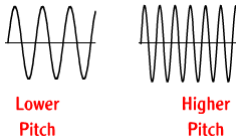
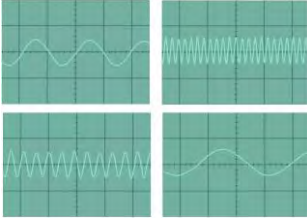


## Christina School District's Assignment Board

**Grade Level: 4<sup>th</sup>      Week 3: April 20, 2020**

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>ELA</b>	Read <i>What's For Breakfast?</i> Write to tell how a character changed throughout the text.	Read <i>What's For Breakfast?</i> again to increase fluency. Answer questions 1-5.	Read <i>What's For Breakfast?</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Adverbs are words that modify a verb, an adjective, or another adverb. Adverbs often tell when, where, why, or something happens. Circle the adverbs you find on the first two pages of <i>What's For Breakfast?</i>
<b>Math</b>	<b>Problem String: Equivalent Ratios (con't):</b> Last week we worked on the first 4 problems in the problem string. We will continue with the problem string. The first four problems are listed and then the next four word problems. 1. $\$20 \div 10$ 2. $\$40 \div 10$ 3. $\$20 \div 5$ 4. $\$20 \div 20$ 5. What if 10 friends share \$10? 6. What if 10 people share \$5 7. What if 5 people share \$2.50? 8. What if 10 people share \$2.50? Use the problems before to help you solve the others. Do you see any patterns? What do you notice?	<b>David Goes Shopping</b> <i>Please complete the activity titled David Goes Shopping.</i> <b>**You may want to list all of the multiplication strategies you know. Then list all of the division strategies you know. This will help you out with deciding what to do with a problem.</b>	<b>Remainder Review</b> <i>Please complete the activity Remainder Review.</i> <b>**You may want to list all of the multiplication strategies you know. Then list all of the division strategies you know. This will help you out with deciding what to do with a problem.</b>	<b>Unit 6 Review Part 1:</b> <i>Please complete Page 1 of Unit 6 Review. Use any strategies, making sure you show your work. You can use pictures, diagrams, numbers, and words.</i>	<b>Unit 6 Review Part 2:</b> <i>Please complete Page 2 of Unit 6 Review. Use any strategies, making sure you show your work. You can use pictures, diagrams, numbers, and words.</i>
<b>Science</b>	<b>High and Low Sounds:</b> You learned from last week that all sounds are just vibrations. Think and write: What do you think makes one sound lower and another higher? Do you think the vibrations are	<b>Anatomy of a Sound Wave (part 1):</b> Compare a sound wave to the waves on a beach. Each wave goes from crest to crest (from one high point to the next high	<b>Anatomy of a Sound Wave (part 2): Experiment with Intensity:</b> -Using the same objects you used to explore pitch, now explore the characteristics of intensity. -If you bang the glass harder (but don't	<b>Be the Vibration:</b> Look at the picture of the high and low sounds from Day 1. If you draw a line connecting two upper- or bottom-most peaks, the length of the line is what	<b>Now Hear This!</b> Read the article. Write your answers to the following: a) The Mosquito repels kids. What causes the Mosquito to repel kids?

## Christina School District's Assignment Board

	<p>fast or slow? Here is a picture of a high sound and low sound:</p>  <p>Write your best answer: How would you describe the differences between the high-pitched and the low-pitched sound wave? Which would you describe as "squished together"? "Spread out"?</p>	<p>point.)</p> <p><b>Experiment with Pitch</b> Pitch refers to how high or low a sound is. Use the following objects to demonstrate pitch:</p> <ul style="list-style-type: none"> <li>-Make a high and low pitched sound with your voice. With your hand over your vocal cords, note the difference in the vibrations.</li> <li>-Using a musical instrument (if you have one), make a high and low pitched note. Stringed instruments are particularly good for this.</li> <li>-Take a rubber band, or metal wire, and stretch it. The tighter you stretch it, the higher the pitch.</li> <li>-Using two or more glass drinking cups that are the same, fill each with a different amount of water. Put them in order of highest to lowest pitch.</li> </ul> <p><b>Learn more about Pitch</b> Pitch is the frequency of sound waves per second. The faster the sound waves move, the higher the pitch.</p> <ul style="list-style-type: none"> <li>-Experiment again with the objects above and other sound producing objects. We measure frequency in hertz.</li> </ul> <p>*Memory aid: The high pitch notes of that opera singer "hertz" my ears.</p>	<p>break it!), you get a louder sound. If you clap your hands louder, you get a louder sound. You can make a high pitched sound that is loud or soft. You can make a low pitched sound that is loud or soft.</p> <p><b>Learn More About Intensity</b> -Intensity is the amplitude of sound. Amplitude is another way of saying the crest of the wave is tall or short.</p> <ul style="list-style-type: none"> <li>-We measure frequency in decibels.</li> </ul> <p><b>Name that Wave</b> With the students' back turned, or positioned in an adjoining room, make different sounds using a variety of objects. The student identifies the sound as high or low pitch, and high or low intensity.</p> <p><b>Tuning Fork</b> This experiment works best with a tuning fork. But if one is not available, a metal kitchen fork may accomplish the same goal.</p> <ul style="list-style-type: none"> <li>-The tuning fork can demonstrate that sound travels through different media. Usually we hear it travel through air. Demonstrate this by striking the fork, and placing it close to the opening of the ear to hear the sound of the fork's vibrations.</li> <li>-If you strike the fork again, and put it against your forehead, you will hear the sound waves as they are transmitted through bone.</li> </ul>	<p>scientists call the "wavelength" of a sound. Look at the four images below:</p>  <p>Write your answers: Which of these is the highest pitch? Explain how you know. Which of these is the lowest pitch? Explain how you know.</p> <p><b>"Be the Vibration" Activity:</b> Need: long clothesline or string Using the handout, follow the directions and answer the questions.</p> <p><b>Wave Patterns</b> This may help students visualize sound waves slightly differently. Using a thick rubber band, stretch clear kitchen wrap across a coffee can or metal mixing bowl. Evenly sprinkle sugar granules across the top.</p> <ul style="list-style-type: none"> <li>-Hold a pencil with its eraser down vertically over the can. Let it drop a few inches so the eraser bounces gently on the wrap. Notice the pattern the granules make.</li> </ul>	<p>b) How does noise travel? c) Why does the Mosquito make a high-pitched sound? d) As a person ages, special cells inside the ear called hair cells start to die. What is an effect of this? e) What does the word "repel" mean as used in the text? Use evidence in the text to support your answer.</p> <p><b>OPTIONAL EXTENSION:</b> <b>Sound Waves through Solid Objects:</b> Native Americans put their ear on the ground to hear if enemies were approaching. You can use this same principle.</p> <ul style="list-style-type: none"> <li>-Have the student put his or her ear on a desk or table top. Very, very lightly, tap the surface of the table. When they pick their head up, tap it with the same force and let them compare the difference. Students can compare the ability of different objects to transmit sound: walls, mirrors, windows, carpet, concrete.</li> </ul>
<b>Social Studies</b>	Complete Activity 1 from the document titled, "Andrew Jackson & Native American Removal"	Complete Activity 2 from the document titled, "Andrew Jackson & Native American Removal"	Complete Activity 3 from the document titled, "Andrew Jackson & Native American Removal"	Complete Activity 4 from the document titled, "Andrew Jackson & Native American Removal"	Complete Activity 5 from the document titled, "Andrew Jackson & Native American Removal" NOTE: Activity 6 will be on next week's board

# What's for Breakfast?

by ReadWorks

Of course Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast, and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school." Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door.

"Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey, and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head.

"You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked.

"No."

"What did you bring for lunch?"

"Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought.

"If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you

cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, "*Don't say anything.*"

A little white paw poked out from under the flap on her bag. I turned around again. Unbelievable! How is it that I was the one who always got in trouble for what that cat did? Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!!!" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

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

1. During what time of day does the story take place?

- A. afternoon
- B. morning
- C. evening
- D. midnight

2. Why is Daniel's father upset at the beginning of the story?

- A. Daniel and Miranda had gotten into a fight.
- B. There was a bad mess in the kitchen.
- C. Daniel and Miranda were running late for school.
- D. Daniel's father was out of clean shirts.

3. Daniel's father appears very stressed throughout the passage. Which evidence from the passage best supports this conclusion?

- A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.
- B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.
- C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.
- D. Daniel's father wishes Daniel and Miranda a good day at school.

4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?

- A. Daniel has a history of making messes in the house.
- B. Daniel always makes a mess when he cooks with flour.
- C. Daniel was angry with his father and wanted to make him mad.
- D. Daniel never cleaned up after himself.

5. What is this story mainly about?

- A. the way Daniel and his family make breakfast
- B. Daniel's difficult behavior
- C. a troublemaking cat named Oatmeal
- D. a morning incident that Daniel and his family experience

6. Read the following sentence from the story: "The toaster **sounded like it hurt** when he pushed the lever down. It was old and never made toast right."

Why does the author say that the toaster "**sounded like it hurt**"?

- A. to emphasize how old and non-functional the toaster was
- B. to show that the toaster had feelings
- C. to emphasize how badly the family treated the toaster
- D. to show that the toaster made the same sounds as a human

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_ Daniel is frustrated and annoyed by his sister Miranda, he doesn't tell his father that he saw Oatmeal in Miranda's backpack.

- A. In summary
- B. Even though
- C. Because
- D. Since

8. What does Miranda bring to school?

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9. Why did Daniel think that Oatmeal made the big mess in the kitchen?

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**10.** Explain why Daniel "just could not stop smiling" at the end of the story. Use information from the story to support your answer.

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## Focus 24 Word Study Warm Up (1-2 minutes)

Words with the VCCCV pattern have two consonants that stand for one sound or that form a cluster. Divide a VCCCV word into syllables before or after those consonants. VCCCV words often have a short vowel sound in the first syllable.

hundred	supply	single
middle	explain	surprise
sandwich	instead	complete

## Fluency sentences (1-2 minutes)

1. One hundred cents equals one dollar.
2. The rain will supply water.
3. The vase had a single flower.
4. We sat in the middle row.
5. Please explain your idea.
6. The party was a surprise!
7. I ate a turkey sandwich for lunch.
8. The chef used oil instead of butter.
9. Is this a complete set of tools?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**David Goes Shopping**

Solve each problem below. Choose the strategy that is easiest for you. Show your work.

- 1** David gave \$272 worth of books to the local library. Each book was worth \$8. How many books did he give to the library?

David gave \_\_\_\_\_ books to the library.

- 2** David spend \$216 on plants for his business. He bought 9 plants. If each plant cost the same amount, how much did one plant cost?

One plant cost \_\_\_\_\_.

- 3** David spent \$408 on DVDs over the past few years. Each DVD cost \$17. How many DVDs did he buy? (You do not have to use the ratio table, but it might help you solve the problem.)

Number of DVDs	1	
Cost	\$17	\$408

David bought \_\_\_\_\_ DVDs.


NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Remainder Review

- 1 Julia spilled ketchup on her paper and can't see a part of the problem anymore.

5 Martha had  beads. She wanted to make 7 bracelets. How many will go on each bracelet?

$$\div 7 = 3r2$$

- a How many beads did Martha have? Fill in the blank:  $\underline{\hspace{2cm}} \div 7 = 3r2$ .
- b What does the remainder of 2 mean in this problem?
- 2 Each of the division problems below includes a remainder. Solve each and show your work. Figure out the best way to treat the remainder for each one as a whole number, a fraction, or a decimal.
- a Rachel earned \$46 dollars for walking dogs Monday through Friday last week. If she earned the same amount every day, how much did she earn per day?
- b Bryson bought 27 balloons to share with three friends. How many balloons does each of the 4 children get?
- c Ropes come in 16 foot lengths at the hardware store. Jorge bought one rope and then cut it into three equal size pieces. How long was each of the three pieces?
- 3 Abby did a story problem and got  $30 \div 4 = 7 R2$  as the answer. Write a problem that could have been the one Abby solved.

| DATE



- 1 If the area of a rectangle is 306 square centimeters ( $\text{cm}^2$ ) and one dimension is 6 centimeters, what is the measurement of the other dimension? Use labeled sketches and equations to model and solve this problem.
- 2 If the area of a rectangle is 612 square centimeters ( $\text{cm}^2$ ) and one dimension is 12 centimeters, what is the measurement of the other dimension? Use labeled sketches and equations to model and solve this problem.
- 3 If the perimeter of a rectangle is 306 centimeters and one dimension is 6 centimeters, what is the measurement of the other dimension? Use labeled sketches and equations to model and solve this problem.

(continued on next page)

**Unit 6 Review** page 2 of 2

- 4** Six people are splitting the cost of a boat trip. The total is \$306. What is each person's share? Show your work.
- 5** Twelve people are splitting the cost of the same boat trip for a total of \$306. Jenny says that each person's share will be half as much as in problem 4. Do you agree with Jenny? Explain your answer, and then solve the problem to prove that you are correct.
- 6** Three people are splitting the cost of meals on the boat trip. The cost is \$153. What is each person's share? Pedro says that the answer to this problem will be the same as the answer to problem 4. Do you agree with Pedro? Explain your answer, and then solve the problem to prove that you are correct.
- 7 CHALLENGE** Orlando and his 4 friends joined Michael and his 3 friends in purchasing a gift for their baseball coach. The gift cost \$15.75 and the 9 friends split the amount equally. How much did each person spend? Show your work.

# Be the Vibration!

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

1

**Step 1** Make sure you have all your supplies. Your experiment set-up should look like this:

Tie the rope at one end, or have someone hold it still.

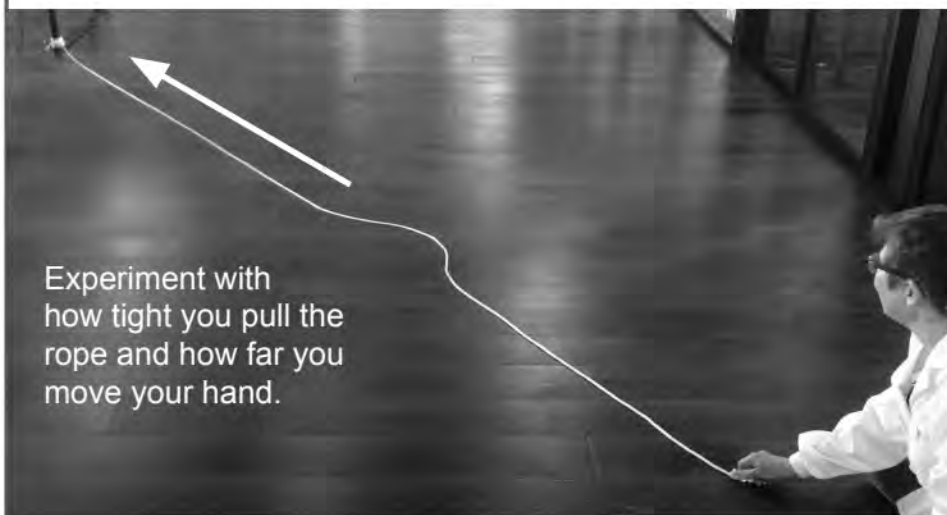
Be sure you're on a smooth, hard floor.



2

**Step 2** Make a vibration by jerking your hand to the side and back. Try to make a wave that travels to the end of the rope.

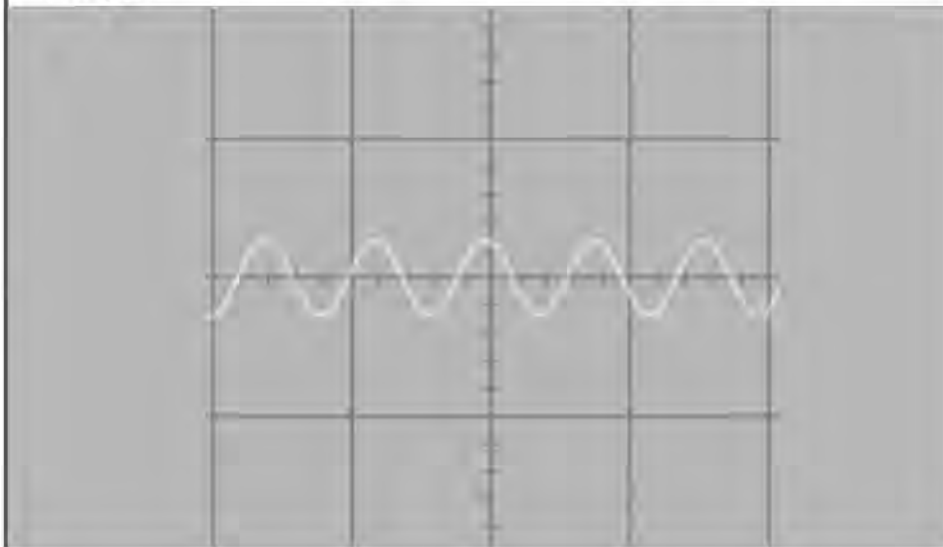
Experiment with how tight you pull the rope and how far you move your hand.



3

**Step 3**

Challenge! Make waves that look like this oscilloscope picture of a **high**-pitched sound:



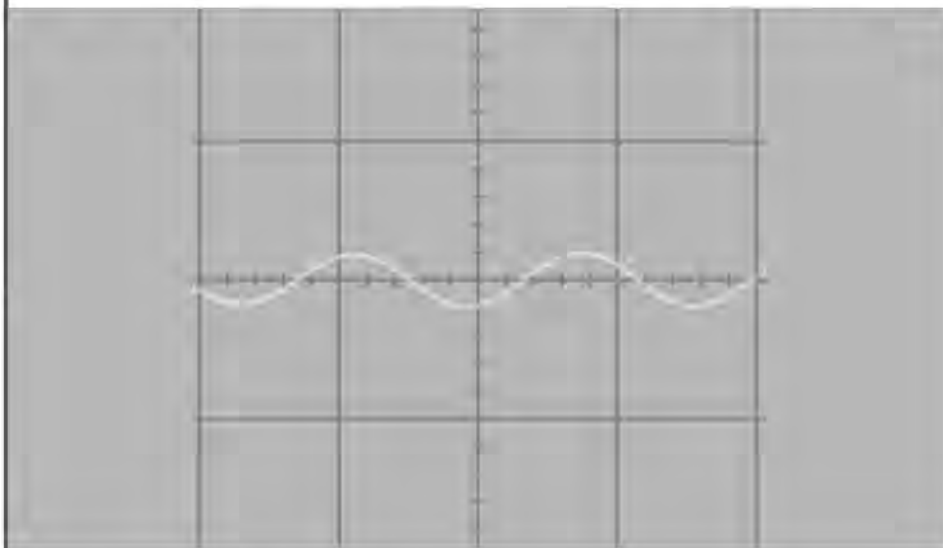
How do you have to vibrate your hand to make waves that are squished together like this?

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4

**Step 4**

Challenge! Make waves that look like this oscilloscope picture of a **low**-pitched sound:



How do you have to vibrate your hand to make waves that are spread out like this?

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# Now Hear This!

Each year, a few serious scientists are awarded Nobel Prizes. And each year, some other scientists get much sillier awards: the Ig Nobel Prizes. The Ig Nobels award scientists whose research first makes people laugh—and then makes them think. Back in 2006, Howard Stapleton won the Ig Nobel Peace Prize. What did he do to win? He invented a machine to repel kids!



photos.com

*Adults use sound to repel kids, but some teens find a way to bite back*

He calls his invention the Mosquito. It makes an irritating, high-pitched noise. Kids can hear the annoying sound, but adults cannot. Stapleton hoped store owners could use the device to keep unwelcome kids from hanging around their shops.

When something—such as a barking dog, a ringing phone, or the Mosquito—makes a noise, it creates tiny vibrations. Those vibrations make the air around the object move. The vibration travels through the air as a **sound wave**.

Low-pitched sounds like a foghorn's have a low **frequency**. That means the noise travels in few waves per second. High-frequency noises travel in many waves per second. Those noises sound high-pitched—like the shrill Mosquito.

The reason that older people can't hear the high-pitched Mosquito is because they have older ears. As a person ages, special cells inside the ear called hair cells start to die. As a person's hair cells die, it becomes harder to hear high-frequency sounds.

Frequency is measured in units called **Hertz (Hz)**. The Mosquito tone measures up at 17,000 Hz. Hardly anyone older than 30 is able to hear frequencies that high, but kids can!

Howard Stapleton's invention may have won him a prize, but some smart kids have found a way to turn the tables on adults. Many kids are now using a similar high-pitched buzz as a cell phone ring tone, known as the "Mosquito tone" or "Teen Buzz." If the phone rings when it shouldn't—like in the middle of science class—only kids can hear it. Teachers and parents are deaf to the Mosquito tone.

Now you know the secret of the Mosquito tone. But beware: that's the kind of fact you just might miss if you're talking on the phone during science class!

## Andrew Jackson and the Native American Removal

<b>Benchmark Standard</b>	<p><b>History 2a:</b> Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p><b>History 2b:</b> Student will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.</p> <p><b>History 3a:</b> Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.</p>
<b>Grade Bands</b>	4-5
<b>Vocabulary / Key Concepts</b>	<p><b>Savage</b> – 1. a person belonging to a group with a low level of civilization. OR 2 : a cruel or violent person.</p> <p><b>Bias</b> - Bias means that a person prefers an idea and possibly does not give equal chance to a different idea. Bias can be influenced by a number of factors, such as popularity, political views, etc.</p> <p><b>John Ross</b> - Cherokee name Tsan-Usdi, was born of a Scottish father and a mother who was part Cherokee, the blue-eyed, fair-skinned Tsan-Usdi (Little John) grew up as a Native American, although he was educated at Kingston Academy in Tennessee. In 1828, Ross became principal chief of the Cherokee Nation.</p> <p><b>Andrew Jackson</b> - was an American soldier and statesman who served as the seventh president of the United States from 1829 to 1837</p> <p><b>Acquiesce</b> - to accept, agree, or give consent by keeping silent or by not making objections</p> <p><b>Stipulation</b> - something that is required as part of an agreement.</p> <p><b>Treaty</b> – an official agreement</p> <p><b>Consummation</b> – complete a business deal</p> <p><b>Pecuniary</b> – consisting of or measured in money</p> <p><b>Incalculably</b> – very large</p> <p><b>Provision</b> – terms and/or conditions (as in a contract)</p>

Essential Question: Did the Native Americans agree to their removal / relocation?

### ACTIVITY 1

#### DOCUMENT A:

Andrew Jackson's 1830 message to Congress concerning Indian Removal.

Transcription:

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few **savage** hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote

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aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own **rude** institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their **savage** habits and become an interesting, civilized, and Christian community.

1. What provision has President Andrew Jackson announced to Congress?
2. How do you think Andrew Jackson and Congress feel about this provision (note the statements that are underlined)? Explain.
3. What do they say they want for the Native Americans (note the statements that are underlined)? Explain.
4. How long has the President and Congress been working on these terms?
5. How do you think Andrew Jackson and Congress feel about the Native Americans? (Notice “savage” is used twice and “rude” to describe the Native Americans).
6. Do you think that President Andrew Jackson gave a fair description of the Native American removal situation? Explain.

## ACTIVITY 2

### DOCUMENT B:

An excerpt from a letter from President Andrew Jackson to the Cherokee Nation about the benefits of voluntary removal, March 16, 1835.

The image shows a portion of a handwritten document on aged, yellowed paper. The text is written in a cursive script. The visible text reads: "The whole subject has been taken into consideration, and an arrangement has been made, which ought to be, and I trust will be, entirely satisfactory to you. The Senate of the United States have given their opinion of the value of your".

The image shows a portion of a handwritten document on aged, yellowed paper. The text is written in a cursive script. The visible text reads: "possessions. And this value is insured to you in the arrangement which has been prepared. Mr. John Ross, and the party who were with him, expressed their determination to accept, so far as they were concerned, such a sum as the Senate might consider just, and promised to recommend and support the same in your general council. The stipulations contained in this instrument are designed to afford due protection to private rights, to make adequate provision for the poorer class of your people, to provide for the removal of all, and to lay the foundation of such social and political establishments in your new country as will render you a happy and prosperous people. Why, then, should any honest man among you object to removal? The United States have assigned to you a fertile and extensive country, with a very fine climate adapted to your habits, and with all the other natural advantages which you ought to desire or expect."

1. Do you think this document shows bias from President Andrew Jackson? Explain.
2. President Jackson gives several stipulations in this letter. He makes the stipulations sound promising and tempting to persuade the Native Americans to leave their homelands. What are the stipulations?
3. Do you think the Native Americans agreed with President Jackson on their removal? Explain.
4. Based on the excerpt, do you think the Native Americans voluntarily removed themselves from their homelands? Explain.

1. After reading Documents A and B, do you think the Native Americans voluntarily decided to relocate their tribes from their homelands in Georgia, Alabama, North Carolina, & Tennessee? Explain why or why not.
2. After reading Documents A and B, do you think President Andrew Jackson fairly described the Native American removal situation? Explain why or why not.

## ACTIVITY 3

### 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.

All letters addressed to the Editor, post paid, will receive due attention.

QWY SCABU-A AD HSIJECQ.I.  
WEALEA TAAP U\* JHDAI P-4A.I.  
BSAE JHCHIAV KTA DAP QOJB.I  
P-4A.I, TGZ TEOO-P DOJABP-4A.I.  
TGZ WLP TEOA TB DOJABP-4A.I, KT  
DPA QOJB.I P-4A.I. DPAJAEZ TB YW  
DOJABP-4A.I, OYAT DAP QOJB.I P-4A.I.  
GWYZ OAR JHCHIAV, WFA\* DPA  
QOJB.I P-4A.I WJAB, TGZ TEOO-P D-  
JABP-4A.I. KTAZ DAP YW SH QOJB-  
UIR DOJABP-4A.I.

AGENTS FOR THE CHEROKEE PHOENIX.

The following persons are authorized to receive subscriptions and payments for the Cherokee Phoenix.

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WILLIAM M. COMES, Nashville Ten.  
Rev. BENNET ROBERTS—Powal Me.  
Mr. THOS. R. GOLD, (an itinerant Gentleman.)

Total number of females	803
Total of males and females	1726
Male negroes	90
Female negroes	97
Total	187

Whole population 1,913

There are in this District, fifteen white men married to Cherokee women, and four Cherokee men married to whitewomen.

There are in this District four Schools and seventy-two scholars of both sexes, a grist-mill, two saw-mills, one cotton gin, 121 looms, 368 spinning wheels—eighteen wagons, 354 ploughs, 1,175 horses, 2,505 black cattle, 8,900 swine, 111 goats, eleven blacksmith shops, five ferries, four stores, and 397 sheep.

HICKORY LOG DISTRICT.

Males under 18 years of age	397
Males from 18 to 59 years of age	300
Males over 59 years of age	42
Total number of males	739
Females under 15 years of age	345
Females from 15 to 40 years	336
Females over 40 years of age	113
Total number of females	794
Total of males and females	1533
Male slaves	
Female slaves	
Total	

Whole population 1533

There are in this District, twenty Cherokees married to white women.

There are in this District, eighteen white men married to Cherokee women, and three Cherokee men married to white women.

There are in this District, 6 schools in which are ninety two scholars of both sexes; and 1,318 horses, 7,018 cattle, 4,654 swine, 335 sheep, fifteen goats, 124 looms, 307 wheels, 446 ploughs, eleven blacksmith shops, five grist mills, two cotton gins, one saw-mill, and two stores.

HIGH TOWER DISTRICT.

Males under 18 years of age	347
Males from 18 to 59 years of age	325
Males over 59 years of age	26
Total number of males	698
Females under 15 years of age	300
Females from 15 to 40 years	306
Females over 40 years of age	71
Total number of females	677
Total of males and females	1,375
Male negroes	43
Female negroes	36
Total	79

Total Population 1,454

In this District, there are four white men married to Cherokee women, and two Cherokee men married to white women.

There is in this District one School, in which are twenty scholars of both sexes; and 818 horses, 3,170 cattle, 3,777 swine, 298 sheep, 67 goats, 67

1. Do you think this document shows bias from the Native Americans? Explain.
2. Based on Document C, do you think the Native Americans are savages? Explain why or why not.



## ACTIVITY 4

### 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.

THE undersigned representatives of the Cherokee nation, east of the river Mississippi, impelled by duty, would respectfully submit, for the consideration of your honourable body, the following statement of facts : It will be seen, from the numerous subsisting treaties between the Cherokee nation and the United States, that from the earliest existence of this Government, the United States, in Congress assembled, received the Cherokees and their nation into favour and protection ; and that the chiefs and warriors, for themselves and all parts of the Cherokee nation, acknowledged themselves and the said Cherokee nation to be under the protection of the United States of America, and of no other sovereign whatsoever ; they also stipulated, that the said Cherokee nation will not hold any treaty with any foreign power, individual State, or with individuals of any State : that for, and in consideration of, valuable concessions made by the Cherokee nation, the United States solemnly guaranteed to said nation all their lands not ceded, and pledged the faith of the Government, that “all white people who have intruded, or may hereafter intrude on the lands reserved for the Cherokees, shall be removed by the United States, and proceeded against, according to the provisions of the act, passed 30th March, 1802,” entitled “An act to regulate trade and intercourse with the Indian tribes, and to preserve peace on the frontiers.” It would be useless to recapitulate the numerous provisions for the security and protection of the rights of the Cherokees, to be found in the various treaties between their nation and the United States. The Cherokees were happy and prosperous under a scrupulous observance of treaty stipulations by the Government of the United States, and from the fostering hand extended over them, they made rapid advances in civilization, morals, and in the arts and sciences. Little did they anticipate, that when taught to think and feel as the American citizen, and to have with him a common interest, they were to be *despoiled by their guardian*, to become strangers and wanderers in the land of their fathers, forced to return to the savage life, and to seek a new home in the wilds of the far west, and that without their consent. An instrument purporting to be a treaty with the Cherokee people, has recently been made public by the President of the United States, that will have such an operation, if carried into effect. This instrument, the delegation aver before the civilized world, and in the presence of Almighty God, is fraudulent, false upon its face, made by unauthorized individuals, without the sanction, and against the wishes, of the great body of the Cherokee people. Upwards of fifteen thousand of those people have protested against it, solemnly declaring they will never acquiesce. The delegation would respectfully call the attention of your honourable body to their memorial and protest, with the accompanying documents, submitted to the Senate of the United States, on the subject of the alleged treaty, which are herewith transmitted.

This is a fairly large document with some difficult words. Therefore, in order to help you with the answers, you can begin reading at the quote “all white people who have intruded...” (a little more than a third down from the top)

1. According to John Ross, were the Native Americans “happy” under the original treaty stipulations? Why or why not?
2. According to John Ross, what happened to the stipulations (from Document D) that were guaranteed the Native Americans if the Native Americans moved from their homelands?
3. Do you think this document shows bias? Explain why or why not.

## ACTIVITY 5

### DOCUMENT E:

Excerpts from “The Trail of Tears” from <https://www.history.com/topics/native-american-history/trail-of-tears>, February 21, 2020

At the beginning of the 1830s, nearly 125,000 Native Americans lived on millions of acres of land in Georgia, Tennessee, Alabama, North Carolina and Florida—land their ancestors had occupied and cultivated for generations. By the end of the decade, very few natives remained anywhere in the southeastern United

States. Working on behalf of white settlers who wanted to grow cotton on the Indians' land, the federal government forced them to leave their homelands and walk thousands of miles to a specially designated "Indian territory" across the Mississippi River. This difficult and sometimes deadly journey is known as the Trail of Tears.

The Native Americans' land, located in parts of Georgia, Alabama, North Carolina, Florida and Tennessee, was valuable, and it grew to be more coveted as white settlers flooded the region. Many of these whites yearned to make their fortunes by growing cotton, and they did not care how "civilized" their native neighbors were: They wanted that land and they would do almost anything to get it. They stole livestock; burned and looted houses and towns; committed mass murder; and squatted on land that did not belong to them. State governments joined in this effort to drive Native Americans out of the South. Several states passed laws limiting Native American sovereignty and rights and encroaching on their territory.

The law required the government to negotiate removal treaties fairly, voluntarily and peacefully: It did not permit the president or anyone else to coerce Native nations into giving up their land. However, President Jackson and his government frequently ignored the letter of the law and forced Native Americans to vacate lands they had lived on for generations. In the winter of 1831, under threat of invasion by the U.S. Army, the Choctaw became the first nation to be expelled from its land altogether. They made the journey to Indian Territory on foot (some "bound in chains and marched double file," one historian writes) and without any food, supplies or other help from the government. Thousands of people died along the way. It was, one Choctaw leader told an Alabama newspaper, a "trail of tears and death."

By 1840, tens of thousands of Native Americans had been driven off of their land in the southeastern states and forced to move across the Mississippi to Indian Territory. The federal government promised that their new land would remain unmolested forever, but as the line of white settlement pushed westward, "Indian Country" shrank and shrank. In 1907, Oklahoma became a state and Indian Territory was gone for good.

1. According to Document E, describe the Native American experiences under the Government's Native American removal policy.
2. Does Document E support or contradict President Andrew Jackson's views from Documents A and B?
3. Does Document E support or contradict the Native American views from Documents C and D?

## **ACTIVITY 6**

### **OVERARCHING QUESTIONS:**

1. What is the point of view of President Andrew Jackson and the Government?
2. What is the point of view of the Native Americans?
3. What do you think actually happened?
4. Explain how and why the same event (removal of the Native Americans) differs depending on what source you are analyzing.
5. How did the American people's (government and citizens) view of Native Americans change over time? Explain. (Document C is from 1828, Document A is from 1830, Document B is from 1835, Document D is from 1836 and Document E is from 2020)