Christina School District Assignment Board

Grade Level: 4th

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Clues About the Continents.* Write to tell why you think the author wrote this passage.	Read *Clues About the Continents* again to increase fluency. Answer questions 1-5.	Read *Clues About the Continents* again to increase fluency. Answer questions 6-10.	Read the attached Word Study sheet. Use the words to write your own sentences.	Pronouns are words used in place of nouns. Examples: her, she, you, they, I, he, him, we, them, everybody, everyone, it, etc. Circle the pronouns you find in *Clues About Continents*.
Math	**Shading & Comparing Fractions** *Please complete the activity: Shading & Comparing Fractions. There is a fractions strip page at the end of the packet.*	**Conversion Tables** *Please complete the activity: Conversion Tables pages 1 & 2.*	**Shading & Comparing Fractions Using Half** *Please complete the activity: Shading & Comparing Fractions Using Half.*	**Comparing Fractions with a Number Line** *Please complete the activity: Comparing Fractions with a Number Line*	**Multiplication Review & Fraction Comparisons** *Please complete Multiplication Review & Fraction Comparisons*
Science	**Backyard Volcano?:** Think and write your best answer to the following: Do you think it's possible for a volcano to pop up where you live? Why or why not? Do your best to read the following: The Paricutin Volcano is in the state of Michoacán in Mexico. This volcano is actually one of the Seven Natural Wonders of the World. It is known as a cinder cone volcano; this steep conical shape was created from debris. One	**Volcano Mapping (part 1):** **North America:** **Need:** map and volcano list, pencil, colored pencil or crayon **Do:** Notice each volcano location is written as a number and letter. On the map there are also numbers and letters. Use a colored pencil to find and draw a small triangle to mark the location of each volcano on the map. After double checking the location is correct, use a	**Volcano Mapping (part 2):** **South America:** **Need:** map and volcano list, pencil, colored pencil or crayon **Do:** Follow previous directions using South America map and volcano list	**Volcano Mapping (part 3): Asia:** **Need:** map and volcano list, pencil, colored pencil or crayon **Do:** Follow previous directions using Asia map and volcano list.	**Volcano Mapping (part 4): Australia and Nearby Islands:** **Need:** map and volcano list, pencil, colored pencil or crayon **Do:** Follow previous directions using Australia and Nearby Islands map and volcano list. Write your best answers to the following: a) If you had to describe where the volcanoes are, what would you say? b) Can you draw a path that connects most of the

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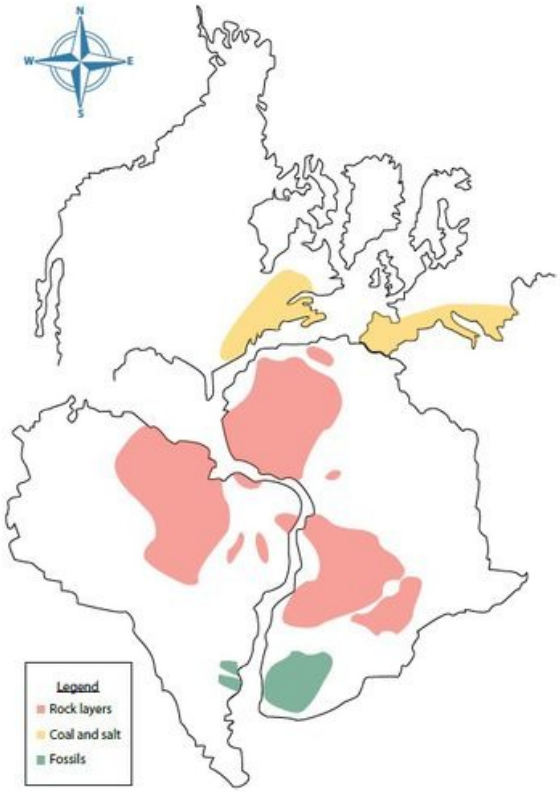
	of the most special things about this Natural Wonder of the World is that humans have been around to witness its activity from the beginning to its extinction. Two weeks before the quick growth of Paricutin, the villagers in the area reported loud rumblings in the ground as well as feeling an earthquake sensation. Dionisio Pulido and his wife were the first people to see the volcanic eruption in February 1943 in their cornfield. Imagine having a volcano in your back garden!	pencil to mark the volcano off the list.			volcanoes on the map? Where would you draw it? ***SAVE Volcano Maps for next week activities***
Social Studies	Complete Activity 6 from the document titled, "Andrew Jackson & Native American Removal" NOTE: You should have this document from last week's Assignment Board Packet.	Complete Activity 1 from the document titled, "Which is Best? Primary vs. Secondary Sources"	Complete Activity 2 from the document titled, "Which is Best? Primary vs. Secondary Sources"	Complete Activity 3, Questions 1, 2, & 3 from the document titled, "Which is Best? Primary vs. Secondary Sources"	Complete Activity 3, Questions 4 & 5 from the document titled, "Which is Best? Primary vs. Secondary Sources"

Clues About the Continents

This text is adapted from an original work of the Core Knowledge Foundation.

As early as the 1400s, 1500s, and 1600s, people studying maps noticed something interesting. They saw that several continents looked as if they might fit together like pieces of a jigsaw puzzle.

Later, during the 1800s and early 1900s, geologists studied rock layers on the continents. They made additional intriguing discoveries. For example, rock layers along the northern and eastern coasts of South America match rock layers along Africa's western coast. Also, deposits of coal and salt in eastern North America are similar to those in southern Europe.



Discoveries of rock layers, as well as coal and salt, indicated that the continents had once been joined.

Geologists found fossils of an ancient fern called *Glossopteris* in similar rock layers in Africa, India, Australia, and South America. They found fossils of an ancient reptile, *Lystrosaurus*, in both southern Africa and India. In South America and Africa, fossils of another ancient reptile, *Cynognathus*, turned up directly across the Atlantic Ocean from each other.

All of these discoveries seemed to indicate that the continents had once been joined-but how? Furthermore, how had they become separated? Several scientists proposed explanations, but they were quite far-fetched. One involved a gigantic eruption from the center of the earth that ripped all the land apart. Another suggested that part of Earth's land broke away to become the moon and what was left became the continents. Few people paid much attention to these ideas. A better explanation was needed, one with evidence to support it. In the early 1900s, Alfred Wegener provided just that.

Enter Alfred Wegener

Born and educated in Germany, Alfred Wegener was interested in many scientific subjects, including weather, astronomy, and cold, polar regions. Around 1910, Wegener read a scientific paper about similar fossils and rock formations found on different continents. He was intrigued by the mystery of the matching continents and he wanted to solve this mystery.

Wegener gathered evidence. He pulled together discoveries made by many other scientists about rock formations, fossils, and mountain ranges. Polar explorers had recently unearthed fossils of *Glossopteris* in Antarctica. Similar fossils had previously been found in other parts of the world. This seemed to indicate that ice-covered Antarctica might once have been joined to South America, Africa, India, and Australia. It also meant that Antarctica had once had a climate warm enough for ferns to grow.

Alfred Wegener

From this evidence, Wegener concluded that all the present-day continents had been joined as one huge landmass long ago. He understood, as with any new discovery, that his conclusions might be altered or challenged in the future by more evidence. Nonetheless, he believed that the existing evidence supported his conclusions.

Name: _____ **Date:** _____

1. Long ago, when people studied maps, what did they notice?

A. The continents all looked as though they were the same shape and size.

B. Fossils of the same kind of lizard could be founde in India and Africa.

C. Rock layers from Eastern South America matched rock from Western Africa.

D. The continents looked as though they could fit together, like a puzzle.

2. This text lists and describes the evidence scientists used to conclude that the continents were once joined. What is one piece of evidence scientists used to prove this idea?

A. There was a gigantic volcanic eruption that caused the continents to split apart across the Atlantic Ocean.

B. Fossils of an ancient reptile called *Lystrosaurus*, were found in Southern Africa and India.

C. Parts of Earth's land broke off to become the moon and the land that was left became the continents.

D. Scientists discovered fossils of ancient ferns that could survive in the freezing temperatures.

3. The text says, "In South America and Africa, fossils of another ancient reptile, *Cynognathus*, turned up directly across the Atlantic Ocean from each other." What conclusion can be drawn based on this evidence?

A. Long ago, the place where the fossils were found in South America was connected to the part of Africa where the fossils were found.

B. Long ago, the ancient lizard *Cynognathus* was able to swim across entire oceans and survive in vastly different lands.

C. Long ago, South America and Africa were connected, but they separated before the time that *Cynognathus* lived.

D. Long ago, the separation of the continents caused the death of many ancient animals, like *Cynognathus*.

4. Antarctica once had a climate warm enough for ferns to grow there. What evidence from the text best supports this conclusion?

A. "...ice-covered Antarctica might once have been joined to South America, Africa, India, and Australia."

B. "Polar explorers had recently unearthed fossils of [the ancient fern]*Glossopteris* in Antarctica."

C. "Similar fossils had previously been found in other parts of the world."

D. "...Wegener read a scientific paper about similar fossils and rock formations found on different continents."

5. What is the main idea of this text?

A. Alfred Wegener was obsessed with learning the truth about the continents, dinosaurs and ancient plants.

B. Scientists have been studying ancient plants and animals that can survive both tropical and Antarctic climates.

C. Alfred Wegener gathered evidence from many scientists' discoveries to conclude that the continents were one landmass long ago.

D. Several ancient lizard species were excellent swimmers and crossed the Atlantic Ocean several times.

6. Please read the following sentences from the passage.

"All of these discoveries seemed to indicate that the continents had once been joined-but how? Furthermore, how had they become separated? Several scientists proposed **explanations**, but they were quite far-fetched. [...] Few people paid much attention to these ideas. A better **explanation** was needed, one with evidence to support it."

Based on the text, what does the word **explanation** most closely mean?

A. an idea about why something is a certain way

B. an exploration of a new or unfamiliar land

C. a mystery that cannot be solved

D. evidence that supports a certain idea

7. Please choose the answer that best completes the sentence below.

Alfred Wegener wanted to solve the mystery of the matching continents, _____ he gathered evidence.

A. however

B. until

C. so

D. but

8. What evidence did Wegener use to help him conclude that the continents had been joined together? Support your answer with at least two examples from the text.

_____

_____

_____

9. The passage says that before Alfred Wegener, some people thought that part of Earth's land broke away to become the moon and other people thought the continents were blown apart by a gigantic eruption. However, few people paid attention to these ideas. Why did many people ignore them?

_____

_____

_____

10. The passage says that Alfred Wegener collected enough evidence to convince him that the continents were joined together long ago. However, "He understood, as with any new discovery, that his conclusions might be altered or challenged in the future by more evidence."

Why is it important for scientists to support their conclusions with solid evidence? Support your answer with details from the text.

Word Study Warm Up (1-2 minutes)

Words with the VCCV pattern can have two consonants that stand for one sound or that form a cluster. A short vowel sound in the first syllable means divide after the two consonants. A long vowel sound or a schwa sound means divide before the consonants.

machine	bracket	rather
achieve	whiskers	apron
clothing	declare	chicken

Fluency sentences (1-2 minutes)

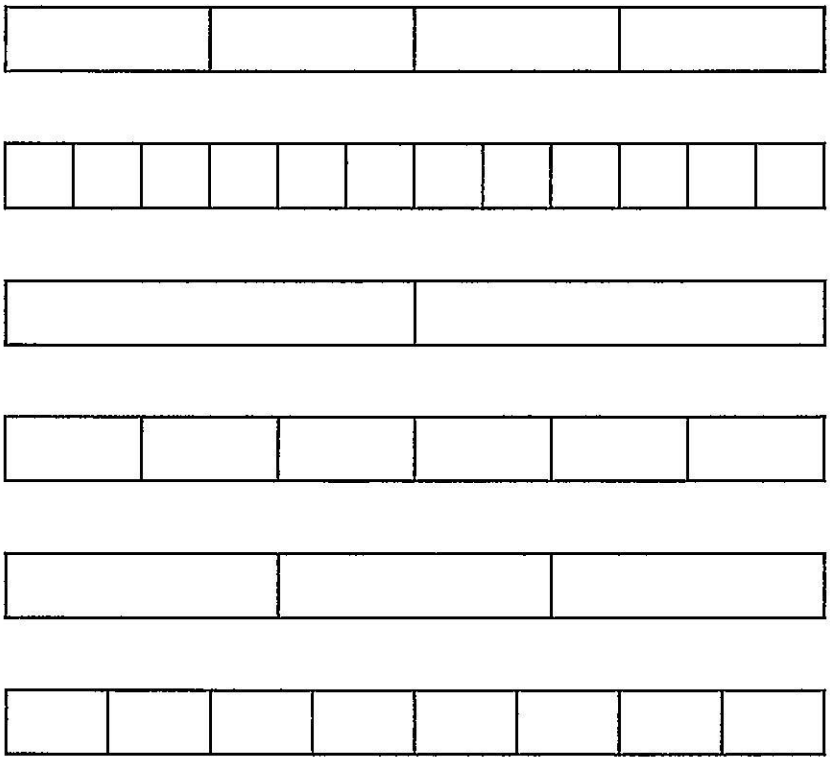
1. A lawn mower is a machine.
2. More than one bracket holds up that shelf.
3. He would rather sleep than go outside.
4. I was able to achieve my reading goal.
5. My cat has long whiskers.
6. I wear an apron when I cook.
7. This store sells men's clothing.
8. Who will declare the winner?
9. The chicken ate all of the grain.

NAME | DATE

Shading & Comparing Fractions

1 Shade in a bar below to show each fraction. Write the fraction you shaded beside each bar.

$\frac{9}{12}$ $\frac{2}{3}$ $\frac{5}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{6}{8}$



2 Which fraction above is the greatest, and which is the least? Write a comparison statement using < or > to show.

3 Which two fractions above are equivalent fractions? Explain how you know.

NAME | DATE

Conversion Tables page 1 of 2

1 Complete the table below and record at least two mathematical observations about the rule and relationship between the measurement conversions.

Meters (m)	Centimeters (cm)
1 m	100 cm
2 m	
	300 cm
4 m	
	500 cm
	600 cm
7 m	

I noticed:

2 A very large bag of frozen vegetables weighs 64 ounces (oz.). How many pounds (lb.) is this? Create a table to show your thinking.

Ounces (oz.)	Pounds (lb.)
16 oz.	1 lb.

Show your thinking another way.

(continued on next page)

NAME _____ | DATE _____

Conversion Tables page 2 of 2

3 Solve the conversion problems below. Show your work for each one.

6 ft 7 in = _____ in.	30 ft = _____ yd. _____ ft.
1 yd 2 ft = _____ ft.	32 in = _____ ft. _____ in.
2 ft 4 in = _____ in.	8 ft 6 in = _____ inches

4 Draw a line from each statement on the left to the multiplication equation on the right that matches. Then solve the multiplication equation.

My sister is 4 feet tall. Her height in inches is 12 times as much as 4.

$100 \times 3 =$ _____

My cat weighs 12 pounds. His weight in ounces is 16 times as much as 12.

$12 \times 4 =$ _____

Our rug is 3 meters wide. Its width in centimeters is 100 times as much as 3.

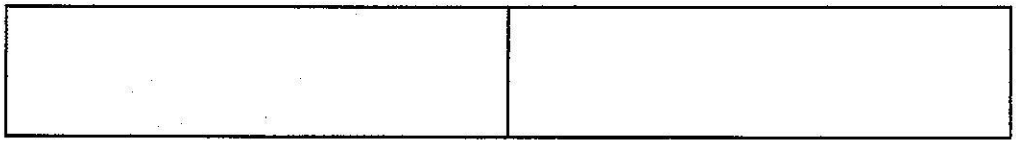
$16 \times 12 =$ _____

5 **CHALLENGE** There are 5,280 feet in a mile. Write your own comparison statement to match this multiplication equation: $5{,}280 \times 24$. Then solve the equation.

NAME | DATE

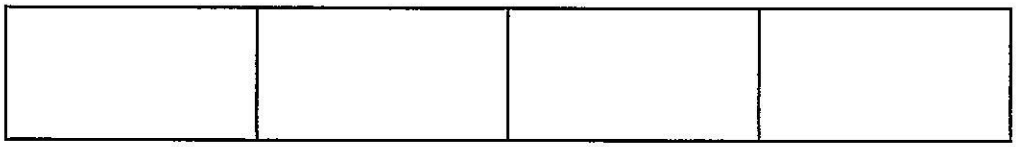
Shading & Comparing Fractions Using Half

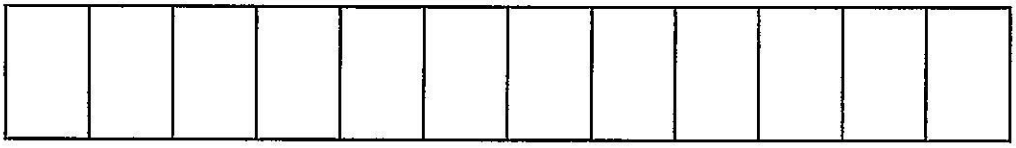
This bar shows $\frac{1}{2}$.

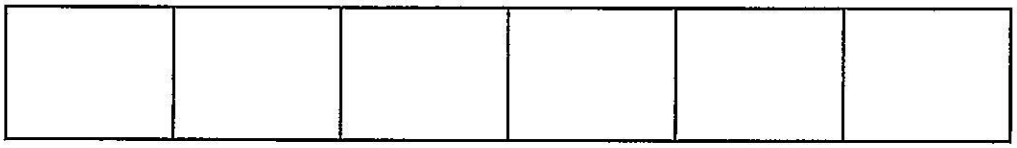


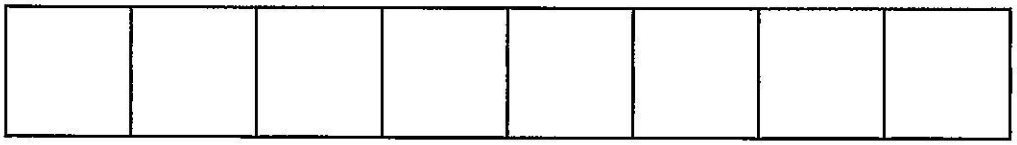
1 Shade in some of each bar below to show five fractions. Make them so that no two of your fractions are equivalent to each other.

2 Next to each bar, write the fraction that describes your work, then use <, =, or > to show how the fraction you shaded compares to $\frac{1}{2}$.

 ___ $\frac{1}{2}$

 ___ $\frac{1}{2}$

 ___ $\frac{1}{2}$

 ___ $\frac{1}{2}$

 ___ $\frac{1}{2}$

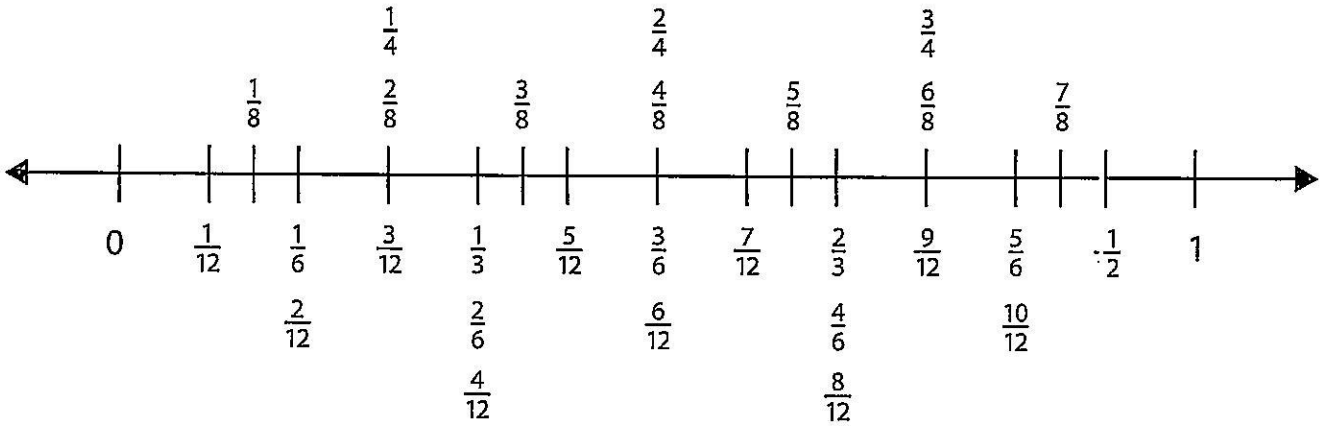
3 Write your five fractions in order from least to greatest.

_____ _____ _____ _____ _____

NAME | DATE

Comparing Fractions with a Number Line

Use this number line to help you solve the problems and answer the questions below.



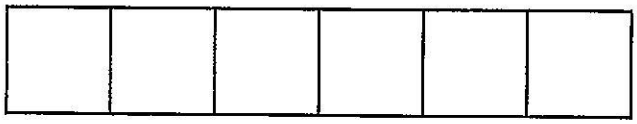
1 Use what you know about how each fraction compares to 1 to complete these comparisons with <, =, or >.

$\frac{5}{6}$ $\frac{11}{12}$ $\frac{5}{6}$ $\frac{7}{8}$ $\frac{11}{12}$ $\frac{7}{8}$ $\frac{7}{8}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{6}$

2 Use what you know about how far each fraction is from 0 to complete these comparisons with <, =, or >.

$\frac{1}{6}$ $\frac{1}{12}$ $\frac{1}{6}$ $\frac{3}{8}$ $\frac{1}{12}$ $\frac{3}{8}$ $\frac{3}{8}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{6}$

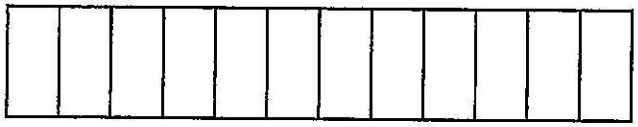
3 On this bar, shade in $\frac{4}{6}$.



4 Use this bar to show how many thirds are equal to $\frac{4}{6}$. Then write an equation to show.

____ = ____

5 Use this bar to show how many twelfths are equal to $\frac{4}{6}$. Then write an equation to show.



____ = ____

NAME _____ | DATE _____

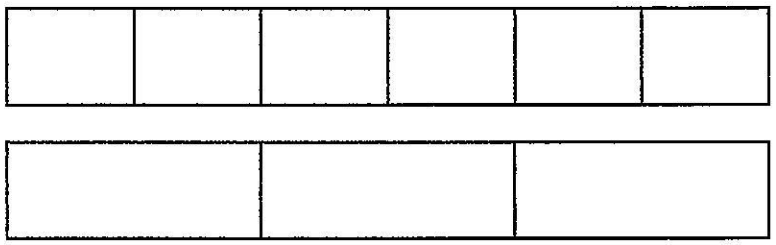
Multiplication Review & Fraction Comparisons page 1 of 2

1 Complete the multiplication problems.

3	3	8	6	3	4	2
× 4	× 3	× 2	× 3	× 8	× 6	× 6

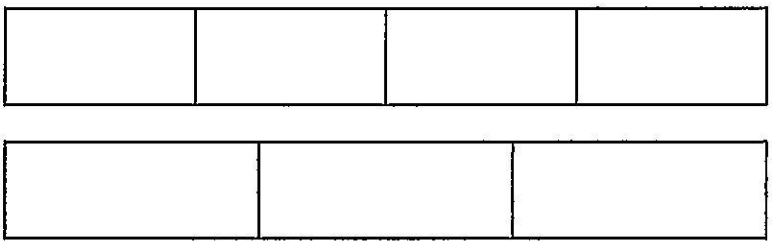
2 Represent each fraction on a bar. Then complete each statement with <, >, or = to compare the fractions.

ex



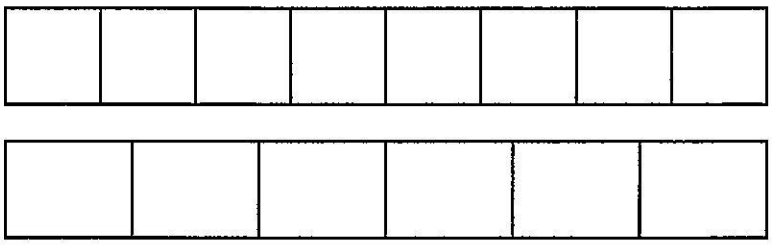
$\frac{5}{6} \_\_ \frac{2}{3}$

a



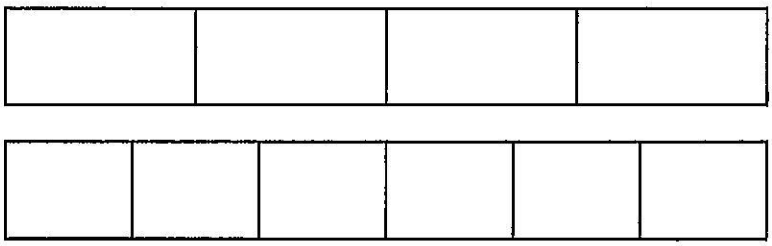
$\frac{3}{4} \_\_ \frac{2}{3}$

b



$\frac{2}{8} \_\_ \frac{1}{6}$

c



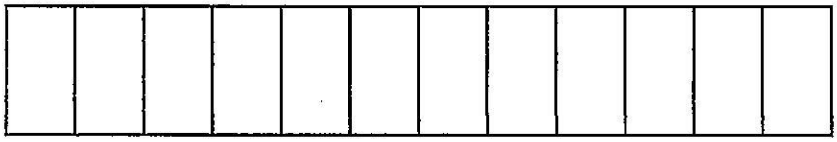
$\frac{3}{4} \_\_ \frac{5}{6}$

(continued on next page)

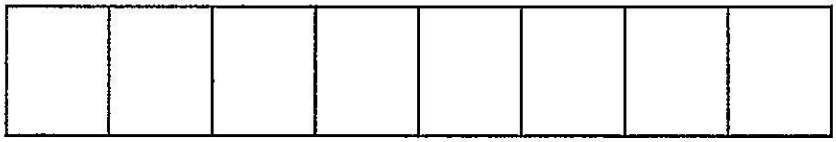
NAME | DATE

Multiplication Review & Fraction Comparisons page 2 of 2

3 Use one of the bars below to show a fraction equivalent to $\frac{3}{4}$. Use the other bar to show a fraction equivalent to $\frac{2}{3}$. Think carefully about which bar you'll use for each fraction. Write an equation beside each bar to show the equivalence.



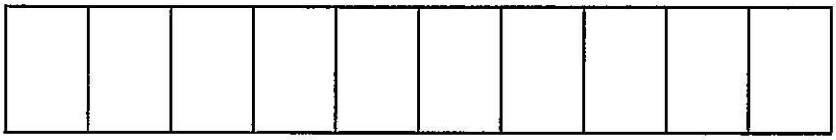
___ = ___



___ = ___

4a **CHALLENGE** Use one of the bars below to show a fraction equivalent to $\frac{4}{5}$. Use the other bar to show a fraction equivalent to $\frac{6}{8}$. Think carefully about which bar you'll use for each fraction. Write an equation beside each bar to show the equivalence.

___ = ___



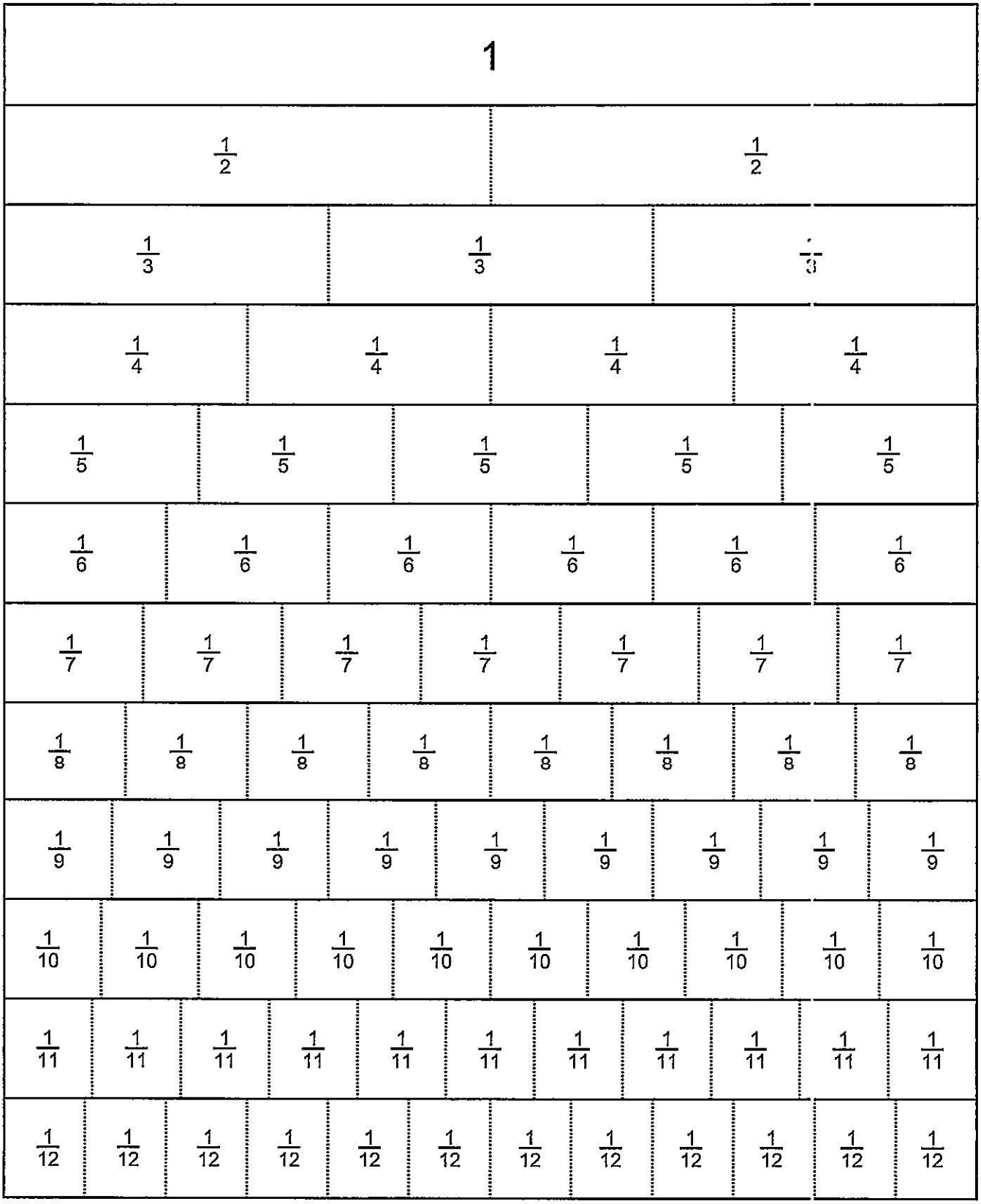
___ = ___

b Draw lines on the bars above to show $\frac{6}{8}$ and $\frac{4}{5}$ with common denominators, and rewrite them here with the common denominator.

$\frac{6}{8}$ = _____ $\frac{4}{5}$ = _____

c Which fraction is larger, $\frac{6}{8}$ or $\frac{4}{5}$? How do you know?

Fraction Strips (to twelfths labelled)

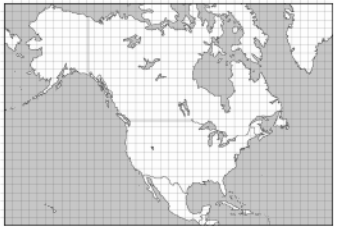


North America Map: Volcano List

Name: _____

Name: _____

1). Make sure you have the map that goes with this page. It should look like this:



2). Read the location of each volcano out loud so your partner can draw them on the map. *After* each is done, put a checkmark in the box.

Added to map?	Location	Name of Volcano	Country	Year Last Erupted
▢	**6, Y**	Kilauea	Hawaii, USA	2015
▢	**16, R**	Lassen Peak	California, USA	1915
▢	**17, S**	Mammoth Mountain	California, USA	1400
▢	**5, K**	Mount Aniakchak	Alaska, USA	1931
▢	**1, M**	Mount Cleveland	Alaska, USA	2014
▢	**7, H**	Mount Redoubt	Alaska, USA	2009

Switch jobs with your partner now so you get a chance to map and they get a chance to announce.

▢	**15, O**	Mount St. Helens	Washington, USA	2008
▢	**9, G**	Mount Wrangell	Alaska, USA	1999
▢	**24, Z**	Pacaya	Guatemala	2013
▢	**21, Y**	Parícutin	Mexico	1952
▢	**22, Y**	Popocatepetl	Mexico	2015
▢	**18, W**	Tres Virgines	Mexico	1857

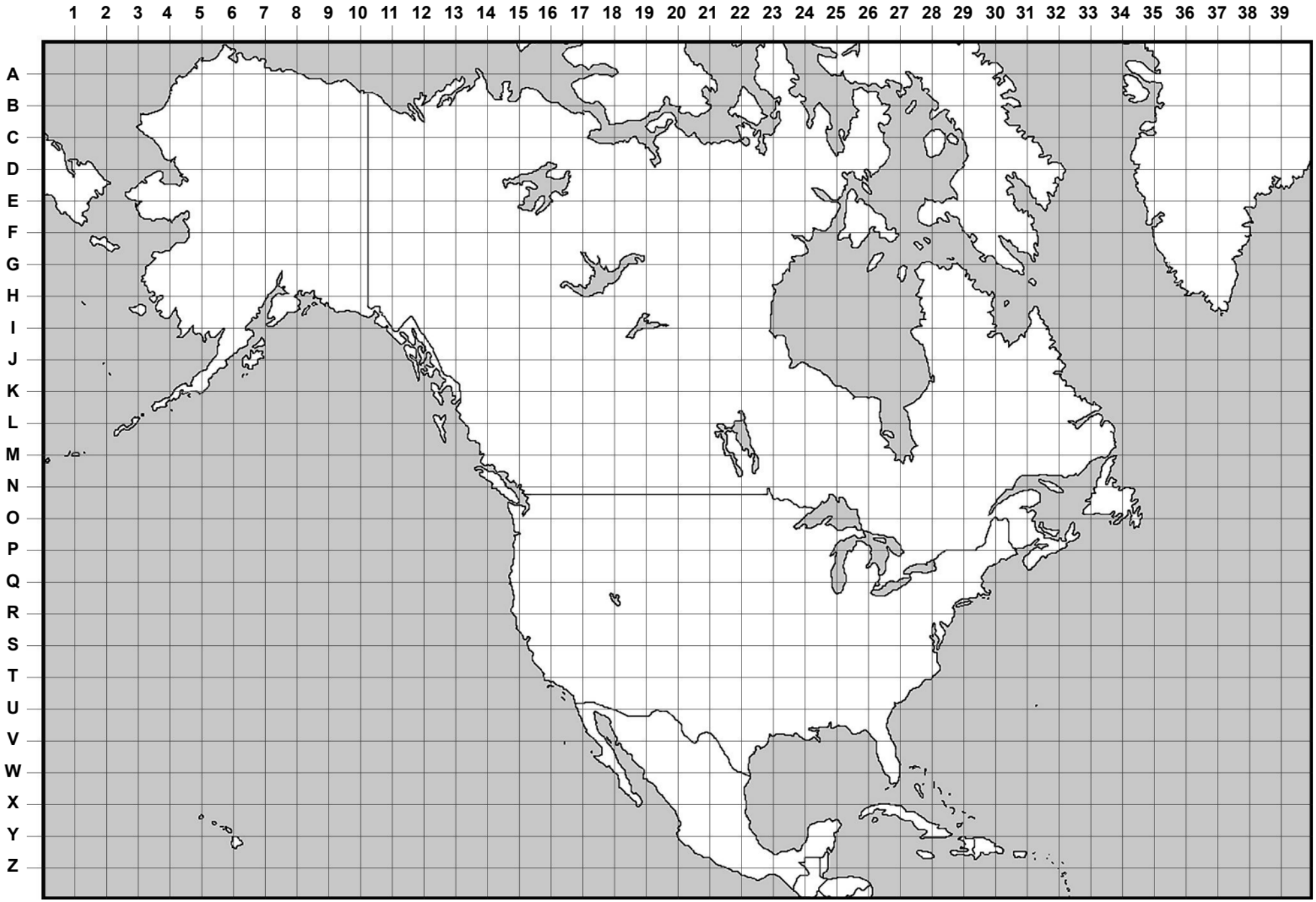
North America Map

Name: _____

Name: _____

MYSTERY science

The Birth of Rocks | Mystery 1

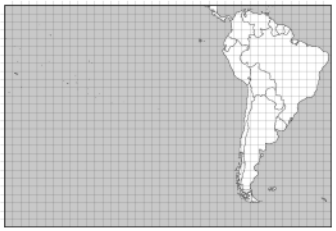


South America Map: Volcano List

Name: _____

Name: _____

1). Make sure you have the map that goes with this page. It should look like this:



2). Read the location of each volcano out loud so your partner can draw them on the map. *After* each is done, put a checkmark in the box.

Added to map?	Location	Name of Volcano	Country	Year Last Erupted
▢	**29, V**	Burney	Chile	1910
▢	**29, Q**	Copahue	Chile	2012
▢	**29, T**	Mount Hudson	Chile	1991
▢	**28, C**	Nevado del Ruiz	Colombia	2012
▢	**29, P**	Planchón-Peteroa	Chile	2010
▢	**30, L**	Pular	Chile	1990

Switch jobs with your partner now so you get a chance to map and they get a chance to announce.

▢	**28, D**	Reventador	Ecuador	2014
▢	**29, I**	Sabancaya	Peru	2013
▢	**30, K**	San Pedro	Chile	1960
▢	**26, A**	Turrialba	Costa Rica	2015
▢	**30, J**	Wallatiri	Chile	1985
▢	**24, D**	Wolf	Galápagos, Ecuador	2015

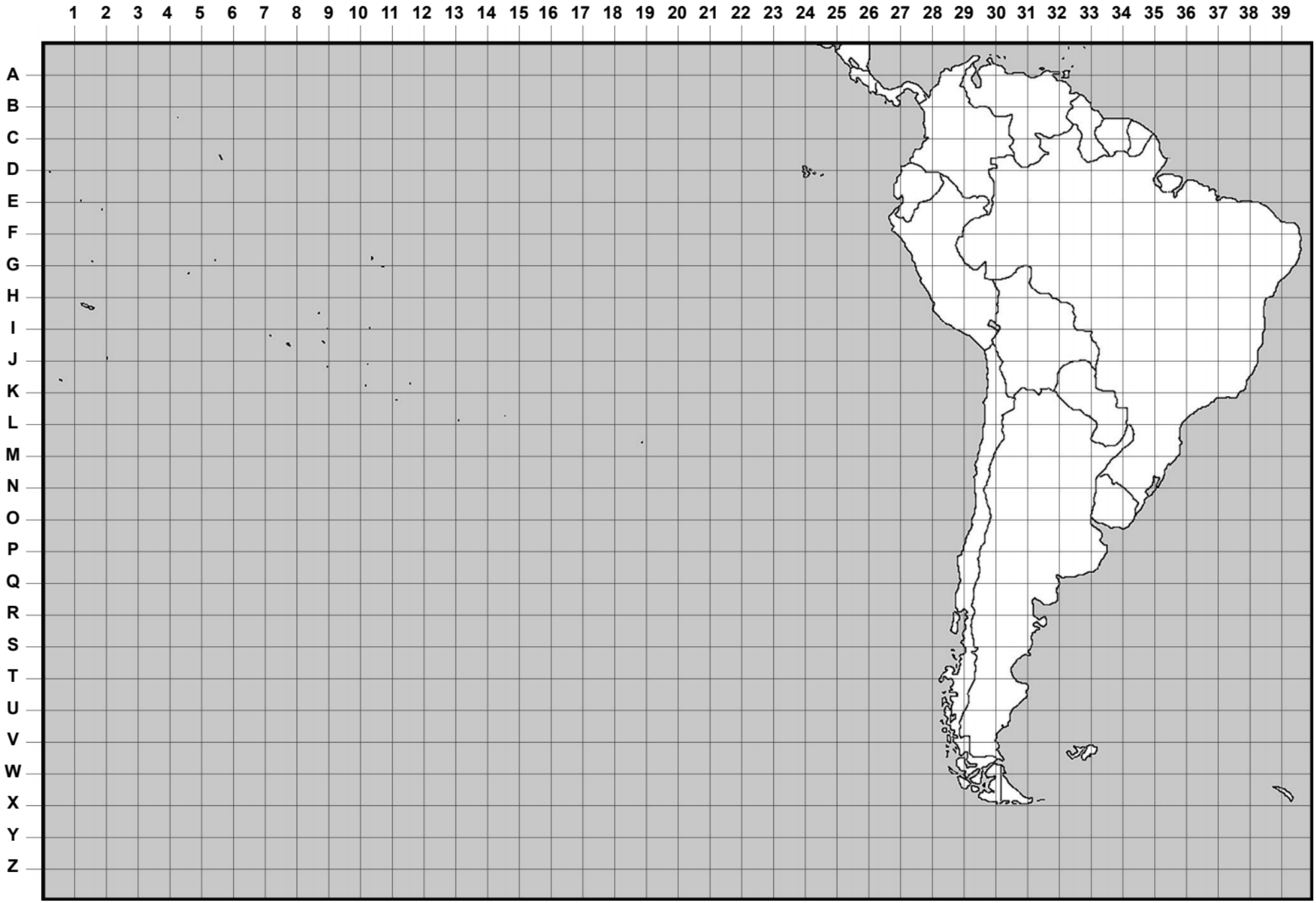
South America Map

Name: _____

Name: _____

MYSTERY science

The Birth of Rocks | Mystery 1

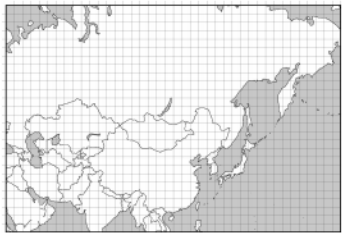


Asia Map: Volcano List

Name: _____

Name: _____

1). Make sure you have the map that goes with this page.
It should look like this:



2). Read the location of each volcano out loud so your partner can draw them on the map. *After* each is done, put a checkmark in the box.

Added to map?	Location	Name of Volcano	Country	Year Last Erupted
▢	**32, N**	Chirinkotan	Russia	2013
▢	**31, P**	Chirpoi	Russia	2013
▢	**39, M**	Gareloi Volcano	Alaska, USA	1989
▢	**23, X**	Guishan Island	Taiwan	1795
▢	**34, J**	Klyuchevskaya Sopka	Russia	2015
▢	**33, L**	Koryaksky	Russia	2008

Switch jobs with your partner now so you get a chance to map and they get a chance to announce.

▢	**34, K**	Kronotsky	Russia	1923
▢	**26, T**	Mount Aso	Japan	2004
▢	**28, T**	Mount Fuji	Japan	1707
▢	**29, Q**	Mount Meakan	Japan	2008
▢	**26, U**	Sakura-jima	Japan	2013
▢	**34, L**	Zhupanovsky	Russia	2015

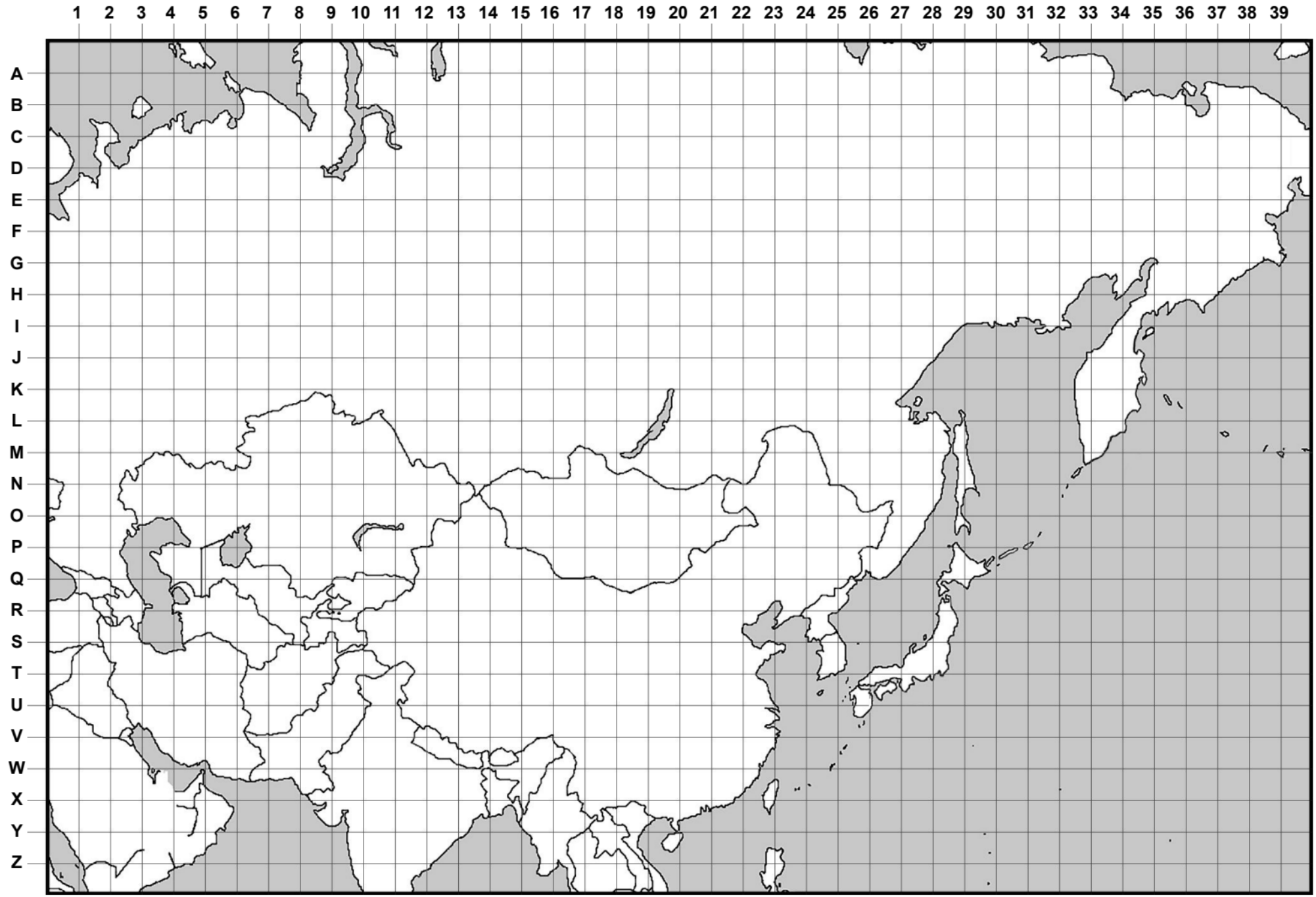
Asia Map

Name: _____

Name: _____

MYSTERY science

The Birth of Rocks | Mystery 1

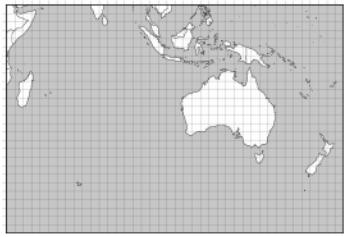


Australia & Nearby Islands Map: Volcano List

Name: _____

Name: _____

1). Make sure you have the map that goes with this page.
It should look like this:



2). Read the location of each volcano out loud so your partner can draw them on the map. *After* each is done, put a checkmark in the box.

Added to map?	Location	Name of Volcano	Country	Year Last Erupted
▢	**32, F**	Bagana	Papua New Guinea	2006
▢	**23, G**	Egon	Indonesia (Java)	2005
▢	**31, F**	Garbuna Group	Papua New Guinea	2005
▢	**18, E**	Kaba	Indonesia (Sumatra)	2000
▢	**24, A**	Kanlaon	Philippines	2006
▢	**30, F**	Manam	Papua New Guinea	2006

Switch jobs with your partner now so you get a chance to map and they get a chance to announce.

▢	**21, G**	Merapi	Indonesia (Java)	2010
▢	**38, Q**	Mount Tongariro	New Zealand	2012
▢	**19, F**	Papandayan	Indonesia (Java)	2002
▢	**22, G**	Rinjani	Indonesia (Java)	2004
▢	**17, D**	Sinabung	Indonesia (Sumatra)	2014
▢	**24, D**	Soputan	Indonesia (Java)	2007

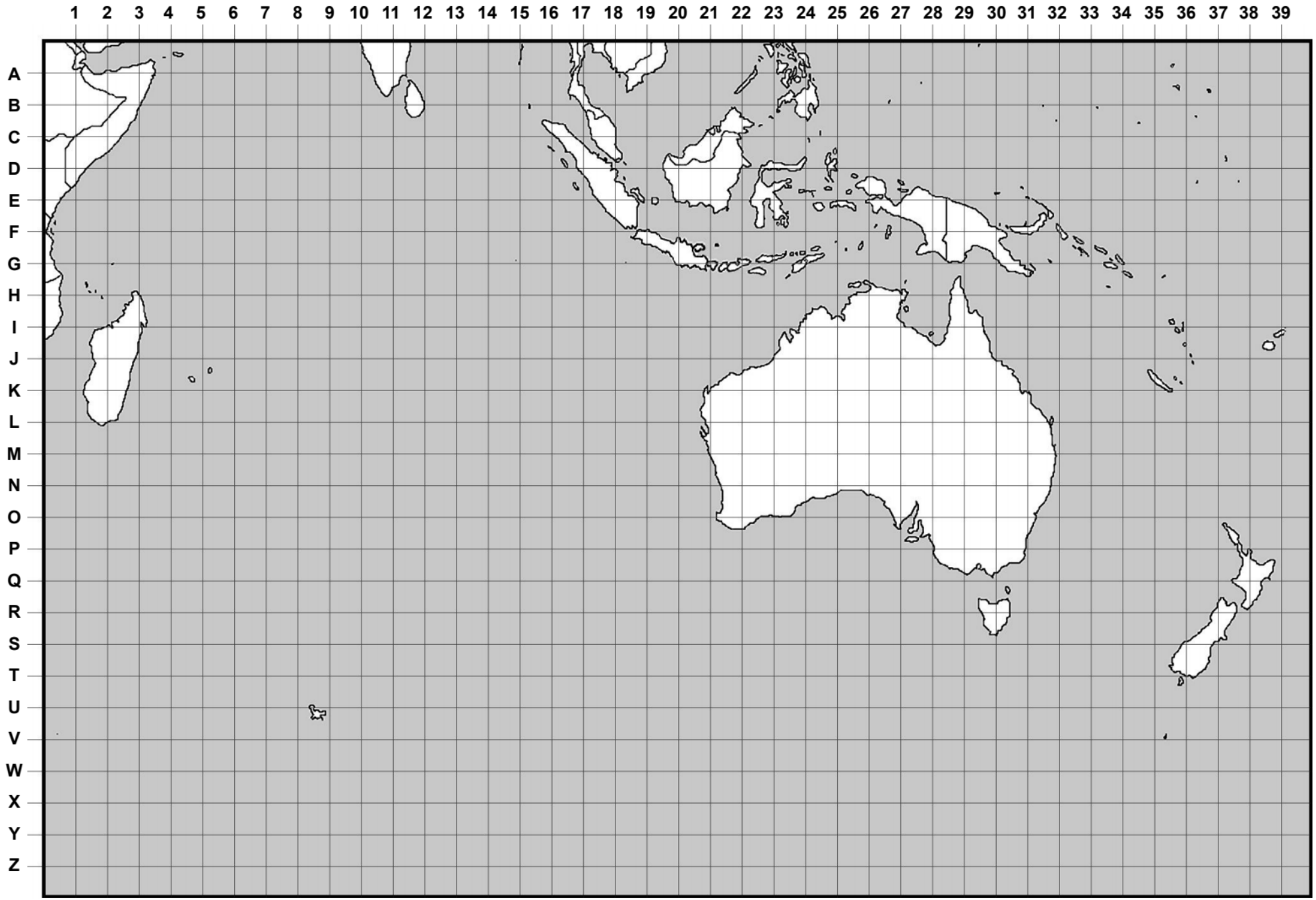
Australia & Nearby Islands Map

Name: _____

Name: _____

MYSTERY science

The Birth of Rocks | Mystery 1



Which is Best? Primary vs. Secondary Sources

Standard Benchmark	History 2a: Students will draw historical conclusions and construct historical accounts from primary and secondary sources.
Grade Band	4-5
Vocabulary	Primary Source, Secondary Source, Credible

~Modified by CSD for use at home~

Which is Best?

The Matchup: Primary Sources versus Secondary Sources

In one corner we have the primary source. The **primary source** thinks it is the best source when studying history because it refers to original events, documents and/or artifacts. This means the people or items were really there. Primary sources include: newspaper articles, photographs, diaries and artifacts (for example, Aztec pottery) (Slater). Primary sources also think they are better than secondary sources because they are analyzed and interpreted to create secondary sources.

In the other corner is the secondary source. Secondary sources often feel left out when students study and talk about history. They feel as if they are always in the shadow of the primary source. However, **secondary sources** have a right to feel superior because they often provide context and vital background information to allow students and historians to understand primary sources. "Secondary sources are mostly documents written after an event has occurred, providing secondhand accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts". Some examples of secondary sources are: journal and magazine articles, news reports, encyclopedias, textbooks and books. Unlike primary sources, which usually only give one perspective on a topic or event, secondary sources often compile several primary and secondary sources to give the reader better understanding of the topic at hand. As a result, secondary sources feel as if they have the upper hand when studying history.

Which source is best? Ultimately, both primary and secondary sources are beneficial to the study of history; however, there are several things historians and students of history must keep in mind when studying any source. Every source is impacted by the perspective and point of the view of the author, even photographs and videos. When using any source historians must keep in mind credibility and bias, as well as the purpose, perspective, or point of view for which they were constructed. Both primary and secondary sources provide important facts and the art of history is weaving it all together.

Reference: Slater, R. (2013, February 2). Finding Secondary Sources. Retrieved August 30, 2015.

Primary and Secondary Sources

ACTIVITY 1:

Directions: After reading Primary versus Secondary Sources, fill out the chart and questions below.

Primary Sources	**Secondary Sources**
Definition:	
Examples:	
CAUTION: Things to keep in mind when using this source	
When would using a primary source be best?	When would using a secondary source be best?

Evaluating Sources

ACTIVITY 2:

Directions: Evaluate which source is more credible (believable) to answer the historical question. After reading the sources answer the questions on a separate sheet of paper. *Adapted from the Stanford History Education Group.*

Historical Question 1: Who was present as the signing of the Declaration of Independence?

- Source 1: Hollywood movie about the American Revolution made in 2001.
- Source 2: Book written by a famous historian who is an expert on the American Revolution, published in 1999.

1. Which is more credible? Why?

Historical Question 2: Why did people believe a Bill of Rights was not needed in the Constitution?

- Source 1: The diary entry from a farmer in 1800.
- Source 2: A famous historians book about the Bill of Rights.

2. Which source is more credible? Why?

Historical Question 3: What was slavery like in South Carolina?

- Source 1: Interview with a former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.
- Source 2: Interview with a former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

3. Which is more credible? Why?

Historical Question 4: Why were the Native Americans forced to move off their land?

- Source 1: The government explaining why Native Americans were forced off their land from the 1840s .
- Source 2: Government report on Native American relocation from 1983 based on declassified (once secret) government documents.

4. Which is more credible? Why?

5. When might you want to use a primary source instead of a secondary source?
6. When might you want to use a secondary source instead of a primary source?

ACTIVITY 3

Use the sources from last week's packet to complete the following information:

Reminder:

- **DOCUMENT A:** Andrew Jackson's 1830 message to Congress concerning Indian Removal.
- **DOCUMENT B:** An excerpt from a letter from President Andrew Jackson to the Cherokee Nation about the benefits of voluntary removal, March 16, 1835.
- **DOCUMENT C:** An excerpt of a compilation of population and personal-property statistics for the Cherokee Nation as printed in *The Cherokee Phoenix*, June 18, 1828.
- **DOCUMENT D:** An excerpt from "Memorial and Protest of the Cherokee Nation," written by John Ross and sent to the U.S. Congress on June 21, 1836.
- **DOCUMENT E:** Excerpts from "The Trail of Tears" from https://www.history.com/topics/native-american-history/trail-of-tears, February 21, 2020

1. Which documents are primary source documents? Explain how you know.
2. Which documents are secondary source documents? Explain how you know.
3. If we want to know if the Native Americans truly agreed with their removal from their homelands in Georgia, North Carolina, Alabama and Tennessee, can we simply look at one of the primary sources, especially Document A or Document B? Why or Why not?
4. Why are primary sources not always the better source to use over secondary sources? Explain.
5. Which sources gives an overall view of what actually happened? Is this a primary or secondary source?