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

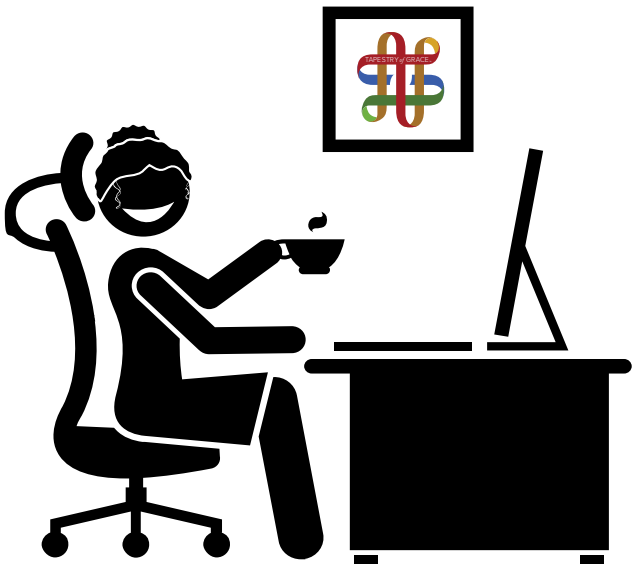
(Visitors and Customers)

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

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

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

©2021 Marcia Somerville, et al. All rights reserved

15 Manifest Destiny

Threads

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

People	Vocabulary	
☐ Martin Van Buren	☐ chief	☐ appeal
☐ Osceola	☐ corn	☐ lithography
	☐ creed	☐ manifest
	☐ loot	☐ minstrel shows
	☐ newspaper	☐ panic
	☐ rain stick	☐ petition
	☐ tears	☐ protest
	☐ trail	☐ relocate
	☐ village	☐ stockade
	☐ whig	☐ succeed

Reading

- ❑ *The New Nation*, by Joy Hakim (J 973) chapters 25-29
- ❑ *Cherokee: History and Culture*, by Helen Dwyer and D. L. Birchfield, p. 12-19, 30-39 (Week 2 of 2)
- ❑ Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
  - ❑ Presidents Book
  - ❑ Internet Links (see Year 3 History page of the Tapestry website)
- ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters I-V (Week 1 of 4)

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?

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
4	☐ Historical Fiction (Week 1 of 4) ☐ Dictation	☐ Historical fiction can be exciting to read and very informative. Because the writer works hard at weaving in historical information with interesting plots and characters, history seems to "come alive." This week you will begin a four-week project of writing a piece of historical fiction. In the end, your story will be about 5-7 pages long. ☐ Read in *Writing Aids* about how to write this type of fiction. ☐ Work on your prewriting this week by writing character sketches for three main characters. It may be helpful to use the Character Sketch (*Writing Aids* Graphic Organizer). ☐ File your character sketches under "Work in Progress" in your Grammar and Composition Notebook. ☐ Practice dictation a couple of times this week. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Personal Narrative (Week 1 of 4) ☐ Dictation	☐ Read in *Writing Aids* about personal narratives. ☐ Plan your narrative using a Story Map and a Characterization Grid for prewriting (*Writing Aids* Graphic Organizers). Your teacher will help you choose a topic. ☐ File your prewriting under "Work in Progress" in your Grammar and Composition Notebook. ☐ Practice dictation a couple of times this week. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

©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

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

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

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

Exercises
1. Native Americans used a good deal of corn in their recipes. Check out the links at the *Tapestry* website under Year 3 Arts/Activities,[1] and make a few recipes that have corn in them.
2. Make paper-bag or sock puppets, and act out a short skit that you write as if you were a person forced away from your home on the Trail of Tears.
3. Choose one of the Native American tribes that were forced to relocate from their homes (Choctaw, Seminole, Creek, Chickasaw, or Cherokee) and create a diorama showing a scene from their village before the Trail of Tears.
4. Complete president cards for Martin Van Buren (in office 1837-1841), William Henry Harrison (1841), and John Tyler (1841-1845).

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

©2021 Marcia Somerville, et al. All rights reserved

Literature

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

Worksheet 2
Play your board game from last week, but add some new character, setting, and definition cards. The cards are again included in this week's Literature Supplement on the following page.

©2021 Marcia Somerville, et al. All rights reserved

Upper Grammar Literature Supplement: ***A Christmas Carol*** (Additional Cards)

CHARACTER CARDS

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

©2021 Marcia Somerville, et al. All rights reserved

Setting Cards

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

©2021 Marcia Somerville, et al. All rights reserved

15 Manifest Destiny

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

shroud	charwoman	foreshadow
alteration	amend	illustrious
recompense	farthing	endeavor

©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. 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!

Threads

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

People	Vocabulary	
☐ James K. Polk	☐ battery	☐ adobe house
☐ John Charles Fremont	☐ cable	☐ boundary
	☐ chaps	☐ campaign
	☐ charge	☐ circuit
	☐ current	☐ invention
	☐ invent	☐ lariat
	☐ letters	☐ pueblos
	☐ poncho	☐ ranchero
	☐ radio	☐ telegraph
	☐ slogan	☐ treasury

Reading

- ❑ *A Timeline History of the Mexican-American War*, by Alison Behnke, chapters 3-5 (Week 2 of 2)
- ❑ Read about James K. Polk in either or both of the following places:
  - ❑ Presidents Book
  - ❑ Internet Links (See Year 3 History page of the Tapestry website)
- ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters VI-X (Week 2 of 4)

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?

©2021 Marcia Somerville, et al. All rights reserved

16 Sea to Shining Sea

Writing

Level	Genres	Instructions and Topics
5	☐ Personal Narrative (Week 2 of 4)	☐ Take out the Story Map and Characterization Grid that you completed last week. Use these to help you remember the main focus of your story. ☐ Begin writing the rough draft of your narrative. You will be working on it next week as well. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

©2021 Marcia Somerville, et al. All rights reserved

Worldview

There is no assignment this week.

©2021 Marcia Somerville, et al. All rights reserved

16 Sea to Shining Sea

Geography

Reading
None this week

Exercises
1. On a blank map of the United States, shade the area that was known as the Mexican Territory.
2. Talk with your teacher about why many *ranchos* were built with adobe. Think about the climate in California and how adobe would have been beneficial.
3. If you are doing a state card project, add the following this week:
   - ❑ Texas, which joined the Union in 1845
   - ❑ Iowa, which joined the Union in 1846
   - ❑ Wisconsin, which joined the Union in 1848

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

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

Exercises
1. Begin plans for your Unit Celebration. Think about the theme so that you can begin planning your costume and menu. Your teacher can share ideas with you that she gets from the Unit 2 Introduction.
2. Learn to say a few simple phrases in Spanish. "Hello," "Goodbye," "How are you," and "My name is _____" are just a few you can choose from.
3. With your teacher, view pictures of Mexican architecture. How do you think the Mexican climate and history might have influenced this art form?
4. Make a piñata (and fill it with candy or other small treats!) by following directions on the Year 3 Arts/Activities page[1] of the *Tapestry* website. Wait to break it open until your Unit Celebration when you can do so with your family and friends.
5. After getting some picture books at the library, make a mural that shows some of the unique cultural aspects of Mexico.
6. Make a president card for James Polk to add to your president card bank. His term in office was 1845-1849.

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

©2021 Marcia Somerville, et al. All rights reserved

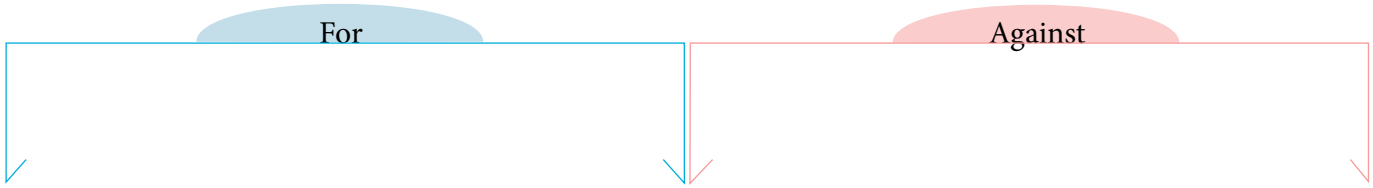
16 Sea to Shining Sea

Literature

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

Worksheet 1

Chapter 1
List at least three reasons for and against the trip to Oregon, as mentioned in the first chapter.



Chapter 2
List at least six things the family does in preparation for the journey westward.

Chapter 3
List at least four things the family does, besides chores, to pass the time while traveling.

Chapter 4
List the names of at least three friends that the family makes on the trail.

Chapter 5
Identify each character described below.

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

Chapter 6
List at least three new challenges that the family encounters.

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

People	Vocabulary	
	☐ barter ☐ buffalo chips ☐ canvas ☐ flatboat ☐ mine ☐ prairie ☐ pickaxe ☐ rifle ☐ trek ☐ wagon train	☐ adventure ☐ cholera ☐ constoga wagon ☐ epedimic ☐ expansion ☐ great basin ☐ migration ☐ prairie schooner ☐ shelter ☐ trailblazer

Reading

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

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.

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
4	☐ Historical Fiction (Week 3 of 4)	☐ Finish your rough draft. ☐ Afterward, show it to your teacher and ask her for feedback on how you can improve. ☐ File your rough draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Personal Narrative (Week 3 of 4)	☐ Finish your rough draft. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

©2021 Marcia Somerville, et al. All rights reserved

Worldview

There is no assignment this week.

©2021 Marcia Somerville, et al. All rights reserved

17 The Oregon Trail

Geography

Reading
None this week

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

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

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

Exercises
1. Continue working on preparations for your Unit Celebration. Finalize your menu and work on making your costume, if you need to.
2. Prepare a meal as if you are on the trail. There are recipes on the *Tapestry* website under Year 3 Arts/Activities.[1]
3. Pretend that you and your family are pioneers traveling west in search of better land. Your mother has given you a single drawstring bag so that you can take your favorite possessions with you. Gather these items and tell your family why these are special to you.
4. Pioneers used to carve their names and the date of their passage onto the sides of Chimney Rock. Form the shape of this famous landmark with modeling clay and etch your name and date on the side.

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

©2021 Marcia Somerville, et al. All rights reserved

17 The Oregon Trail

Literature

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

Worksheet 2
Are the following statements facts or opinions? Mark your answers with an "F" or an "O."

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

©2021 Marcia Somerville, et al. All rights reserved

HISTORY

Threads

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

Reading & Materials

- ❑ Reading
  - ❑ *The New Nation*, by Joy Hakim (J 973) chapters 25-29
  - ❑ *Cherokee: History and Culture*, by Helen Dwyer and D. L. Birchfield, p. 12-19, 30-39 (Week 2 of 2)
  - ❑ Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
    - ❑ Presidents Book
    - ❑ Internet Links (see Year 3 History page of the Tapestry website)
  - ❑ SUGGESTED READ-ALOUD: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters I-V (Week 1 of 4)

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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	☐ appeal
☐ Osceola	☐ corn	☐ lithography
	☐ creed	☐ manifest
	☐ loot	☐ minstrel shows
	☐ newspaper	☐ panic
	☐ rain stick	☐ petition
	☐ tears	☐ protest
	☐ trail	☐ relocate
	☐ village	☐ stockade
	☐ whig	☐ succeed

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

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

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

©2021 Marcia Somerville, et al. All rights reserved

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
4	☐ Historical Fiction (Week 1 of 4) ☐ Dictation	☐ Historical fiction can be exciting to read and very informative. Because the writer works hard at weaving in historical information with interesting plots and characters, history seems to "come alive." This week you will begin a four-week project of writing a piece of historical fiction. In the end, your story will be about 5-7 pages long. ☐ Read in *Writing Aids* about how to write this type of fiction. ☐ Work on your prewriting this week by writing character sketches for three main characters. It may be helpful to use the Character Sketch (*Writing Aids* Graphic Organizer). ☐ File your character sketches under "Work in Progress" in your Grammar and Composition Notebook. ☐ Practice dictation a couple of times this week. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Personal Narrative (Week 1 of 4) ☐ Dictation	☐ Read in *Writing Aids* about personal narratives. ☐ Plan your narrative using a Story Map and a Characterization Grid for prewriting (*Writing Aids* Graphic Organizers). Your teacher will help you choose a topic. ☐ File your prewriting under "Work in Progress" in your Grammar and Composition Notebook. ☐ Practice dictation a couple of times this week. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

GLANCE INTO NEXT WEEK…

WEEK 16: SEA TO SHINING SEA	
UPPER 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.

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

Worldview

There is no assignment this week.

Glance Into Next Week…

There are no special concerns this week.

©2021 Marcia Somerville, et al. All rights reserved

Geography

Threads

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

Glance Into Next Week…

There are no special concerns this week.

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

Threads

- ❑ Have fun completing activities about Native Americans.
- ❑ Add to your president card bank.

Reading & Materials

- ❑ Reading:
  - ❑ *Great Pioneer Projects*, by Rachel Dickinson, p. 16, 108
  - ❑ 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. 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, and make a few recipes that have corn in them.
2. Make paper-bag or sock puppets, and act out a short skit that you write as if you were a person forced away from your home on the Trail of Tears.
3. Choose one of the Native American tribes that were forced to relocate from their homes (Choctaw, Seminole, Creek, Chickasaw, or Cherokee) and create a diorama showing a scene from their village before the Trail of Tears.
4. Complete president cards for Martin Van Buren (in office 1837-1841), William Henry Harrison (1841), and John Tyler (1841-1845).

Glance Into Next Week…

Week 16: Sea to Shining Sea	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved

LITERATURE

Threads

Continue to play a game in which characters, setting, and definitions are identified.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Worksheet 2

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

Answers to Upper Grammar Worksheet for A Christmas Carol

CHARACTER CARDS

I am the character who is clothed in a black garment and does not speak to Scrooge. *Ghost of Christmas Yet to Come*	I am the woman who takes down bed curtains in order to sell them. *Charwoman*	I show Scrooge the body of a man lying beneath a sheet. *Ghost of Christmas Yet to Come*
My name is etched upon a tombstone in the churchyard. *Ebenezer Scrooge*	I decide to honor the Spirits of the past, present, and future in my heart. *Ebenezer Scrooge*	I yell to ask a little boy what day it is. *Ebenezer Scrooge*
Scrooge eats Christmas dinner with my family. *Scrooge's nephew, Fred*	I am 18 ½ minutes late to work on the day after Christmas. *Bob Cratchit*	I am the one who makes the observation, "God Bless Us, Every One!" *Tiny Tim*

Setting Cards

Where is the shop in which a man in black, a laundress, and the charwoman sell things? *An obscure part of town*	When do the Ghost of Christmas Yet to Come and Scrooge begin their trip into the city? *At night*	Where is the Cratchit family when they talk about Mr. Cratchit walking with Tiny Tim? *In their home seated around the fire*
Where does Scrooge see the tombstone that has his name written on it? *A churchyard*	Where is Scrooge when the Ghost of Christmas Yet to Come dwindles down into a bedpost? *In his own bedroom*	What day is it when Scrooge wakes and acknowledges that he has seen the wandering spirits and ghosts? *Christmas Day*
When does Scrooge eat dinner with his nephew and his family? *On the afternoon of Christmas Day*	Where does Scrooge go the day after Christmas? *The office*	At what times does Bob Cratchit get to work on the day after Christmas? *9:18 ½ a.m.*

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

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

shroud *a cloth or sheet in which a corpse is wrapped for burial*	charwoman *a woman hired to do general cleaning*	foreshadow *to show or indicate beforehand*
alteration *a change; modification or adjustment*	amend *to change for the better; improve*	illustrious *highly distinguished; renowned; famous*
recompense *to give in return; to pay back*	farthing *a coin formerly used in Great Britain worth one fourth of a penny*	endeavor *to attempt; try*

GLANCE INTO NEXT WEEK…

There are no special concerns this week.

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

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

CHARACTER CARDS

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

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

Setting Cards

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

©2021 Marcia Somerville, et al. All rights reserved

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

shroud	charwoman	foreshadow
alteration	amend	illustrious
recompense	farthing	endeavor

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

History

Threads

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

Reading & Materials

- ❑ Reading
  - ❑ *A Timeline History of the Mexican-American War*, by Alison Behnke, chapters 3-5 (Week 2 of 2)
  - ❑ Read about James K. Polk in either or both of the following places:
    - ❑ Presidents Book
    - ❑ Internet Links (See Year 3 History page of the Tapestry website)
  - ❑ Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters VI-X (Week 2 of 4)

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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	☐ battery	☐ adobe house
☐ John Charles Fremont	☐ cable	☐ boundary
	☐ chaps	☐ campaign
	☐ charge	☐ circuit
	☐ current	☐ invention
	☐ invent	☐ lariat
	☐ letters	☐ pueblos
	☐ poncho	☐ ranchero
	☐ radio	☐ telegraph
	☐ slogan	☐ treasury

©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. 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!

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.*

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
5	☐ Personal Narrative (Week 2 of 4)	☐ Take out the Story Map and Characterization Grid that you completed last week. Use these to help you remember the main focus of your story. ☐ Begin writing the rough draft of your narrative. You will be working on it next week as well. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

Glance Into Next Week…

Week 17: The Oregon Trail	
Upper Grammar	*Daily Life in a Covered Wagon* has a curse word on p. 4; we encourage you to take a look at this ahead of time.
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

Worldview

There is no assignment this week.

Glance Into Next Week…

There are no special concerns this week.

©2021 Marcia Somerville, et al. All rights reserved

Geography

Threads

- ❑ Shade the area known as the Mexican Territory on a blank map of the United States.
- ❑ Talk about the climate in California and the purpose of adobe.
- ❑ For your cumulative state card project, add states that entered the Union during Polk's presidency.

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: Mexican Territory
- ❑ Map(s) for the teacher: Mexican Territory
- ❑ 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.

©2021 Marcia Somerville, et al. All rights reserved

Exercises

1. On a blank map of the United States, shade the area that was known as the Mexican Territory.
2. Talk with your teacher about why many *ranchos* were built with adobe. Think about the climate in California and how adobe would have been beneficial.
3. If you are doing a state card project, add the following this week:
   - ❑ Texas, which joined the Union in 1845
   - ❑ Iowa, which joined the Union in 1846
   - ❑ Wisconsin, which joined the Union in 1848

Glance Into Next Week…

Week 17: The Oregon Trail	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

Threads

- ❑ Begin making plans for your Unit Celebration.
- ❑ Do activities to reinforce learning about Mexican culture.
- ❑ Add a card to your president card bank.

Reading & Materials

- ❑ Reading:
  - ❑ *Great Pioneer Projects*, by Rachel Dickinson, p. 63-64
  - ❑ 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 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 to say a few simple phrases in Spanish. "Hello," "Goodbye," "How are you," and "My name is _____" are just a few you can choose from.
3. With your teacher, view pictures of Mexican architecture. How do you think the Mexican climate and history might have influenced this art form?
4. Make a piñata (and fill it with candy or other small treats!) by following directions on the Year 3 Arts & Activities supporting links page of *Tapestry's* website. Wait to break the piñata open until your Unit Celebration when you can do so with your family and friends.
5. After getting some picture books at the library, make a mural that shows some of the unique cultural aspects of Mexico.
6. Make a president card for James Polk to add to your president card bank. His term in office was 1845-1849.

Glance Into Next Week…

Week 17: The Oregon Trail	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved

Literature

Threads

Answer questions pertaining to each chapter from this week's reading assignment.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for Bound for Oregon

Chapter 1

Your student has been asked to list at least three reasons for and against the trip to Oregon, as mentioned in the first chapter.

For

- ❑ *Stories of a western paradise*
- ❑ *Free land*
- ❑ *Times are hard and people are poor where they currently live.*

Against

- ❑ *Stories of previous Indian massacres*
- ❑ *At least a six-months' journey*
- ❑ *Leaving behind family members, particularly grandmother*
- ❑ *Storms and blizzards could make the journey dangerous.*
- ❑ *The trip is at least 2,000 miles.*

Chapter 2

Your student has been asked to list at least six things the family does in preparation for the journey westward.

- ❑ *Making and packing soap and butter*
- ❑ *Purchasing or trading for a wagon and eight oxen, a tent, saddles, a gun, and tools*
- ❑ *Gathering and wrapping provisions: food, clothing, medicines, extra wagon parts*
- ❑ *Father has to make yokes, pins, bows, and a driving whip for the oxen.*
- ❑ *Making clothing*
- ❑ *Louvina and Mary Ellen make a reticule to carry toys, needles, thread, and fabric.*
- ❑ *Stretching a canvas cover over the wagon*
- ❑ *Packing the wagon*
- ❑ *Fastening a water keg to the side of the wagon*
- ❑ *Tying easy chairs and a tar bucket to the wagon*
- ❑ *Sweeping out the empty house*
- ❑ *Gathering up animals*
- ❑ *Telling relatives and friends good-bye*

Chapter 3

Your student has been asked to list at least four things the family does, besides chores, to pass the time while traveling.

- ❑ *Sing*
- ❑ *Identify constellations*
- ❑ *Play with dolls*
- ❑ *Stretch legs by walking*
- ❑ *Pick flowers*
- ❑ *Play a game of fetch with Rover*
- ❑ *Make up games with a yarn ball*
- ❑ *Read*
- ❑ *Rest on the Sabbath*

©2021 Marcia Somerville, et al. All rights reserved

Chapter 4

Your student has been asked to list the names of at least three friends that the family makes on the trail.

Grant family	*Charlie*	*Matilda*
An old grandmother	*Lucinda*	*A man with a red dog*

Note: You may want to discuss the response of Father and Mother regarding possibly being taken advantage of by another wagon train (51-52).

Chapter 5

Your student has been asked to identify each character.

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

Chapter 6

Your student has been asked to list at least three new challenges that the family encounters.

- ❑ *There is lots of rain and mud.*
- ❑ *Mother begins to feel sick.*
- ❑ *Discouraging words from returning travelers cause fear and uncertainty.*
- ❑ *A river needs to be crossed.*
- ❑ *Daisy, the two-year old heifer, drowns in the river.*

Glance Into Next Week…

Week 17: The Oregon Trail	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved

History

Threads

- ❑ Learn why people packed their belongings and moved west.
- ❑ Look at the different groups of people who migrated west.
- ❑ Read about life in a covered wagon on the journey to Oregon.

Reading & Materials

Reading

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

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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 ☐ buffalo chips ☐ canvas ☐ flatboat ☐ mine ☐ prairie ☐ pickaxe ☐ rifle ☐ trek ☐ wagon train	☐ adventure ☐ cholera ☐ Conestoga wagon ☐ epidemic ☐ expansion ☐ great basin ☐ migration ☐ prairie schooner ☐ shelter ☐ trailblazer

©2021 MARCIA SOMERVILLE, ET AL. ALL RIGHTS RESERVED

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.

©2021 Marcia Somerville, et al. All rights reserved

Writing

Level	Genres	Instructions and Topics
4	☐ Historical Fiction (Week 3 of 4)	☐ Finish your rough draft. ☐ Afterward, show it to your teacher and ask her for feedback on how you can improve. ☐ File your rough draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Personal Narrative (Week 3 of 4)	☐ Finish your rough draft. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
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.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Upper 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. ❑ Decide upon review strategies for any evaluations you may give. If you are giving a Unit 2 Exam (found in *Evaluations 3*), take a look at the exam ahead of time so that you can help your student prepare.

©2021 Marcia Somerville, et al. All rights reserved

Worldview

There is no assignment this week.

Glance Into Next Week…

There are no special concerns this week.

©2021 Marcia Somerville, et al. All rights reserved

Geography

Threads

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

©2021 Marcia Somerville, et al. All rights reserved

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Upper 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. ❑ Decide upon review strategies for any evaluations you may give. If you are giving a Unit 2 Exam (found in *Evaluations 3*), take a look at the exam ahead of time so that you can help your student prepare.

©2021 Marcia Somerville, et al. All rights reserved

Fine Arts and Activities

Threads

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

Reading & Materials

- ❑ Reading:
  - ❑ *Great Pioneer Projects*, by Rachel Dickinson, p. 34-36, 43-44, 56-57, 78-81, 85, 87
  - ❑ 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 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. Prepare a meal as if you are on the trail. Check the Year 3 Arts & Activities page of *Tapestry's* website for recipes.
3. Pretend that you and your family are pioneers traveling west in search of better land. Your mother has given you a single drawstring bag so that you can take your favorite possessions with you. Gather these items and tell your family why these are special to you.
4. Pioneers used to carve their names and the date of their passage onto the sides of Chimney Rock. Form the shape of this famous landmark with modeling clay and etch your name and date on the side.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved

Literature

Threads

Identify statements as fact or opinion.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for Bound for Oregon

Students have been instructed to label sentences as "F" for fact and "O" for opinion. If he gives different answers than below, draw him out on why he chose his answers.

O 1. Indians painted in bright war paint and wearing headdresses look strange.
O 2. Girls should always ride sidesaddle on a horse.
O 3. The Platte River is impossible to cross.
F 4. Working honestly is honorable.
F 5. Reading the Bible will help you know what is right.
O 6. You cannot trust a person of another race.
F 7. You can cook with buffalo chips.
F 8. Whole families can be wiped out by cholera.
F 9. Thunder and lightning can make people scared.
O 10. People always long for fresh meat if they have only eaten bacon, gravy, bread, and molasses for months.

F 11. The appearance of the Rockies gave them their name.
O 12. Eating greens for supper is a special treat.
O 13. When wagons are arranged in a circle, all of the animals are always safe.
F 14. It is important to be helpful to your mother if she is going to have a baby.
O 15. It is silly to think that oxen can smile.

Glance Into Next Week…

Week 18: 1848: Gold Dust & Gunpowder	
Upper 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.

©2021 Marcia Somerville, et al. All rights reserved