

WEEK 16: WEEKLY OVERVIEW Chart: Manifest Destiny (1840-1848) Pioneers Head West!

Major Themes	<ul style="list-style-type: none"> <input type="checkbox"/> Meet Presidents Harrison and Tyler. <input type="checkbox"/> Begin a three-week study of the experiences of the pioneers who crossed the country to settle the West. <input type="checkbox"/> Discuss the hardships and daily life of pioneers who journeyed by covered wagon and other conveyances. <input type="checkbox"/> Discuss the ethnic makeup of pioneer groups, and their motives for moving. <input type="checkbox"/> Briefly note the existence of the Plains Indians and their interactions with white settlers. (We will get more into their lifestyles and beliefs when we study them in Week 25. This week we merely mention their existence as one of the fears that settlers dealt with as they crossed the prairie.) 		<ul style="list-style-type: none"> <input type="checkbox"/> Study the pioneers' lifestyles and achievements. See how they affected the development of our nation. <input type="checkbox"/> Note again the presence of Mormons as part of the general westward movement. <input type="checkbox"/> Note that "Manifest Destiny" is a heightened, but ongoing, expression of American nationalism. <input type="checkbox"/> Overview the lives and political choices of U.S. Presidents Harrison and Tyler. 	
	People	<ul style="list-style-type: none"> <input type="checkbox"/> William Henry Harrison <input type="checkbox"/> John Tyler <input type="checkbox"/> Brigham Young 		
Group Activity		<ul style="list-style-type: none"> <input type="checkbox"/> Play "I'm moving to Oregon" with your group. <input type="checkbox"/> Make paper doll pioneers such as children in covered wagons or on frontier settlements would have enjoyed. <input type="checkbox"/> Make model covered wagons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make a detailed model covered wagon as a group. <input type="checkbox"/> Make paper doll pioneers such as children in covered wagons or on frontier settlements would have enjoyed. <input type="checkbox"/> Make sunbonnets or men's pioneer shirts for your Unit Celebration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn some skills that pioneers would have needed (depending on where you live and your opportunities): try going horseback riding, trapping, cooking out over an open fire, tramping over a long distance, etc. <input type="checkbox"/> Work on costumes for your upcoming Unit Celebration.
	Vocabulary/Time Line Dates	<p>Recognize or spell (optional):</p> <ul style="list-style-type: none"> <input type="checkbox"/> salmon <input type="checkbox"/> totem pole <input type="checkbox"/> prairie schooner <input type="checkbox"/> oxen <input type="checkbox"/> trail guide <input type="checkbox"/> corn meal <input type="checkbox"/> parsley <input type="checkbox"/> sage <input type="checkbox"/> rosemary <input type="checkbox"/> thyme <input type="checkbox"/> homestead 	<p>All LG words, plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> stockade fencing <input type="checkbox"/> Conestoga wagon <input type="checkbox"/> adz <input type="checkbox"/> malaria <input type="checkbox"/> ague <input type="checkbox"/> <i>charivari</i> (shivaree) <input type="checkbox"/> nooning <input type="checkbox"/> ford <input type="checkbox"/> scow <input type="checkbox"/> calico <input type="checkbox"/> gingham <input type="checkbox"/> beef "jerking" 	<p>Record the following dates on your time line this week:</p> <p>1841 William Henry Harrison (president for 30 days)</p> <p>1841-1845 Tyler's Administration</p>
Lower Grammar		Upper Grammar	Dialectic	Rhetoric

WEEK 16: WEEKLY OVERVIEW Chart: Manifest Destiny (1840-1848) Pioneers Head West!

Hands On Projects	<ul style="list-style-type: none"> <input type="checkbox"/> Make pioneer paper dolls such as pioneer girls would have played with. <input type="checkbox"/> Make cornbread from scratch. <input type="checkbox"/> Help your mom make a costume for your Unit Celebration. <input type="checkbox"/> Learn more about the prairie and life on the trail from websites linked to the <i>Tapestry</i> Year 3 Arts/Activities page. 		<ul style="list-style-type: none"> <input type="checkbox"/> Make a Plains Indian's village, or a model covered wagon. (Compare it to the Cherokee village you made a few weeks ago.) <input type="checkbox"/> Learn about the life cycle of salmon, and make a display board or lap book about them. <input type="checkbox"/> Learn about the significance to Northwest Coastal Native Americans of totem poles. Try carving one this week to reflect your family's heritage. <input type="checkbox"/> Work on costumes for your Unit Celebration: sun bonnets, workshirts, or Native American dress will all fit in. 		
	<ul style="list-style-type: none"> <input type="checkbox"/> Find the places listed in the Student Activities Pages. <input type="checkbox"/> Trace the routes of various trails mentioned in your readings. 		<ul style="list-style-type: none"> <input type="checkbox"/> Label the places listed in the Student Activities Pages. <input type="checkbox"/> Trace the routes of various trails mentioned in your readings. <input type="checkbox"/> Trace the boundaries of the Mexican territories before 1840. 		
Literature Discussion	<p>Discuss <i>Wagon Train</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is a pioneer? <input type="checkbox"/> Why were people excited about going to California? <input type="checkbox"/> How long could it take them to reach California? How long would it take today from where you live? <input type="checkbox"/> What were some hardships the pioneers encountered? <p>Discuss <i>Birdie's Lighthouse</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the main character's name? <input type="checkbox"/> What was Papa's good news? <input type="checkbox"/> Who was Blueberry and why did they have to leave him behind? <input type="checkbox"/> What was Nate's new job, and how did Birdie feel about it? <input type="checkbox"/> Why did Birdie take over the duties of lightkeeper? 		<p>Discuss <i>Across the Wide and Lonesome Prairie</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is a homestead? <input type="checkbox"/> What were some of the dangers to travel on the prairie? <input type="checkbox"/> Describe some of the beautiful scenery the travelers saw. <input type="checkbox"/> Why did they have to leave some things beside the trail? What kinds of things did they leave? <input type="checkbox"/> What was the family's reaction to having to do this? What does this tell about their priorities? <input type="checkbox"/> What happened to Mrs. Bigg, and why did it seem so unfair? <input type="checkbox"/> What kinds of things happen to people today that seem unfair? Discuss this with your parents. <p>Discuss <i>On to Oregon</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe some of the hardships they faced. <input type="checkbox"/> What was the family's destination? <input type="checkbox"/> What did you learn about the Oregon Trail after reading this book? <input type="checkbox"/> Would you recommend this book to someone else? Why? 		
			<p>Discuss <i>My Face to the Wind</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> From where did Miss Kizer seem to derive strength? <input type="checkbox"/> Describe some of the difficulties of being a prairie teacher. <input type="checkbox"/> Describe Sarah's reaction to hearing that an Indian war party was approaching. <input type="checkbox"/> What happened to the school and the students during the blizzard? <input type="checkbox"/> What is an epilogue? <input type="checkbox"/> What did you learn in this book's epilogue? 		
Lower Grammar		Upper Grammar		Dialectic	Rhetoric