

## **Student Activities for Week 16: Manifest Destiny (1840-1848) Pioneers Head West!**

### **General Information For All Grades:**

As we studied last week, a big part of the Expansion Era was that thousands of people decided to move West and settle the untamed wilderness. From 1840 to 1860, more than 300,000 people crossed the plains and mountains of the West in search of adventure, fortune, or civil liberties. Generally, whole families traveled together. They usually sold almost all they owned, purchased a sturdy wagon with a canvas top (called a covered wagon) and a team of horses, mules, or oxen, and took four to six months for their journey—if all went well. At first many people got lost in the wilderness, or died of accidents, bad weather, disease, childbirth, or (rarely) an Indian attack. As more and more people made the trek, however, larger wagon trains and better worn trails meant that fewer people died.

Even so, there were obstacles of different types that challenged the pioneers. Travel involved hard physical labor, long, boring days, sleeping outside, dust, a short supply of water, and little nourishing food. Travelers had to cross the Great Plains, the Great Basin, and the Rocky Mountains before they reached California or Oregon. Furthermore, as the pioneers moved westward, they challenged Native American nations who had occupied that land for thousands of years. In the Southwest, the Mexican government claimed ownership of a vast tract of land from Texas west to the Pacific and north to Oregon. The British claimed land in what is now Oregon. All of these conflicts brought trouble and heartache to people as they fought for the right to settle on the land. By 1853, the white Americans had, through wars, hard work, and treaties, won all the territory that currently makes up the continental United States.

The western territory gained by the United States added to the American spirit of national pride and was a key factor in the nation's economic growth. Expansion into the rich interior of the continent also enabled the United States to become the world's leading agricultural nation. But it also helped widen the split between the North and South, and helped 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 national strife that would rip the nation apart a few years later. As with all of history, we want to see this period from both the "prairie level" and from God's perspective!

### Grammar Levels:

This week begins a three-week mini-unit that will finish Unit 2. You will be able to study the pioneer years in detail. Why did they go West under such harsh conditions? How did they pack enough to eat for four to six months on the trail? What did they wear? When did they bathe? Did the children walk the whole way, or did they get to ride their own ponies? Have fun discovering how pioneer families lived on the trail, learn about their struggles, and marvel at their courage. This week and next, you'll be studying the details of their travels. In Week 18, you'll be studying the California Gold Rush, the Telegraph, and the pony Express—three of the most colorful aspects of this period.

### Dialectic/Rhetoric Levels:

This is the only week we'll have focused solely on the pioneers' trials and triumphs. Next week, we'll study the Mexican-American War and the presidency of James K. Polk. Then, we'll finish this unit by returning to European events in Week 18.

**LOWER GRAMMAR: STUDENT ACTIVITY PAGES: WEEK 16 OF YEAR 3:****Hands-on project information:**

- Add three cards to your Presidents Deck this week:
  - William H. Harrison was President briefly in 1841.**
  - John Tyler was President from 1841-1845.**

Here are some other fun activities you can do to make the pioneer days come alive:

1. Play “We’re moving to Oregon!” You need a group to play.
  - a. Start by sitting in a circle. You will take turns around the circle until someone makes a mistake.
  - b. The first person says, “I’m moving to Oregon in covered wagon, and I’m taking my \_\_\_\_\_.” (She must fill in the blank with an article of clothing or a tool that the pioneers really would have chosen to take, such as a doll, or axe. Let’s say she chooses a doll.)
  - c. The next person says, “I’m moving to Oregon in a covered wagon, and I’m taking my doll and my \_\_\_\_\_.” (He fills in the blank, let’s say with an axe.)
  - d. The third person says, “I’m moving to Oregon in a covered wagon, and I’m taking my doll, my axe, and my \_\_\_\_\_.”
  - e. Keep going around the circle of players until someone makes a mistake, or can’t remember everything that previous players have said.
2. Have you ever made cornbread—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 corn meal, but as their journey was delayed by weather and accident, sometimes they were forced to make food of their seeds. This week, make cornbread with your teacher. You can pretend you’re a settler just starting out and make it from store-bought corn meal, or pretend you’re a settler in dire straits, and start with just the seeds. In the second case, you’ll need to mash those seeds into powdery flour in order to make the cornbread for supper! (Even more realistic: cook your cornbread over a campfire!)
3. Make paper dolls such as pioneer girls would have played with on the trail or on their homesteads.
4. Try making some other pioneer foods, like Cider Pie and Strawberry Shortcake.<sup>1</sup> How much sugar did they use? What else did you notice about their foods?
5. What could someone like you do along the trail to help your family? There’s a great website linked to the Year 3 Arts/Activity page that will tell you! How many of these chores do you do at your house right now? How many are chores you sure are glad you don’t have to do?!
6. Help your teacher work on your pioneer costume for your upcoming Unit Celebration.<sup>2</sup>

**Geography:**

Find these places on a map with your teacher’s help:

- Mississippi River
- Missouri River
- Great Salt Lake
- San Francisco
- Oregon City
- Independence, Missouri
- Rocky Mountains
- Trace the routes of various trails mentioned in your readings, including the Oregon Trail, the Santa Fe Trail, the Old Spanish Trail, and the Mormon Trail.

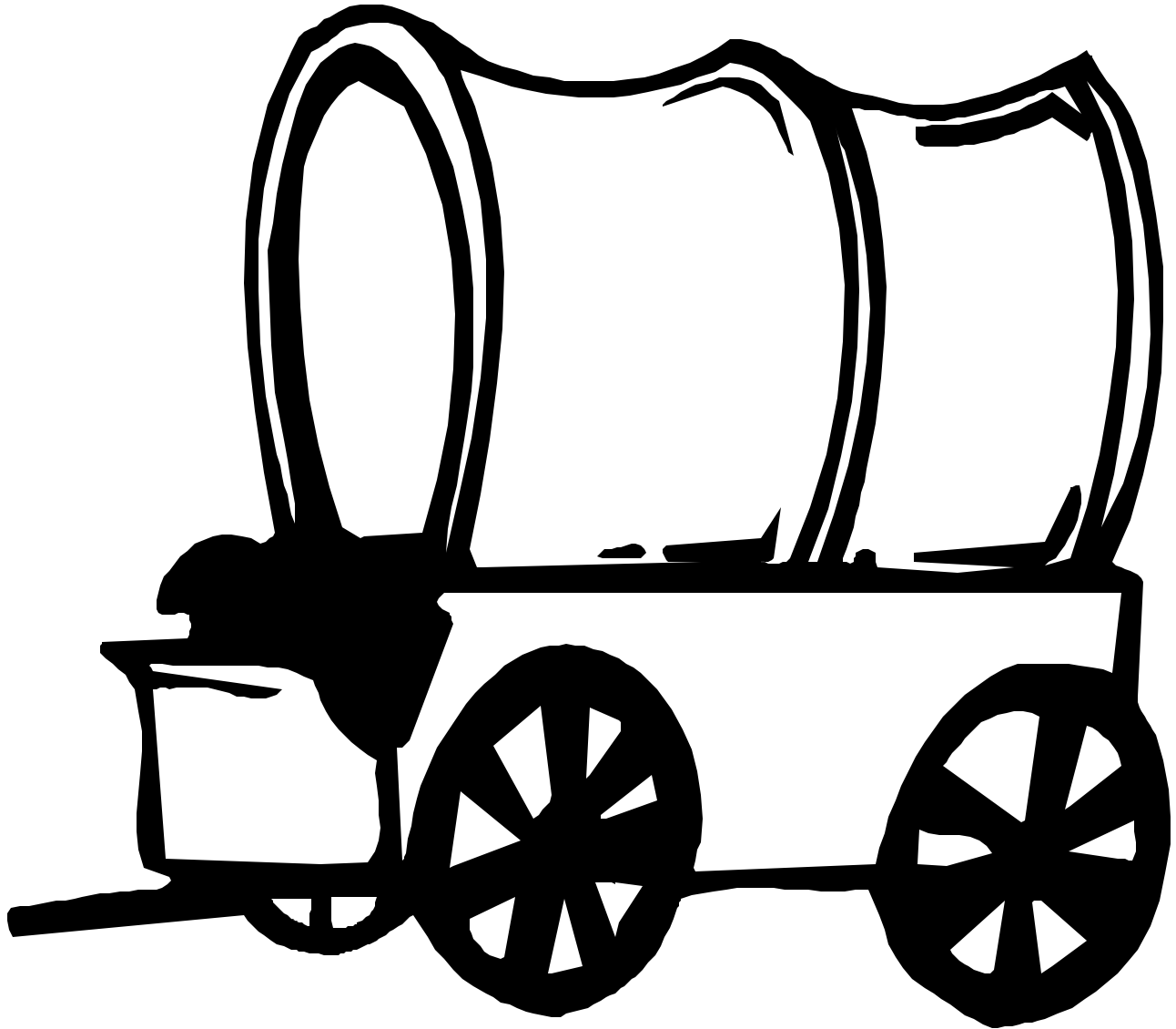
<sup>1</sup> See recipes in *America: Ready to Use Interdisciplinary Lessons and Activities for Grades 5-12* by Dwila Bloom, pages 175 and 177. The book also suggests, but gives no recipes for: cobbles, popcorn, and sassafras tea (page 171).

<sup>2</sup> There are patterns for a pioneer sunbonnet and a pioneer man’s workshirt linked to *Tapestry’s* Year 4 Arts/Activities page.

**LOWER GRAMMAR: WEEK 16 OF YEAR 3: Continued**

**Literature: Worksheet<sup>1</sup> for *Wagon Train* by Sydelle Kramer**

In the covered wagon below, write words that describe the pioneers' journey.



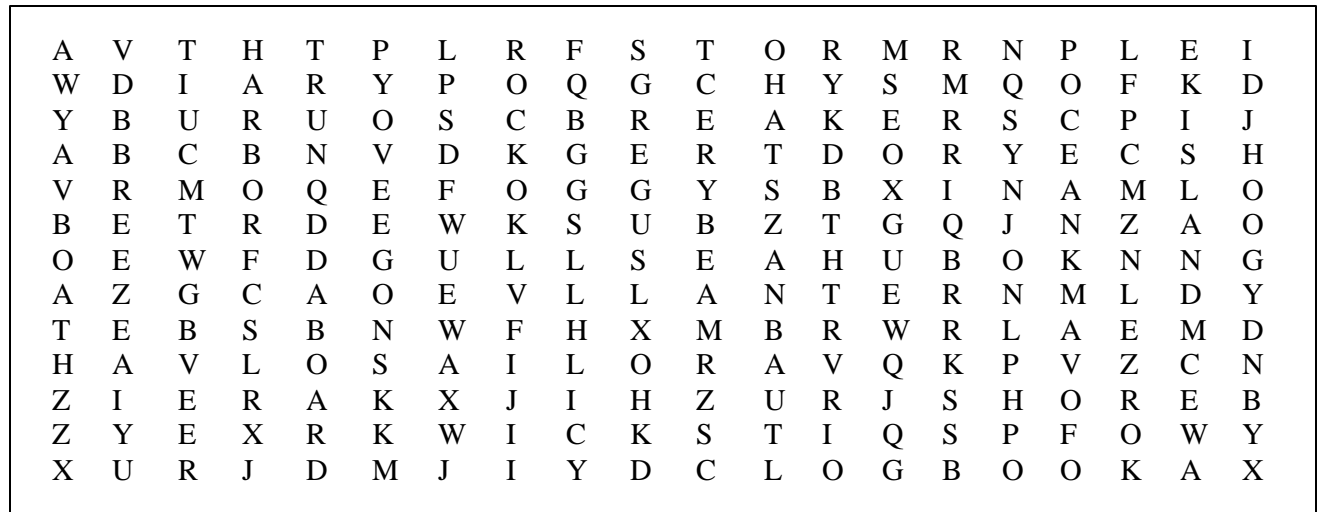
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<sup>1</sup> Created for *Tapestry of Grace* by Dana Caywood. Many thanks!

**LOWER GRAMMAR: WEEK 16 OF YEAR 3: Continued****Literature Continued: Worksheet<sup>1</sup> for *Birdie's Lighthouse* by Deborah Hopkinson**

Complete this word search by finding the words listed below. (Words will be listed horizontally or vertically.)

|       |       |         |         |        |       |          |
|-------|-------|---------|---------|--------|-------|----------|
| diary | beam  | sailor  | harbor  | island | dory  | breakers |
| foggy | boat  | lantern | logbook | aboard | storm | breeze   |
| shore | wicks | ocean   | veer    | rock   | gulls |          |



<sup>1</sup> Created for *Tapestry of Grace* by Dana Caywood. Many thanks!

**UPPER GRAMMAR: STUDENT ACTIVITY PAGES: WEEK 16 OF YEAR 3:****Hands-on project information:**

- Add three cards to your Presidents Deck this week:
  - William H. Harrison was President briefly in 1841.**
  - John Tyler was President from 1841-1845**

Here are some more ideas for fun hands-on activities to help you learn more about the world of the pioneers.

1. Salmon was a major source of food for the Northwestern Native Americans. Salmon are amazing fish that return to the stream where they were born each year to spawn. They swim upstream to lay their eggs, sometimes leaping up over waterfalls in order to reach their intended spot. Read more about this amazing fish and its yearly cycles with your teacher this week, then do a lap book or display board about them. Don't forget to tie your information on salmon to the Native American tribes who depended on them!
2. Have you ever seen a totem pole? "Originally an important part of the Potlatch ceremony, a feast with deep meaning to coastal First Nations, totem poles were once carved and raised to represent a family-clan, its kinship system, its dignity, its accomplishments, its prestige, its adventures, its stories, its rights and prerogatives. A totem pole served, in essence, as the emblem of a family or clan and often as a reminder of its ancestry."<sup>1</sup> They were akin to our state seals, or medieval heraldry. Read more about totem poles, either in your encyclopedia or online using the link to the encyclopedia or online using the link to *Tapestry's* Year 3 Arts/Activities page with your teacher's help. This week, carve a totem pole that represents your family heritage out of wood, soap, or clay.<sup>2</sup> Be sure to display both information about totem poles and your creation at your Unit Celebration.
3. Make paper dolls such as pioneer girls would have played with on the trail or on their homesteads.
4. Try making some other pioneer foods, like Cider Pie and Strawberry Shortcake.<sup>3</sup> How much sugar did they use? What else did you notice about their foods?
5. What could someone like you do along the trail to help your family? There's a great website linked to the Year 3 Arts/Activity page that will tell you! How many of these chores do you do at your house right now? How many are chores you sure are glad you don't have to do?!
6. Help your teacher work on your pioneer costume for your upcoming Unit Celebration.<sup>4</sup>

**Geography:**

Find these places on a map:

- Mississippi River
- Missouri River
- Great Salt Lake
- San Francisco
- Oregon City
- Independence, Missouri
- Rocky Mountains
- Trace the routes of various trails mentioned in your readings: the Oregon Trail, the Santa Fe Trail, the Old Spanish Trail, and the Mormon Trail.

<sup>1</sup> *What do Totem Poles Mean?* Retrieved August 6, 2002 from:

<http://users.imag.net/~sry.jkramer/nativetotems/default.html#Meaningof%20Totem%20poles>

<sup>2</sup> Teachers, see pages 294-296 in *America: Ready to Use Interdisciplinary Lessons and Activities for Grades 5-12* by Dwila Bloom.

<sup>3</sup> See recipes in *America: Ready to Use Interdisciplinary Lessons and Activities for Grades 5-12* by Dwila Bloom, pages 175 and 177. The book also suggests, but gives no recipes for: cobblers, popcorn, and sassafras tea (page 171).

<sup>4</sup> There are patterns for a pioneer sunbonnet and a pioneer man's workshirt linked to *Tapestry's* Year 4 Arts/Activities page.

**UPPER GRAMMAR: WEEK 16 OF YEAR 3: Continued**

**Literature: Worksheet<sup>1</sup> for *Across the Wide and Lonesome Prairie* by Kristiana Gregory OR *On to Oregon!* By Honore Morrow**

Complete the following chart by telling as much as possible about each item, as it pertains to this book.

|                                   |  |
|-----------------------------------|--|
| <b>Injuries</b>                   |  |
| <b>Joys</b>                       |  |
| <b>Sorrows</b>                    |  |
| <b>Food &amp; Eating</b>          |  |
| <b>Family Life</b>                |  |
| <b>Landmarks &amp;<br/>Nature</b> |  |
| <b>Inconveniences</b>             |  |
| <b>Animals</b>                    |  |
| <b>Fun</b>                        |  |
| <b>Indians</b>                    |  |

<sup>1</sup> Created for *Tapestry of Grace* by Dana Caywood. Many thanks!

**DIALECTIC LEVEL: STUDENT ACTIVITY PAGES: WEEK 16 OF YEAR 3:****Preparing for History discussion time:****Accountability Questions:**

1. List at least five reasons pioneers chose to move West.
2. List the main ways people traveled when they moved.
3. List the typical contents of a covered wagon.
4. How long did a typical move take?
5. Approximately how many people moved West from 1848-1860?

**Thinking Questions:**

Put yourself in the place of a pioneer at your stage of life (a boy or girl student) who is living in a middle-class home in a well-established town in Ohio. Pretend that you've just been told by your parents that you're moving to California. List spiritual challenges you would face as these possible events occurred during your journey and settlement, and if you can, list scriptures that you'd draw on to meet these challenges:

1. Leave familiar surroundings, including church friends and pastor. If you (or a close friend) have recently moved, you have a real-life example to make this challenge more real.
2. Give up all worldly possessions except what was necessary and could fit into the wagon. For women especially, sentimentally valuable articles were often left behind, such as wedding gifts, fine china, or musical instruments.
3. Face trouble on the trail: broken wagons, flooded rivers, lost or forgotten belongings, and loss of life (from disease, accidents, Indian attacks, etc.).
4. Face the hardships of life on the trail and settling: long, uncomfortable days, little chance to bathe or rest, back-breaking labor using only hand tools to tame the prairie, drought or flood that destroys hard-won gains.
5. Loneliness of living on the frontier: nearest neighbors are miles away.
6. Fears of sudden disaster, both on the trail and after settling.

**Geography:**

Label these places on a blank outline map:

- Mississippi River
- Platte River (including the North Platte River)
- Missouri River
- Columbia River
- Humboldt River
- Great Salt Lake
- San Francisco
- Oregon City
- Independence, Missouri
- Rocky Mountains
- Sub-ranges of the Rocky Mountains
- The boundaries of Mexican territories before 1840
- The various routes mentioned in your reading: the Oregon Trail and its branches into California, the Santa Fe Trail, the Old Spanish Trail, and the Mormon Trail.

**DIALECTIC LEVEL: WEEK 16 OF YEAR 3: Continued**

**Literature: Worksheet<sup>1</sup> for *My Face to the Wind: The Diary of Sarah Jane Price* by Jim Murphy**

Rate this book by completing the following mind map. First, decide your rating for this book: choose from Excellent, Good, Fair, or Poor. Record three strong reasons based on specific examples from the book and then record those examples. If you can't find specific examples, maybe your rating will change!

|   |      |         |           |
|---|------|---------|-----------|
| Title:<br>Author:<br>Rating: (circle one) | Poor | Reason: | Examples: |
|   | Fair | Reason: | Examples: |
|   | Good | Reason: | Examples: |
| Excellent                                 |      |         |           |

The form is a mind map for rating a book. On the left is a vertical box for 'Title:', 'Author:', and 'Rating: (circle one)'. The rating options are 'Poor', 'Fair', 'Good', and 'Excellent'. Lines connect each rating to a 'Reason:' box. From each 'Reason:' box, a line connects to an 'Examples:' oval, which is then connected to two empty rectangular boxes for writing.

<sup>1</sup> Created for Tapestry of Grace by Dana Caywood. Many thanks!

**RHETORIC LEVEL: STUDENT ACTIVITY PAGES: WEEK 16 OF YEAR 3:****Preparing for History discussion time:****Accountability Questions:**

1. List at least five reasons pioneers chose to move West.
2. List the main ways people traveled when they moved.
3. List the typical contents of a covered wagon.
4. How long did a typical move take?
5. Approximately how many people moved West from 1848-1860?
6. When was the big California Gold Rush? Were there other, smaller gold rushes? If so, when?

**Thinking Questions:**

1. Put yourself in the place of a pioneer at your stage of life (a boy or girl student) who is living in a middle-class home in a well-established town in Ohio. Pretend that you've just been told by your parents that you're moving to California. List spiritual challenges you would face as these possible events occurred during your journey and settlement, and if you can, list scriptures that you'd draw on to meet these challenges:
  - a. Leave familiar surroundings, including church friends and pastor. If you (or a close friend) have recently moved, you have a real-life example to make this challenge more real.
  - b. Give up all worldly possessions except what was necessary and could fit into the wagon. For women especially, sentimentally valuable articles were often left behind, such as wedding gifts, fine china, or musical instruments.
  - c. Face trouble on the trail: broken wagons, flooded rivers, lost or forgotten belongings, and loss of life (from disease, accidents, Indian attacks, etc.).
  - d. Face the hardships of life on the trail and settling: long, uncomfortable days, little chance to bathe or rest, back-breaking labor using only hand tools to tame the prairie, drought or flood that destroys hard-won gains.
  - e. Loneliness of living on the frontier: nearest neighbors are miles away.
  - f. Fears of sudden disaster, both on the trail and after settling.
2. How did the gold rush affect the overall histories of California, the nation as a whole, and the general movement of Americans to the West?
3. Prepare for a discussion on the practical implementation of the First Amendment. Many pioneers moved to the West in search of freedom: religious, racial, and ethnic. Below are some questions that you may or may not be able to answer now, but should think about and attempt to research before your discussion time.
  - As you may have read, some accounts say that the Mormons in Utah were planning an armed rebellion against the Federal Government in the early 1850's. They had set up a civil government and had applied to join the United States. Congress changed their proposed name and President Buchanan sent a man who was not elected by them to replace their leader, Brigham Young, who was acting governor. Yet the Mormons went West seeking religious freedom, not unlike the Pilgrims, and they were American citizens whose rights should have been protected under the First Amendment. Do you agree with what President Buchanan did? Should the Mormons have fought for the right to govern themselves? Why, or why not?
  - The First Amendment guarantees American citizens the right to freely exercise their religion. Where, then, should the Federal Government draw the line when relating to religious bodies that have very different practices than the norms of society? And where should the Christian draw the line in obeying the government? Is that line different for different forms of "religious expression"? For instance, what if:
    - An adherent of a religion claims he or she must, on religious grounds, commit polygamy, as the Mormons once did (and some extreme Mormon sects still do today)?
    - An adherent of a religion claims he or she must, on religious grounds, smoke marijuana?

**RHETORIC LEVEL: WEEK 16 OF YEAR 3: Continued**

- An adherent of a religion claims he or she must, on religious grounds, blow up an abortion clinic, or shoot a doctor who performs abortions?
- An adherent of a religion claims that she must, on religious grounds, home school her children?
- An adherent of a religion claims he or she must, on religious grounds, stockpile guns against government intervention in the lives of the community?
- An adherent of a religion claims he or she must, on religious grounds, commit suicide?
- An adherent of a religion claims he or she must, on religious grounds, withhold medical care from his/her children?

**Geography:**

Label these places on a blank outline map:

- Mississippi River
- Platte River (including the North Platte River)
- Missouri River
- Columbia River
- Humboldt River
- Great Salt Lake
- San Francisco
- Oregon City
- Independence, Missouri
- Rocky Mountains
- Sub-ranges of the Rocky Mountains
- The various routes mentioned in your reading: the Oregon Trail and its branches into California, the Santa Fe Trail, the Old Spanish Trail, and the Mormon Trail.
- The boundaries of Mexican territories before 1840.

**Literature Information: *Les Miserables* by Victor Hugo<sup>1</sup>****Reading Information:**

- This week's questions are based on the section entitled "Marius" pp. 191-292. You may want to continue into the next section.
- For vocabulary this week, define at least 15 unfamiliar words from the list below. Be "intrepid" and use them in a "non-pontifical" manner with your classmates. Don't be a "pedant" about it, be "laconic" instead.

|                |             |               |             |
|----------------|-------------|---------------|-------------|
| aggrandizement | chagrin     | glut          | physiognomy |
| antipathy      | coquette    | intrepid      | platitude   |
| ardent         | coterie     | juxtaposition | pontifical  |
| assiduity      | effusion    | laconic       | soliloquy   |
| austere        | extemporize | pedant        | verdigrised |
| brigand        | filial      | pestiferous   | vociferate  |

- Continue to fill out your "saving chart."
- As you read, choose a quote from the book that intrigues you. If you are in a co-op, be prepared to read it to your class and explain why you like it.
- On page 12 there is a new chart on "Friends of the ABC" for you to fill out! Make sure you read the instructions!

<sup>1</sup> Questions below and the chart on page 12 were created for *Tapestry of Grace* by Nancy Royer and Michelle Mays. (Sample answers by Laura Calderone and Christy Somerville; see Teacher's Notes, pages 12-13.) Many thanks!

**RHETORIC LEVEL: WEEK 16 OF YEAR 3: Continued****Accountability Question:**

If you know French, come to your co-op prepared to translate the song on page 292 for your fellow classmates. If you are not in a co-op, translate it anyway and discuss it with your teacher.

**Thinking Questions:**

1. Who is Monsieur Gillenormand? As we become familiar with his character, we come to see him as an antagonist. Is his character believable? Is he “all bad” or does he have some good qualities? List any positive traits that he has.
2. What do you think of Pontmercy’s decision to give up the upbringing of his son for the sake of an inheritance? Do you think he is an honorable man? Why or why not?
3. What effect does the revelation of his father’s love have on Marius?
4. On page 224 you will see a chapter entitled “The Excellence of Misfortune.” What is the significance of this title? What is another title you could give this chapter that would convey the same idea?
5. What effect did poverty have on Marius?
6. Did you catch it? Why is this book entitled *Les Miserables*?

**Church History:<sup>1</sup>**

One of our spine texts for this year is *A History of Christianity in the United States and Canada* by Mark A. Noll. This week, your assignment is to read Part III: Introduction and Ch. 9. As you read this chapter, try not to get bogged down in the minor details (especially in the section that discusses various strands of theology and the people who popularized them). What you should glean from this chapter is the overall impact that Protestant evangelicals had on American society in general. The questions refer to this assignment:

1. The title of Chapter 9 is “Evangelical America, 1800-1865.” What is Noll’s overall point in this chapter?
2. Noll sees the successful evangelism of the West and the South as “the most striking testimony to the evangelical sway.” What were the two types of work needed in the West and the South?
3. In what ways did evangelical Protestants affect popular communication (magazines, newspapers, etc.) and popular thought? List three specific examples of each.
4. What role did evangelicals have in the development of education in America?
5. What major seminary guarded the heritage of the Reformed faith? Charles Hodge was the leader of this conservative element. Summarize his theology from information on page 235.
6. In what ways did the evangelists affect political parties or policies?
7. Why was the achievement of evangelicals remarkable, in Noll’s opinion? (See page 243.) Do you agree that this is a remarkable achievement? Why, or why not?

**Worldview Studies:**

Read this week’s *Pageant of Philosophy*, in the gray pages. As usual, make an effort to rehearse this week’s *Pageant* with someone. (Try to rehearse it at least once with your father, if at all possible!)

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<sup>1</sup> Answers in Teacher’s Notes, pages 13-14.

**RHETORIC LEVEL: WEEK 16 OF YEAR 3: Continued***Friends of the ABC Chart*<sup>1</sup>

Fill in the chart below to the best of your ability as you read. This chart will be *very* helpful as you try to keep all of the “friends” straight. It will also help you analyze the characters. You should continue filling out the chart at least until next week (depending on where you are with your reading), but you may want to keep it handy until you finish the book.

| Name                  | Physical characteristics & personality traits | Occupation | Contribution to group | His passion | Nickname |
|-----------------------|---|------------|-----------------------|-------------|----------|
| <b>Enjolras</b>       |   |            |                       |             |          |
| <b>Combeferre</b>     |   |            |                       |             |          |
| <b>Jean Prouvaire</b> |   |            |                       |             |          |
| <b>Feuilly</b>        |   |            |                       |             |          |
| <b>Courfeyrac</b>     |   |            |                       |             |          |
| <b>Bahorel</b>        |   |            |                       |             |          |
| <b>Lesgle</b>         |   |            |                       |             |          |
| <b>Joly</b>           |   |            |                       |             |          |
| <b>Grantaire</b>      |   |            |                       |             |          |

<sup>1</sup> Sample answers to this chart are provided in the Teacher’s Notes on page 12. Many thanks to Nancy Royer, Laura Calderone, and Diane Jones.