

Book: *From Sea to Shining Sea*

Chapter One: Manifest Destiny

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will interpret a quote.
- 2) Students will look at things from a different point of view.

Materials needed:

- ✓ Paper
- ✓ Pens or pencils

Activities:

- 1) After reading chapter 1, the teacher will draw students' attention to Buchanan's quote on page 10.
- 2) Time will be allowed for discussion of the following questions or students will answer, in writing, the following questions:
 1. Do you react to this statement? (For example, do you feel it is arrogant? Do you think there is truth in it?)
 2. How do you think Native Americans felt? Mexicans?
 3. Has the American attitude changed? Explain your answer.

Assessment:

- ✓ Did the student's participation in the class discussion or the written response reflect an understanding of Buchanan's quote?
- ✓ Is the student able to express an opinion and support it?

Book: *From Sea to Shining Sea*

Chapter Two: War with Mexico

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Three to four days as homework

Objectives:

- 1) Students will understand how our language adopts words from other languages.
- 2) Students will conduct research to find words in our language that came from Mexico.
- 3) Students will create a word list of Mexican words we use, including a definition for each word.

Materials needed:

- ✓ Writing materials
- ✓ Spanish/English dictionary

Activities:

- 1) After reviewing text with the class, the teacher should note that in the chapter there are several words that we have adopted from the Mexican people.
- 2) The students should brainstorm other words we have adopted and then look up these words and find the meanings in Spanish. If possible, the teacher should help students find the circumstances under which the words were added to our vernacular.

Assessment:

- ✓ Was the class able to generate a list of words from Mexico?
- ✓ Did the student participate in the brainstorming and research?
- ✓ Were accurate definitions found?

Book: *From Sea to Shining Sea*

Chapter Three: Reasons for the Move West

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will recognize the reasons why settlers moved west.
- 2) Students will write a first-person journal entry that a pioneer might have written.

Materials needed:

- ✓ Writing materials

Activities:

- 1) The teacher will read chapter 3 to the students. As the students listen, they should list the reasons that some people decided to move west.
- 2) Then, students should choose one of these reasons and write a journal entry as a pioneer. The entry should include reason for heading west, the age of the pioneer, the duties the person has, and the fears he/she has about the move. It may include exciting things that happened, people met along the way, or new terrain encountered.

Assessment:

- ✓ Does the journal entry contain factual information about being a pioneer?
- ✓ Does the journal entry contain details that make it feel realistic?

Book: *From Sea to Shining Sea*

Chapter Four: The Oregon Trail

Subject area(s): Social Studies, Home and Careers

Amount of time needed: One to two weeks to prepare, one afternoon to perform

Objectives:

- 1) Students will research games, songs, foods, and crafts of the Oregon Trail.
- 2) Students will re-create some of the activities of the Oregon Trail.
- 3) Students will perform for an audience of parents.

Materials needed:

- ✓ Writing materials
- ✓ Books
- ✓ Sewing supplies
- ✓ Materials for whittling, doll making
- ✓ Songs of the time
- ✓ Musical instruments
- ✓ Ingredients of an Oregon Trail meal

Activities:

- 1) The teacher should read chapter 4 with the students and give several class periods for students to do additional research on the pastimes of the Oregon Trail.
- 2) Then the class should be divided into groups. Each group will choose one activity to represent. Some students will prepare a meal. Others will choose authentic songs to sing. Still others will show games and activities people would have participated in on the trail.
- 3) Invite parents and other classes to join you for an Oregon Trail Day.

Assessment:

- ✓ Is the research well done and the information shown clearly to the audience?
- ✓ Do the demonstrations show effort and accurate information?

Book: *From Sea to Shining Sea*

Chapter Five: Conflicts

Subject area(s): Social Studies, Art, Music, Home and Careers, English Language Arts

Amount of time needed: One week of class time

Objectives:

- 1) Students will understand that each culture brings something to our nation.
- 2) Students will express the importance of cultural differences and the richness they bring to life.

Materials needed:

- ✓ Other research books
- ✓ Computers with Internet access
- ✓ Pen, pencil

Activities:

- 1) The teacher should review the material in chapter 5 with the class and remind students of the different cultures present in the United States in the 1800s (Native American, Chinese, Mexican, African American, European).
- 2) The students should research what each group had to offer the collective American culture. This may include artwork, folktales, food, language, and music.
- 3) Students may present their findings in several ways. They may sing a song, create a piece of artwork, prepare a meal, or tell a folktale.

Assessment:

- ✓ Is there evidence of effort and research?
- ✓ Is the product and presentation done well?
- ✓ Do the presentations contain information about a culture found in America?