - ❑ *Samuel Morse and the Telegraph*, by David Seidman
  - ❑ *The Industrial Revolution: From Muscles to Machines*, by Carole Marsh, p. 14
  - ❑ Read about James K. Polk in either or both of the following places:
    - ❑ Presidents Book
    - ❑ Internet Links (see Year 3 History page of the Tapestry website)
  - ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw, VI-X (Week 2 of 4)

**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 1, 2, or 3) 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 (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

| People | Vocabulary |
|---|---|
| ☐ James K. Polk<br>☐ Samuel Morse | ☐ battery<br>☐ cable<br>☐ chaps<br>☐ charge<br>☐ current<br>☐ invent<br>☐ letters<br>☐ poncho<br>☐ radio<br>☐ slogan |

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

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

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

**Thinking**

1. Who was James K. Polk? Why was he called a "dark horse" candidate?
   - ❑ *A Tennessee politician who was so much like Andrew Jackson that he was called Young Hickory. He was a Congressman, Speaker of the House, and eventually Governor of Tennessee.*
   - ❑ *Nationally, he was unknown. Very few people outside of Tennessee recognized his name.*
2. Look at a map. How much territory was added to the United States while Polk was president?
   - ❑ *Territory including Oregon, Washington, California, Idaho, Montana, Wyoming, Utah, Nevada, Arizona, New Mexico, and Colorado*
3. What is a telegraph? How did the telegraph affect America?
   - ❑ *An electrical machine that lets people send messages over long distances. Two machines are connected by a wire and the electric signal sent between them creates a series of clicks that the operators can understand.*
   - ❑ *News and information could be sent faster. As a big and growing country, the telegraph helped to keep Americans connected with each other.*

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**Writing**

| Level | Genres | Instructions and Topics |
|---|---|---|
| 1 | ☐ Writing Sentences<br>☐ Dictation<br>☐ Draw & Caption | ☐ With your teacher, learn or review all of the things that are required for a sentence to be complete.<br>☐ You've been using your Sentence Pocket and Word Bank cards to create sentences that your teacher dictates. This week, instead of using the cards, write on a piece of paper the sentence that your teacher dictates to you about James K. Polk or Samuel Morse.<br>☐ Add a page to your Presidents Book by doing a Draw and Caption page about James K. Polk.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 3 of 5) | ☐ Continue work on your display board.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ After your teacher has given her approval, you can type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Compare and Contrast Writing | ☐ Ask your teacher to explain to you what compare and contrast writing is.<br>☐ Learn how to use a Venn diagram for prewriting for this type of assignment.<br>☐ Practice using a Venn diagram (*Writing Aids* Graphic Organizer) by comparing and contrasting two vegetables or two zoo animals.<br>☐ File your Venn diagram under "Completed Work" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

## Glance Into Next Week…

| Week 17: The Oregon Trail | |
|---|---|
| Lower Grammar | 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. |

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## Worldview

There is no assignment this week.

## Glance Into Next Week…

There are no special concerns this week.

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## Geography

**Threads**

For your cumulative map project, add states that entered the Union during President Polk's term in office.

**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.
- ❑ Map(s) for the student: Blank map of the United States
- ❑ 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.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

**Geographical Introduction: Three-week Study of Western Lands**

This week, we will begin a three-week study of the American West. In a general way, we will work our way from east to west. America grew 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! What follows is a summary of how this geography assignment relates to studies in other disciplines:

During the Mexican-American War, major battles 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 major battles and occupied Mexico City. As a result, the huge state of Texas joined the United States.

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). 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.

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.

Note that Nebraska, Utah, Colorado, Idaho, Wyoming, Arizona, and New Mexico shared common geographic regions.

**Exercises**

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

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

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## Glance Into Next Week…

| | Week 17: The Oregon Trail |
|---|---|
| Lower Grammar | Try to take time for a trip to the library for picture-rich books about the Rocky Mountains. |
| Teacher | There are no special concerns this week. |

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## Fine Arts and Activities

**Threads**

- ❑ Begin making plans for your Unit Celebration.
- ❑ Do activities to reinforce learning about Mexican culture.

**Reading & Materials**

- ❑ Reading: None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "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. Learn how to count to ten in Spanish. If you have time, also try to learn how to say the alphabet in Spanish.
3. Color a picture of the flag of Mexico and learn what each color represents.
4. Using a brown paper bag, make yourself a brightly colored poncho. Ask your teacher to help you cut openings for your head and arms. Color it with crayons, markers, or paints. If you'd like, you can also use brightly colored scraps of fabric to embellish your poncho.
5. Do you like to cook? Make some Mexican food this week to serve to your family or co-op friends. Check the Year 3 Arts & Activities page of *Tapestry's* website for some recipes.
6. Try to write your name and a Bible verse in Morse code.

From *Westward Ho!*

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

## Glance Into Next Week…

| Week 17: The Oregon Trail | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
| Teacher | Your students may benefit from listening to the music of Richard Wagner. Check the Internet or your library to see what is available. |

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## Literature

**Threads**

Complete a worksheet that reinforces the content of this week's reading assignment.

**Reading & Materials**

Reading: *The White Stallion*, by Elizabeth Shub

**Teacher's Check List**

As needed, print the Literature worksheet for your student.

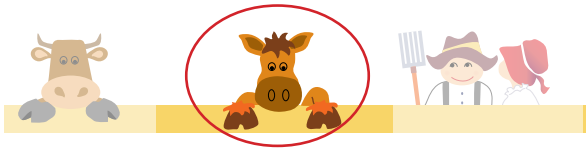
**Answers to Lower Grammar Worksheet for *The White Stallion***

Your student has been instructed to circle the correct answer.

1. How is the family traveling west?

2. Which of the following is probably not packed?

3. Who carries cornmeal on her back?



Your student has been instructed to write a short answer.

4. What does the family see in the distance?
   *A herd of mustangs*
5. What does Gretchen eat while she is alone?
   *Sweet grass*
6. Who rescues Gretchen?
   *A white stallion*

Your student has been instructed to tell what happens next.

7. The children are quarreling. Then, *Father sees a herd of mustangs.*
8. A wagon axle breaks. Then, *the train stops and Anna strays away.*
9. The horses nip Gretchen's legs. Then, *Gretchen screams and a white stallion appears.*
10. The white stallion bites through the ropes that tie Gretchen. Then, *the horse lifts her to the ground and gallops away.*

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## Glance Into Next Week…

| Week 17: The Oregon Trail | |
|---|---|
| Lower Grammar | 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. |

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## History

**Threads**

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

**Reading & Materials**

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

**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 1, 2, or 3) 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 (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

| People | Vocabulary |
|---|---|
| | ☐ barter<br>☐ buffalo chips<br>☐ canvas<br>☐ flatboat<br>☐ mine<br>☐ prairie<br>☐ pickaxe<br>☐ rifle<br>☐ trek<br>☐ wagon train |

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# 17 The Oregon Trail

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

**Thinking**

1. Why did pioneers want to move west? Describe the kind of people who made the trip.
   - ❑ *For many reasons*
     - ❑ Some wanted land – since large families back home were taking up the good farms
     - ❑ Some wanted religious freedom – such as the Mormons
     - ❑ Some were seeking to escape famine – the Irish, in particular came in great numbers to America and some moved west
     - ❑ Some went to share the gospel – the Whitmans
     - ❑ Some were forced westwards – like the Native American tribes
     - ❑ Some moved to escape poverty and racism – for a fresh start
   - ❑ *Many different sorts of people made the trip*
     - ❑ American born farmers and businessmen
     - ❑ Foreign immigrants
     - ❑ Missionaries
     - ❑ Mormons fleeing persecution
     - ❑ Native Americans being pushed west
     - ❑ Mexican Americans and African Americans (former black slaves)
2. What was daily like for the people who traveled west in a Conestoga wagon?
   *They tried to travel 10-20 miles a day; they would get up early, walk until noon, break for lunch, and then continue until dark.*
3. Name some of the biggest challenges settlers faced on their journey west.
   *They had to overcome obstacles like cliffs, rivers, bad weather, disease, wild animals, and Indian attacks. Many died along the way, and Conestoga wagons were found to be too heavy – sometimes killing their oxen through exhaustion – leaving the family stranded.*

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**Writing**

| Level | Genres | Instructions and Topics |
|---|---|---|
| 1 | ☐ Writing Sentences<br>☐ Dictation | ☐ With your teacher, learn or review all of the things that are required for a sentence to be complete.<br>☐ On a piece of paper, write the sentence that your teacher dictates to you about the Oregon Trail.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 2 | ☐ Display Board (Week 4 of 5) | ☐ Continue work on your display board.<br>☐ Use Cluster Diagrams to prewrite for two more paragraphs.<br>☐ After you finish prewriting, write rough drafts of your paragraphs.<br>☐ After your teacher has given her approval, you can type or write your final copies. You won't need to print them out or cut them to size just yet, so file them under "Work in Progress" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |
| 3 | ☐ Compare and Contrast Writing | ☐ If you need to, review compare and contrast writing and how to use a Venn diagram (*Writing Aids* Graphic Organizer).<br>☐ This week, following all of the steps in the writing process, compare and contrast the journeys of those who traveled west on a steam boat with those who traveled west in a covered wagon.<br>☐ Show your teacher your paper so that she can give you feedback for improvement.<br>☐ Make any corrections necessary and write or print your final copy. File it under "Completed Work" in your Grammar and Composition Notebook.<br>☐ Do any writing worksheet(s) that your teacher gives you. |

## Glance Into Next Week…

| Week 18: 1848: Gold Dust & Gunpowder | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
| Teacher | ❑ Help your students review this unit's content, polish their work, and make final preparations for your Unit Celebration.<br>❑ Decide upon review strategies for any evaluations you may give. |

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## Worldview

There is no assignment this week.

## Glance Into Next Week…

There are no special concerns this week.

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## Geography

**Threads**

- ❑ Point out the Oregon Trail and identify the Rocky Mountains.
- ❑ Talk about the reasons that the pioneers left for their journey in the spring.
- ❑ Look at pictures of the Rocky Mountains.

**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.
- ❑ Map(s) for the student: Oregon Trail
- ❑ Map(s) for the teacher: Oregon Trail
- ❑ 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.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

**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.

**Exercises**

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

## Glance Into Next Week…

| Week 18: 1848: Gold Dust & Gunpowder | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
| Teacher | ❑ Help your students review this unit's content, polish their work, and make final preparations for your Unit Celebration.<br>❑ Decide upon review strategies for any evaluations you may give. |

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## Fine Arts and Activities

**Threads**

- ❑ Continue making plans for your Unit Celebration.
- ❑ Complete activities that reinforce learning about the Oregon Trail.

**Reading & Materials**

- ❑ Reading:
  - ❑ *Westward Ho!* by Laurie Carlson, p. 55-80
  - ❑ We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "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. Finalize your menu and work on making your costume, if you need to.
2. Have you ever made corn bread—from scratch? Pioneers carried corn kernels on the trails for seed on their farms once they got to where they were going. They also started with cornmeal, but as their journey was delayed by weather or accidents, sometimes they were forced to make food of their seeds. This week make corn bread with your teacher. You can pretend you're a settler just starting out and make it from store-bought cornmeal, or pretend that you are a settler in dire straits, and start with the dried kernels. In the second case, you'll need to crush the seeds into powder-like flour first.
3. Make paper dolls such as pioneer girls would have played with on the trail or on their homesteads.
4. Using an empty tissue box or shoe box, make a model of a Conestoga wagon. Instructions can be found on the Year 3 Arts & Activities supporting links page of *Tapestry's* website.
5. Pretend that you and your family are pioneers traveling west in search of better land. Your mother has given you a single drawstring bag so that you can take your favorite possessions with you. Gather these items and tell your family why these are special to you.

From *Westward Ho!*

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

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## Glance Into Next Week…

| Week 18: 1848: Gold Dust & Gunpowder | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
| Teacher | ❑ Help your students review this unit's content, polish their work, and make final preparations for your Unit Celebration.<br>❑ Decide upon review strategies for any evaluations you may give. |

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## Literature

**Threads**

Consider the blessings and difficulties that the pioneers endured.

**Reading & Materials**

Reading: *Wagon Train*, by Sydelle Kramer

**Teacher's Check List**

As needed, print the Literature worksheet for your student.

**Answers to Lower Grammar Worksheet for *Wagon Train***

Answers may vary slightly. Your student was instructed to write six blessings that the pioneers in this book experie

*The Indians have come peacefully to trade (26).*

*They are able to rest on Sundays (30).*

*They can celebrate holidays (30).*

*They figure out which trail to take in the Rockies (34).*

*A desert spring gives them the water that they need (38).*

*The land in California is green and beautiful (45).*

*The wagon train moves slowly (9).*

*The wagons are heavy (11).*

*They come to a river that they have to cross (14).*

*A young man drowns (17).*

*Storms slow them down (22).*

*It is very hot and there are lots of bugs (19, 36).*

*Dust sticks in their throats (36).*

*They nearly run out of water (37).*

*Parts of the trail are very steep (41).*

Talk with your student about how the pioneers' difficulties have benefited us today. We are able to travel quickly and efficiently and can live anywhere we choose without having to break trails, build homes from scratch, or cook our food outdoors.

## Glance Into Next Week…

| Week 18: 1848: Gold Dust & Gunpowder | |
|---|---|
| Lower Grammar | There are no special concerns this week. |
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