



The Early 19th Century In America

Welcome! You're about to embark on an adventurous ride through the growth of the United States! By choosing this study, you are about to offer your child a hands-on look at this amazing history! Our history studies are focused on capturing the child's attention with short, concise reading lessons and several hands-on projects that will drive each lesson home in a creative way. The "twaddle-free" projects are designed to encourage penmanship, vocabulary, creative writing and composition, critical thinking, and imagination. With thirty-five Lap Book™, notebook, and cooking projects—as well as games and other activities—you have a wide variety of choices to capture your child's interest!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section. This study can also act as an excellent accompaniment to any American history program.

You will want to print out all the Teacher Helps beforehand and brief yourself on the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however some also offer text to save on time when necessary. If you use the provided text, encourage the child regularly to read it aloud. Some projects require the child to exercise research skills to provide information.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or the Westward Weekly newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, science/language related activities, or a form of creative writing. These Project Days also offer an opportunity for review each week.

Although the lessons are numbered, it does not mean that you have to stick to one day per lesson. Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!

And now, listen for the crack of the wagon master's whip and the slow creak of the wheels as the train of billowy covered wagons head out onto the trail. It's a long journey ahead, full of adventure, at times peril, and hope of a new life! The wagon master waves his hat onward, and shouts out, "Westward, ho!"



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LESSON PLAN SCHEDULE

KEY:
 (LB) - To be included in Lap Book™
 (NB) - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Washington, Jefferson, & the Barbary Pirates - Begin "19th-Century Song book" (NB) - Fold-Out: The Barbary Pirates (LB) - Begin Timeline (NB) - Penmanship: McGuffey Rules (NB)	The Louisiana Purchase - Begin Map of the Growth of the Nation (LB) - The Famous Duel (LB) - Begin Newspaper "Westward Weekly" - Timeline (NB) - Penmanship: McGuffey Rules (NB)	Lewis & Clark - Create a Field Book - Add to Map (Growth of the Nation)(LB) - Add to Newspaper "Westward Weekly" - Timeline (NB) - Penmanship: McGuffey Rules (NB)	Inventions & Innovators - Learn Morse Code (NB) - Innovations of the Early 19th Century (LB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	PROJECT DAY! - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Facfile cards & envelopes - Choose a project that has not already been done to date
LESSON 6 America, England, and War! - Layered Book "The War of 1812" (LB) - Add to "19th-Century Song book" (NB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 7 The Erie Canal - "Clinton's Ditch" - Add to "19th-Century Song book" (NB) - Erie Canal Pop-Up (LB) - Add to Map (Growth of the Nation)(LB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 8 Trappers, Traders, & Mountain Men - Famous Mountain Men (NB) - Add to Newspaper "Westward Weekly" - Make a Coonskin Cap - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 9 The First 12 American Presidents - Pocketful of Presidents (LB) - White House History (LB) - Add to Map (Growth of the Nation)(LB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	PROJECT DAY! - Complete outstanding projects - Continue Facfile cards (set 2) - Choose a project that has not already been done to date
LESSON 11 People of Interest - "Daguerreotype" Photo Album of Biographies - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 12 Statehoods & The Alamo - Remember the Alamo! (NB) - Add to Newspaper "Westward Weekly" - Add to "19th-Century Song book" (NB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 13 Native Americans - Pt. 1 - "Indian Story Bag" (LB) - Native American Cooking - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 14 Native Americans - Pt. 2 - Continue "Indian Story Bag" (LB) - Make a Corn Husk Doll - Add to Newspaper "Westward Weekly" - Write in Cherokee (NB) - Add to Map (Growth of the Nation)(LB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	PROJECT DAY! - Complete outstanding projects - Continue Facfile cards (set 3) - Choose a project that has not already been done to date
LESSON 16 Pioneer Living - Pt. 1 - Piece a Quilt: "Clay's Choice" or - Make a Paper Quilt (NB) - Make a "Jumping Jack" - Penmanship: McGuffey Rules (NB)	LESSON 17 Pioneer Living - Pt. 2 - Wheat Weaving - Make a Log Cabin - Penmanship: McGuffey Rules (NB)	LESSON 18 The Wild West! - "The Covered Wagon" (LB) - Add to "19th-Century Song book" (NB) - Add to Map (Growth of the Nation)(LB) - Add to Newspaper "Westward Weekly" - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 19 ...And Still More Trails - Hide a Cache! - Pan for Gold! - Make a Balance - Add to "19th-Century Song book" (NB) - Add to Newspaper "Westward Weekly" - Timeline (NB) - Penmanship: McGuffey Rules (NB)	PROJECT DAY! - Complete outstanding projects - Continue Facfile cards (set 4) - Choose a project that has not already been done to date
LESSON 21 The Mexican-American War - Add to Map (Growth of the Nation)(LB) - Make the Game "Westward, Ho!" - Make a "Serape" - Weave a "Serape" Conster - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 22 Ante Bellum - Slavery in America through 1850 (NB) - Add to "19th-Century Song book" (NB) - Timeline (NB) - Penmanship: McGuffey Rules (NB)	LESSON 23 PROJECT DAY! - Complete outstanding projects - Choose a project that has not already been done to date	LESSON 24 Pulling together the Lap Book™ - Review the topics studied as you bring together the Lap Book™ - Finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio	LESSON 25 Wrapping it up with a "Chuck Wagon Dinner"! - Finish off the unit with a party! - Choose from the many suggestions for décor, foods, games, and more! This is a great opportunity to share what you've learned with relatives and friends!

LESSON 12

STATEHOODS

During the early 19th century, America grew in many ways. We have seen how she grew in power with several wars in which she distinguished herself. We've also seen how she grew in wealth with the Erie Canal and the numerous inventions that spurred her to vast and greater riches. She grew geographically as a country, as we saw with the Louisiana Purchase, and soon will see with the Mexican-American War. But what good was the Louisiana Purchase and other such purchases if America just gained "raw land," as this wild country appeared? Settling the land was the next big step, but after that who would govern the land? At this point the land began to be split into states. Each state appointed its own governors and then when it was established, it applied to become an official state in the Union. Many states joined the Union during this period. Indeed, nearly all of the shape of modern America was defined during this fifty-year period and many of the states were formed. In just the first decade after the Revolution, during Washington's presidency, three states joined the original thirteen.

Vermont was the fourteenth state to join the Union on March 4, 1791. She was the first state to join the established country after the thirteen colonies had gained their independence. Soon to follow, Kentucky and Tennessee joined, Kentucky on June 1, 1792, and Tennessee on June 1, 1796. These States drove like a wedge westward into the heart of the country. Following these three came Ohio on March 1, 1803, the seventeenth state. During the next ten years there were no states, but the Louisiana Purchase had just taken place and had made room for many more states.

The eighteenth state to be admitted to the Union was Louisiana on April 30, 1812. Indiana followed a few years later on December 11, 1816, and Mississippi came a year later on December 10, 1817. The annual December trend continued with Illinois on December 3, 1818, and Alabama on December 14th of the following year.

Then came an important two. Remember when we talked about the Missouri Compromise? It was the first temporary solution to the slavery argument. Missouri wished to be allowed into the Union but this would mean that the number of slave states would be more than the number of free states. The politicians in Washington could not bear to have an unfair balance and so the Compromise was made. Maine made itself known as a candidate for statehood and on March 15, 1820, was admitted as a free state. This opened up the way for Missouri to become a slave state and restore balance again. August 10, 1821, saw Missouri as the newest member of the Union, the 24th state.

There was now a break in this "statehood streak" until the mid 1830s. On June 15, 1836, Arkansas was admitted as the 25th state and we were officially half way to fifty! Michigan jumped in less than a year later on January 26, 1837.

Again the flow of states stopped for nearly nine years until Florida joined on March 3, 1845. The lone star state, Texas, joined that same year, on December 29, 1845, and Iowa came a year later, December 28, 1846. Wisconsin was accepted on May 29, 1848, and California joined on September 9, 1850, bringing the total up to thirty-one states by the middle of the century. Quite fast growth for such a young country, wouldn't you say?

THE ALAMO

Texas had been a part of the Spanish and then the Mexican empire in America. In 1835, fighting broke out between the troops of the Mexican government and the Texans, who formed themselves into a fighting force they called the People's Army. They lay siege to San Antonio and in December of 1835, a man by the name of Ben Milam led a force of Texans and Tejanos (Texans of Hispanic origin) in an attack, which, after five days of house-to-house fighting, ended in success. The Mexican garrison under Marin Perfecto de Cos surrendered and the town belonged to the Texans.

In the town of San Antonio, there was a small mission. It had been built by the Spanish in 1718 and had been named the "Alamo" (Spanish for Cottonwood). It had long ago served its purpose of converting and teaching the peoples in the area, but it was no longer used as a mission. The Mexicans had been fortifying





the position and when the Texans arrived, they fortified the position even more. It was a good thing, because on February 23, 1836, General Antonio Lopez de Santa Anna, the self-proclaimed ruler of Mexico, arrived with an army many times greater than the Texans had. Santa Anna had called himself the “Napoleon of the Americas” and he thought that he could quickly overcome this little band of men in the old mission. But he was wrong. The Texans, under William B. Travis, were prepared and the little garrison of around 150 men were determined to fight desperately until reinforcements came.

The Mexicans attacked but were repulsed over and over again. They lay siege to the little fort after it was seen that they couldn’t break in quickly. Travis sent out swift messengers to ask for help and on the eighth day of the siege, a small band of about thirty-two men was able to break through and join the defenders. This boosted the spirits and fighting strength of the defenders. Already amongst them were several famous characters. Jim Bowie was one of these, famous for his knife-fighting skills. Some Americans had also arrived, including Davy Crockett, the well known frontiersman.

The gallant defenders continued to hold out until nearly two weeks were up. On March 6th, the thirteenth day of the siege, Santa Anna unleashed a huge attack on the Alamo. Again and again the Mexicans were driven back, and again and again they rallied and attempted to scale the walls. Finally, they forced their way into the fort and havoc broke out. The Texans knew that no mercy would be shown, for Santa Anna intended to deal ruthlessly with all he came in contact with. One by one, the brave men fell until nearly everyone lay dead. A very few were allowed to live and were sent to bring tidings to the rest of the People’s Army. It is said that one hundred and eighty-nine Texans fell in the brave defense. The number of Mexicans that died is not certain; numbers vary anywhere from six hundred to sixteen hundred.

This seeming defeat caused many Texans to leave the immediate area and move closer to the American border, but the remaining fighting men were inspired by the story of the brave defense, and the news of the slaughter enraged their hearts. The movement of Santa Anna’s army continued to drive the Texans back, but on April 21st, learning that Santa Anna was ahead of his army and exposed, General Sam Houston led the People’s Army in a triumphant victory over Santa Anna’s little group of men and captured the pompous general himself. This was a fatal blow for the Mexicans and soon after this Santa Anna negotiated the withdrawal of his troops and made Texas a free state.

The Lone Star State, as it has been called, elected Sam Houston as its first President. There was much debate and discussion in Washington before Texas could be allowed to enter the Union. It would be a slave state and this meant the balance had to be measured and evened out again. Despite these issues, Texas would be admitted to the Union on December 29, 1845, several years after her heroic struggle for independence.



1) PENMANSHIP “McGuffey Rules”:

Complete copywork page M-1-12. Three-hole punch and store in your notebook.

2) NOTEBOOK TIMELINE:

For Lesson 12, color, cut, and place the following figures:

States to Achieve Statehood in the 1790s, Ohio Achieves Statehood, States to Achieve Statehood in the 1810s, Florida Cession, States to Achieve Statehood in the 1820s, Missouri Compromise, States to Achieve Statehood in the 1830s, Samuel Houston, The Alamo, Antonio López de Santa Anna, Davy Crockett, States to Achieve Statehood in the 1840s, California Achieves Statehood in 1850

3) THE 19th-CENTURY SONGBOOK: “America” and “The Yellow Rose of Texas”

Although the lyrics to *America* were written by Samuel Francis Smith, the melody was derived from England’s national anthem, “God Save the King,” even though he discovered it in a German Patriotic song book. Check it out! While you are looking up history on that song, take a look for the history behind “The Yellow Rose of Texas.” And while the author is unknown, the person who made it a song around twenty years later is also a mystery!

SUPPLIES: - 1 copy of M-1-46 and M-1-47 on white or colored paper
- colored pencils

DIRECTIONS:

1. Color the illustrations on *America* and *The Yellow Rose of Texas*.
2. Research the tunes and learn the words!

Three-hole punch and store in your notebook behind previous songs.

4) REMEMBER THE ALAMO!:

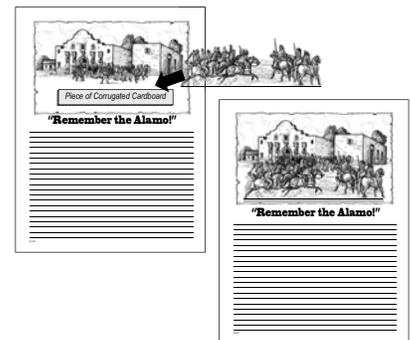
This project allows you to write a paragraph about the Battle of the Alamo and the brave men who lost their lives that day, while also presenting a small diorama of the battle.

SUPPLIES: - 1 copy of M-12-1 and M-12-2 on white or ivory card stock
- scissors - 1 piece of corrugated cardboard, 5” x 1/2”
- double-sided sticky tape or glue stick - colored pencils

DIRECTIONS:

1. On the base (M-12-1), research and write a paragraph about the battle. Color in the picture.
 2. Color in and closely cut out the image of the soldiers on horses.
 3. Tape or glue the cardboard to the back of the soldiers.
- Adhere the piece to the bottom portion of the picture on the base.

Three-hole punch and include in your notebook.



5) CONTINUE THE NEWSPAPER “WESTWARD WEEKLY”:

Add an article for “Battle at the Alamo!” to the newspaper, *Westward Weekly*. Include an illustration.



Lesson XIX:

As we cannot read well
what we do not understand,
we need to study what
seems difficult, and look in
a dictionary for the
pronunciation of all hard
words. But it is the
“connection alone” that can
give the “true meaning” of
words as they are found
in a sentence.

RULES of the McGUFFEY
ECLECTIC THIRD READER



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RULES of the McGUFFEY
ECLECTIC THIRD READER

TIMELINE FIGURES - 3



States to Achieve Statehood in the 1790s A.D.



Ohio Achieves Statehood 1803 A.D.



States to Achieve Statehood in the 1810s A.D.



The Florida Cession 1819 A.D.



States to Achieve Statehood in the 1820s A.D.



Missouri Compromise 1820-1821 A.D.



States to Achieve Statehood in the 1830s A.D.



Samuel Houston 1793-1863 A.D.

TIMELINE FIGURES - 4



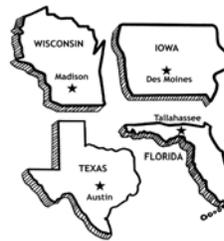
The Alamo
February 24-March 6, 1836 A.D.



Antonio López de Santa Anna
c. 1795-1876 A.D.



Davy Crockett
1786-1836 A.D.



States to Achieve Statehood in the 1840s A.D.



California Achieves Statehood
1850 A.D.

America

Samuel Francis Smith (1831)



My country 'tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From ev'ry mountainside
Let freedom ring

My native country, thee
Land of the noble free
Thy name I love;
I love thy rocks and rills
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
let all that breathe partake
let rocks their silence break,
The sound prolong.

Our fathers' God to thee,
Author of liberty,
To thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by thy might,
Great God, our King.

The Yellow Rose of Texas

“J.K.” (song composed in 1850s),
lyrics written c. 1836, author unknown

There’s a yellow rose in Texas that I am going to see,
No other soldier knows her, no soldier, only me;
She cried so when I left her, it like to broke my heart,
And if I ever find her, we never more will part.

She’s the sweetest rose of color this soldier ever knew,
Her eyes are bright as diamonds, they sparkle like the dew;
You may talk about your dearest May and sing of Rosa Lee,
But the Yellow Rose of Texas beats the belles of Tennessee.

Where the Rio Grande is flowing and the starry skies are bright,
She walks along the river in the quiet summer night;
She thinks if I remember, when we parted long ago,
I promised to come back again and not to leave her so.

Oh, now I’m going to find her, for my heart is full of woe,
And we’ll sing the song together, that we sung so long ago;
We’ll play the banjo gaily, and we’ll sing the songs of yore,
And the yellow rose of Texas shall be mine forevermore.



