

# Christina School District Assignment Board

Grade Level: 5th

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>ELA</b>	Read <i>How to Overcome Shyness</i> . Write to tell what you learned after reading this text.	Read <i>How to Overcome Shyness</i> again to increase fluency. Answer questions 1-5.	Read <i>How to Overcome Shyness</i> again to increase fluency. Answer questions 6-9.	Read the attached Word Study sheet. Use the words to write your own sentences.	Irregular plural nouns are those that do not follow the same rules as regular plural nouns, for example, babies. Circle the irregular plural nouns you find in <i>How to Overcome Shyness</i> .
<b>Math</b>	<b>Problem String: Partial Quotients</b> Write down each problem in the problem string. Solve each problem. What do you notice? What do you wonder? How do the first problems help to solve the others? 1. Mary bought 36 stamps that had 6 stamps on each page. How many pages did she buy? $36 \div 6$ 2. Mary bought 360 stamps that had 6 stamps on each page. How many pages did she buy? $360 \div 6$ 3. Mary bought 30 stamps that had 6 stamps on each page. How many pages did she buy? $30 \div 6$ 4. If there are 390 stamps and there are 6 stamps per page, how many pages are there? $390 \div 6$ 5. $330 \div 6$ 6. $30 \div 15$ 7. $300 \div 15$	<b>Problem String: Partial Products &amp; Partial Quotients Part 1</b> Write down each problem in the problem string. Solve each problem. What do you notice? What do you wonder? How do the first problems help to solve the others? 1. $280 \div 14$ 2. $28 \div 14$ 3. $308 \div 14$ 4. $252 \div 14$	<b>Problem String: Partial Products &amp; Partial Quotients Part 2</b> Write down each problem in the problem string. Solve each problem. What do you notice? What do you wonder? How do the first problems from yesterday help to solve the others? 1. $2800 \div 14$ 2. $3052 \div 14$ 3. $2786 \div 14$ 4. $462 \div 22$	<b>More Array Work</b> <i>Please complete the activity: More Array Work pages 1 &amp; 2.</i>	<b>Roll Five &amp; Ratio Tables</b> <i>Please complete the activity: Roll Five &amp; Ratio Tables</i>

### Christina School District Assignment Board

	8. $270 \div 15$ 9. $330 \div 15$ ** 10. $161 \div 7$				
<b>Science</b>	<b>Chemical Reactions:</b> Think: Any time there is a chemical reaction, a new substance is created. When you react some metals, such as copper, with acid, a powdery substance is created. One property of these powders is that they can turn a flame different colors. Think and write: What could you do with powders that cause different colored flames? (HINT: 4th of July). Chemical reactions actually happen all the time in the everyday world. Every time you eat, your body used chemical reactions to break down food into energy. Other examples include metal rusting, wood burning, batteries producing electricity, and photosynthesis in plants. Write down as many other examples of everyday chemical reactions as you can. Be sure to include what the reaction produces.	<b>The Great Goo Experiment (part 1):</b> <b>Need:</b> See Activity Prep sheet for supplies. <b>Do:</b> Cover workspace to protect from spills. Lay page with dark boxes on table. Cover with wax paper. Practice using straw to put only one drop on practice squares (line up line on straw to top of water, press finger over end, move to a practice square and lift finger off). When ready, on 1st box put a drop of milk and baking soda. Use clean toothpick to mix. Write down results on 2nd page. If there was a reaction, describe it. If not, write no. Complete all boxes, remembering to use clean toothpicks each time. Write your answers to the following: Which chemicals reacted? Which reaction made goo?	<b>The Great Goo Experiment (part 2):</b> <b>Need:</b> See Activity Prep sheet for supplies. <b>Do:</b> Have a family member hold open ziplock bag. Pour in half cup of borax and full cup of glue. Seal bag, making sure it is closed tightly. Mix the stuff in baggie for at least 3 minutes. You should feel it getting thicker as you mix. To remove goo: turn bag inside out and peel off bag onto plate. After you explore the goo for a while, write your answers to the following: How does the goo feel. Take a minute to notice some of the properties. Does it jiggle, stretch, ooze? Always store your goo in the ziplock bag to keep it from drying out. Enjoy!	<b>Chemical Reaction Inventions:</b> Read the following and write your best answers:: a) When you mix latex (the sap from a rubber tree) with acid, you get rubber. Is this an example of a chemical reaction? Why or why not? b) The following are possible because of chemical reactions: rubber, glass, metal, plastic. Choose one of these materials, then answer these: -Come up with a list of things that are made of this material...the more the better! (Hint: Look around your home and school.) -How would your day be different if this material had never been invented?	<b>Mystery Science Goo Challenge:</b> When you drop Mystery Science Goo, it splats. Suppose you wanted a goo that bounced when you dropped it. Thinking about the Mystery Science Goo recipe, what are the properties of the goo that make it splat? What do you need to change to make it bounce? IF you have permission and the following materials, try one or more of the following recipes: -1 Tbsp talcum powder, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution -1 Tbsp cornstarch, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution -1 tsp salt, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution If you are able to try all three, compare the goos. Which one bounces highest?
<b>Social Studies</b>	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"

# How to Overcome Shyness

by Andrea Hazard



**Shyness can be a lonesome feeling. But the good news is, you're not alone.**

What do award-winning actor Julia Roberts, legendary sports hero Michael Jordan, and funny guy Jim Carrey have in common? Would you ever guess they all describe themselves as shy? Add Tom Cruise, Brad Pitt, and Mia Hamm to the endless list of shy stars and everyday people like you or your best friend.

"When I'm around people I don't really know, I just don't want to talk," says Jacob Smith, 14. "I try to blend in with my surroundings so no one sees me. I don't want to be noticed; it's weird."

In fact, more than 40 percent of teenagers and adults in the United States consider themselves shy, according to the Palo Alto Medical Foundation. Shyness is feeling a little uneasy or as if you want to hide when you're around other people or in a new situation. Shyness is very common in children, teens, and adults.

In fact, most people experience situations in which they feel shy. Think about yourself: Maybe you are afraid to talk in class but look forward to pitching for your baseball team. Maybe you love to tell jokes to your friends but feel awkward when you have to talk in front of the whole class.

## The Roots of Shyness

What makes people shy? Several factors, including genetics, psychology, life experiences, and environment, can influence whether a person is shy.

For example, in some families, everybody seems to be shy, but research shows that an encouraging environment can help such people be more outgoing, explains Renee Gilbert, a psychologist and shyness expert. People who are not naturally shy might have had bad experiences that triggered shyness.

Jacob remembers becoming painfully shy after moving from Oregon to Rochester, Minn., in second grade. He marks the first day in his new school as one of his earliest memories of the powerful anxiety that left him frozen in his footsteps at his classroom door.

"I looked inside and saw a whole bunch of people; I didn't recognize any of them," Jacob recalls. "My mom had to pretty much push me into the room."

He is glad his mom encouraged him because he ended up making two friends that day, including the person who today is his best friend. Jacob still often struggles to open up to new people and new situations, though.

Being shy is OK as long as shyness doesn't cause you to avoid or miss opportunities you would enjoy, Gilbert explains.

"When we are feeling shy, we don't necessarily know how to fit in, and we're afraid to try things," she says. "So we sit back, gather up the strength to do something and then the opportunity might have already passed. After time, we miss opportunity after opportunity. Why would we want to shortchange ourselves?"

## Don't Miss Out

Learning to do the things you love doing is the answer for many shy kids.

For example, Hannah Zadeii, 12, of Dellwood, Minn., loves figure skating and enjoys the challenge of competition. But she's naturally shy.

"The first time I competed, I was really scared," she recalls. "Looking at all the audience watching me made me really nervous."

Hannah didn't let the butterflies in her stomach ruin her first figure skating competition. Instead, she ignored them and focused on her skating. The result? She skated well. The

music helped her move beyond her shyness, Hannah explains. "If the music is happy, you have to be happy, so people won't know you're shy."

As she has continued in her sport, Hannah has become more outgoing overall. "I'm overcoming my shyness by skating," Hannah says. "Skating lets out your emotions."

Jacob is also learning to overcome his shyness bit by bit. "I don't have that many friends, and I'd like to make more," he says. Recently, Jacob asked his parents for advice, and they encouraged him to try new things and to put himself in situations where he would need to participate, such as signing up for the Boy Scouts and enrolling in acting classes at a youth theater in his hometown.

"My shyness is getting better, but it's not gone," Jacob says. "I'm beginning to deal with it a little better." He is dealing with it so well that he acted in his first play last fall.

## Take Small Steps

Overcoming shyness takes time and effort, Gilbert says. Taking small steps is the key to becoming more and more comfortable in new social situations. She says it worked for her.

"When I started off trying to get over being shy, I decided to do little steps at a time," Gilbert says, recalling the small steps she took years ago, including practicing smiling and saying hi to people. Once she became comfortable with that, she took a step toward her next goal: striking up conversations with clerks in grocery stores.

"I set new goals as New Year's resolutions each year and raised the bar every year," Gilbert says. "Shyness is not the sort of thing that most people get over overnight. Take baby steps, and if you're not succeeding, just make your steps smaller, and try again."

## Tips for Overcoming Shyness

**Psychologist Renee Gilbert offers these tips for feeling comfortable in social situations:**

**Think of stuff to talk about before you leave home.**

**Prepare things to talk about before you're in a social situation. If you know your classmates**

are interested in an upcoming event, learn about it so you can join in on the conversations.

**Let people know you're shy.**

If you're shy, chances are you show it. Instead of letting people draw their own-possibly negative-conclusions, tell the truth. Explain that you are shy and feel nervous but enjoy talking to people.

**Reward your efforts.**

Sometimes your efforts to overcome your shyness will seem to fail: Maybe you smiled at a classmate who didn't smile back. Don't sweat it. Be proud that you tried, and then try again.

**Make things easy for the other person.**

Remember, you're not the only shy person around. Do what you think might help others feel good-for example, say hello, smile, or make eye contact.

**Pick one social skill to practice at a time.**

Start simply. For example, smile or be the first person to say hi. Choose skills you feel comfortable enough with to practice for a day, a week, a month, or even a year.

**Just do it.**

Shyness has a way of building on itself. If you don't do one thing, you can miss out on doing another thing. Instead, try one or two new activities. You might surprise yourself.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the Palo Alto Medical Foundation, what percentage of teenagers and adults in the U.S. consider themselves shy?

- A. 40 percent
- B. less than 40 percent
- C. 14 percent
- D. more than 40 percent

2. What does the author provide a list of?

- A. ways shyness affects the brain
- B. different shyness experts
- C. tips to overcome shyness
- D. examples of things to talk about

3. Even if you feel shy, you can still be successful.

What evidence from the text supports this conclusion?

- A. "Several factors, including genetics, psychology, life experiences, and environment, can influence whether a person is shy."
- B. "Hannah didn't let the butterflies in her stomach ruin her first figure skating competition. Instead, she ignored them and focused on her skating. The result? She skated well."
- C. "Shyness has a way of building on itself. If you don't do one thing, you can miss out on doing another thing. Instead, try one or two new activities. You might surprise yourself."
- D. "He marks the first day in his new school as one of his earliest memories of the powerful anxiety that left him frozen in his footsteps at his classroom door."

4. Based on the text, what would a shy person likely do?

- A. feel nervous speaking in front of a large group
- B. strike up conversations with strangers in a grocery store
- C. be comfortable meeting new people in a large group
- D. be willing to try many new things

5. What is this text mostly about?

- A. how to feel shy in a new school
- B. how to overcome shyness
- C. celebrities who are shy
- D. how to make new friends

6. Read this sentence from the text.

Add Tom Cruise, Brad Pitt, and Mia Hamm to the **endless** list of shy stars and everyday people like you or your best friend.

In this sentence, what does the word "**endless**" mean?

- A. famous
- B. important
- C. short
- D. long

7. Choose the word that best completes the sentence.

Overcoming shyness can take time and effort, \_\_\_\_\_ taking small steps can help someone feel more comfortable in new social situations.

- A. because
- B. before
- C. but
- D. instead

8. According to the text, what is shyness?

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9. How did Renee Gilbert most likely come up with tips for overcoming shyness? Use evidence from the text to support your answer.

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### Word Study Warm Up (1-2 minutes)

Many English words are made up of Greek word parts. Identifying common Greek word parts can help you learn the meanings and spellings of words.

telephone	autograph	microscope
photograph	televise	biology
microphone	paragraph	symphony

### Fluency sentences (1-2 minutes)

1. I called on the telephone.
2. Will you autograph my program?
3. A microscope magnifies things.
4. It's a photograph of my mom.
5. Will the network televise the game?
6. Our biology book shows the brain.
7. A microphone makes my voice loud.
8. I wrote a paragraph in class.
9. We enjoyed the symphony.

NAME \_\_\_\_\_

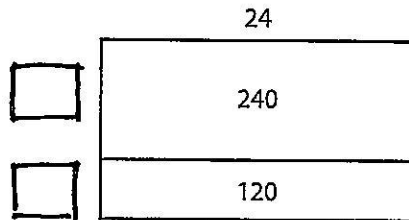
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# More Array Work page 1 of 2

Fill in the blanks on each array. Then write two equations—one multiplication and one division—to match the array.

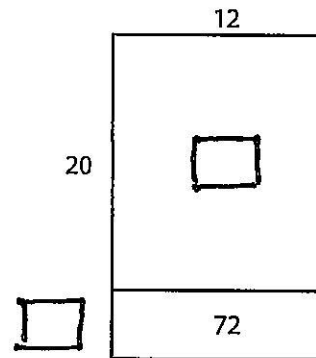
1



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

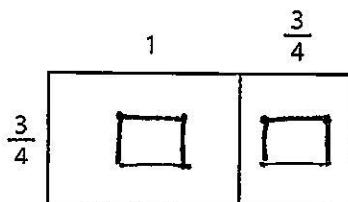
2



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

3



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

4



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

(continued on next page)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**More Array Work** page 2 of 2**5** Evaluate each expression.

**a**  $(12 \times 4) \times \frac{1}{4} = \underline{\hspace{2cm}}$

**b**  $48 \times (6 \times \frac{1}{3}) = \underline{\hspace{2cm}}$

**c**  $\frac{3}{5} \times (4 \times 5) = \underline{\hspace{2cm}}$

**d**  $16 \times (\frac{3}{4} \times 1) = \underline{\hspace{2cm}}$

**e**  $\frac{1}{2} \times (6 \times \frac{2}{3}) = \underline{\hspace{2cm}}$

**6** Ben drove  $\frac{4}{7}$  of the way to his friend's house before he stopped to eat lunch. If the distance to his friend's house was a total of 427 miles, how far did Ben drive before he stopped for lunch? Show your work.

**7** Sage hiked  $12\frac{1}{2}$  miles one day on her vacation. Her younger brother Chase hiked  $\frac{1}{4}$  as far as Sage. How far did Chase hike? Show your work.

**8** **CHALLENGE** Randy drank  $\frac{3}{4}$  of a 250 ml container of juice for breakfast,  $3\frac{5}{6}$  150 ml water bottles throughout the day, and  $\frac{7}{8}$  of a 400 ml smoothie for dinner.

**a** Write an expression to show how much liquid Randy drank in all.

**b** How many milliliters did Randy drink in all? Show your work.

**c** How many liters is this?

NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Roll Five & Ratio Tables

Destiny and Jesse are playing Roll Five. They want to add, subtract, multiply and/or divide any of the digits on their five dice to reach their target number.

- 1 Destiny's target number was 24. She rolled the digits 2, 5, 6, 9, and 1.
  - a Destiny thinks she can use 6, 2 and 9 to reach her target number. Record an expression she could use with these three digits, and then evaluate the expression.
  - b What is her score?
  - c Jesse encourages Destiny to try for a higher score. Record an equation Destiny could make with 2, 5, 6, 9, and 1 to reach the target number of 24.
  - d What is her new score?
- 2 Jesse's target number was 16. He rolled the digits 3, 4, 4, 6, and 8.
  - a Jesse says that 6 times 8 is 48, divided by 3 is 16. Write an expression to record Jesse's thinking, and then evaluate the expression.
  - b Jesse thinks he can get a higher score if he multiplies 6 and 8, divides the product by 4, and then adds 4. Write an expression to record Jesse's thinking, and then evaluate the expression.

- 3 Mariah was solving the problem  $342 \div 19$ . She started the ratio table below. Complete the ratio table to find the quotient. Add to Mariah's ratio table as needed.

1	2		
19			342

$$342 \div 19 = \underline{\hspace{2cm}}$$



### Chemical Reactions Activity Prep:

**\*\*BORAX, WHILE SAFE WHEN DILUTED, CAN BE A MILD SKIN IRRITANT TO SOME PEOPLE, ESPECIALLY THOSE WITH SENSITIVE SKIN. TO BE SAFE, HAVE YOUR STUDENTS WEAR GLOVES.\*\***

To make the baking-soda solution, mix 1 cup water and 1 teaspoon baking soda.

To make the glue mixture, mix equal amounts of glue and water in a mixing bowl. This glue mixture will be enough for both parts of the activity.

To make the borax solution, in the other mixing bowl, mix 2 teaspoons borax powder with 1 cup warm water. It is okay if all of the borax powder doesn't dissolve. This borax mixture will be enough for both parts of the activity.

If you are splitting the lesson between two days, just keep the mixtures covered so they don't dry out.

### Prepare the Straws

Students use straws as pipettes for transferring liquid from a Dixie cup. Regular length straws cause Dixie cups to tip over and spill. To prevent this from happening:

- cut each straw in half.
- lay the straws side by side with their ends squared up.
- eyeball  $\frac{1}{2}$  inch away from the cut edge and lay a ruler down at this point.
- draw a line using a permanent marker across the straws, as shown below.



### Wax Paper

You will need a piece of wax paper about 12" long

### Prepare the Testing Supply Cups for Part 1

- Count out 6 cups.
- Use a permanent marker to mark cups for each group.
  - W for Water
  - S for Baking Soda solution
  - B for Borax solution
  - G for Glue/water mixture
  - V for Vinegar (If you use paper cups, be aware that vinegar will leak through some brands after an hour and a half. Plan accordingly.)
  - M for Milk
- Put 1 tablespoon of the corresponding supply in each cup.

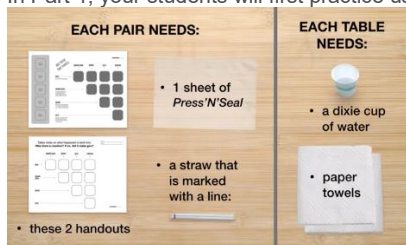
### Prepare the Mystery Goo Cups for Part 2

Using the remaining Dixie cups, you'll prepare a cup of glue mixture and a cup of Borax solution for each student. \* Add 2 Tbsp of glue/water mixture in half of the Dixie cups. \* Add 1 Tbsp of borax solution in each of the other half.

Note that for homeschool students, you can always make a larger batch of goo as long as you mix the glue/water mixture with the borax solution in a 2:1 ratio.

### Separate Supplies for Easy Distribution

In Part 1, your students will first practice using a straw to put water onto their testing mat. They'll need the following supplies for this:



Then, students will combine and test different substances to see if they react. Students will need the following:



In Part 2 of the activity, students will each create their own small bag of Goo. They will need the following supplies:







MIX THESE  
TWO THINGS:

BAKING SODA

BORAX

GLUE

VINEGAR

MILK

Mix milk with everything

BAKING SODA

Mix baking soda with  
everything but milk  
(you already mixed  
baking soda and milk!)

BORAX

Mix borax with everything  
but milk and baking soda  
(you already mixed those!)

GLUE

Mix glue with everything  
but milk, baking soda,  
and borax (you already  
mixed those!)

practice  
space

practice  
space

practice  
space

practice  
space

practice  
space



Takes notes on what happened in each box.  
**Was there a reaction? If so, did it make goo?**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

	BAKING <u>S</u> ODA ↓	<u>B</u> ORAX ↓	<u>G</u> LUE ↓	<u>V</u> INEGAR ↓
<u>M</u> ILK →				
BAKING <u>S</u> ODA →				
<u>B</u> ORAX →				
<u>G</u> LUE →				



## 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 at 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 historian's 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?