

## Christina School District Assignment Board

**Grade Level: 8th**

**Week of April 20<sup>th</sup>, 2020**

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>ELA</b>	Read the poem "This World". As you read underline examples of imagery. On the back of the poem or a blank sheet of paper write down your first reactions to the poem. How did it make you feel? What did you see and hear as you read? Now identify the theme and summarize in 1-2 sentences what you think the poem is saying.	Re-read the poem, answer the Text Dependent questions 1-10.	Read the poem "International Fruit of Welcome' As you read underline examples of imagery. On the back of the poem or a blank sheet of paper write down your first reactions to the poem. How did it make you feel? What did you see and hear as you read? Now identify the theme and summarize in 1-2 sentences what you think the poem is saying. Answer the Text Dependent questions 1-4.	In 1-2 paragraphs compare the two poems. What messages are both poets sending about finding beauty in unexpected places? Compare and contrast the author's use of imagery to convey those messages.	As we are all confined to our homes think about where you would rather be or where you want to go when quarantine ends. Write a poem about this place. Use descriptive words (imagery) so that a reader can see, hear, feel even taste the place you are describing. Share your poem with another person.
<b>Math8</b> (IM1 & 2 can be found on the HS Boards)	<i>Exterior Angles in Triangles</i>  Complete 9-28. (attached)	Read Math Notes on Angle Sum Theorem for Triangles and complete 9-29 and 9-30. (attached)	Complete 9-33 and 9-34. Refer to Math Notes on Angle Sum Theorem if needed. (attached)	Complete p. 154 # 17, 18, 23, and 26. (attached)	Complete 9-20 as a Journal Entry titled "Angles in a Triangle". (attached)
<b>Science</b>	<b>Global Circulations:</b> Read article. Highlight, underline, and/or annotate for understanding.	<b>Introduction to the Ocean (part 1):</b> Read article. Highlight, underline, and/or annotate for understanding.	<b>Introduction to the Ocean (part 2):</b> Reread notations from yesterday. Write your answers to the following: a) What does the author try to persuade the readers about?	<b>Ocean Circulations (part 1):</b> Read article. Highlight, underline, and/or annotate for understanding.	<b>Ocean Circulations (part 2):</b> Reread notations from yesterday. Write your answers to the following: a) According to the text, what are cold currents?

### Christina School District Assignment Board

			b) The ocean is very important to everyone in the world. What evidence from the text best supports this conclusion? c) Based on the text, what can you infer about the way the ocean affects us? d) What is the main idea of this text?		b) How does the text compare cold currents and warm currents? c) Based on the text, what conclusion can you make about the water in the Great Ocean Conveyor? d) What can you infer about the water in the ocean based on the text? e) What is the main idea of the text?
<b>Social Studies</b>	Complete Activity 5 from the document titled, "Lewis & Clark and the Native Americans." You received this document in last week's packet.	Complete Activity 6 from the document titled, "Lewis & Clark and the Native Americans." You received this document in last week's packet.	Complete Activity 7 from the document titled, "Lewis & Clark and the Native Americans." You received this document in last week's packet.	Complete Activity 1 from the document titled, "Primary vs. Secondary Sources - Native American Removal"	Complete Activity 1 from the document titled, "Primary vs. Secondary Sources - Native American Removal"

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

## This World

By Mary Oliver  
2004

*Mary Oliver is an American poet born in 1935. She has won the National Book Award, as well as the Pulitzer Prize. In this poem, a speaker describes the nature that surrounds them. As you read, take notes on the figurative language the poet uses to describe nature.*

- [1] I would like to write a poem about the world that  
has in it  
nothing fancy.  
But it seems impossible.  
Whatever the subject, the morning sun  
[5] glimmers it.  
The tulip feels the heat and flaps its petals open  
and becomes a star.  
The ants bore into the peony <sup>1</sup> bud and there is a  
dark  
pinprick well of sweetness.  
As for the stones on the beach, forget it.  
[10] Each one could be set in gold.  
So I tried with my eyes shut, but of course the  
birds  
were singing.  
And the aspen trees were shaking the sweetest music  
out of their leaves.  
[15] And that was followed by, guess what, a momentous<sup>2</sup> and  
beautiful silence  
as comes to all of us, in little earfuls, if we're not too  
hurried to hear it.  
As for spiders, how the dew hangs in their webs  
[20] even if they say nothing, or seem to say nothing.  
So fancy is the world, who knows, maybe they sing.  
So fancy is the world, who knows, maybe the stars sing too,  
and the ants, and the peonies, and the warm stones,  
so happy to be where they are, on the beach, instead of being  
[25] locked up in gold.



*"The Cactus Flower and The Ants - 2017.02.19.F02" by jonix\_k is licensed under CC BY-NC-ND 2.0*

*From Why I Wake Early by Mary Oliver, Published by Beacon Press Boston. Copyright © 2004 by Mary Oliver. Used herewith by permission of The Charlotte Sheedy Literary Agency Inc.*

1. a flower
2. **Momentous (adjective):** of great importance or significance

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In line 7 of “This World,” what does the phrase “bore into” mean?
  - A. dig a hole in
  - B. intensely stare at
  - C. quickly break apart
  - D. build small nests in
  
2. PART B: Which word from “This World” helps the reader understand the meaning of the phrase “bore into”?
  - A. star (Line 6)
  - B. bud (Line 7)
  - C. well (Line 8)
  - D. sweetness (Line 8)
  
3. PART A: In “This World,” what technique does the poet use to emphasize the central idea?
  - A. similes comparing plants to animals
  - B. personification of objects in nature
  - C. a vivid description of the speaker
  - D. the creation of a solitary mood
  
4. PART B: Which TWO pieces of evidence support the answer in Part A?
  - A. “The tulip feels the heat” (Line 6)
  - B. “becomes a star.” (Line 6)
  - C. “bore into the peony bud” (Line 7)
  - D. “the birds / were singing.” (Lines 11-12)
  - E. “a momentous and / beautiful silence” (Lines 15-16)
  - F. “and the warm stones, / so happy to be where they are” (Lines 23-24)
  
5. PART A: How does the poet reveal the speaker’s attitude about life?
  - A. by including advice on how to complete creative work
  - B. by listing plans that ensure one’s time is well spent
  - C. by providing a description of how to study the behaviors of plants and animals
  - D. by showing the benefits of slowing down and appreciating one’s surroundings
  
6. PART B: Which phrase from the poem best supports the answer in Part A?
  - A. “I would like to write a poem” (Line 1)
  - B. “of course the birds / were singing.” (Lines 11-12)
  - C. “And that was followed by” (Line 15)
  - D. “if we’re not too / hurried to hear it.” (Lines 17-18)

7. PART A: What is a central theme of "This World"?
- A. People sometimes destroy nature.
  - B. People should study nature.
  - C. Nature is wonderfully complex.
  - D. Nature is ancient.
8. PART B: Which evidence from "This World" best supports the answer in Part A?
- A. "I would like to write a poem" (Line 1)
  - B. "So I tried with my eyes shut" (Line 11)
  - C. "as comes to all of us" (Line 17)
  - D. "So fancy is the world" (Line 21)
9. PART A: Read line 9 from the poem. "As for the stones of the beach, forget it." How does the line reflect a shift in tone in the poem?
- A. The line is informal, but the tone of the poem is formal.
  - B. The line is vague, but the tone of the poem is specific.
  - C. The line is joyful, but the tone of the poem is frustrated.
  - D. The line is humorous, but the tone of the poem is serious.
10. PART B: What other line from the poem has a similar shift in tone?
- A. "Each one could be set in gold." (Line 10)
  - B. "the Aspen trees were shaking" (Line 13)
  - C. "that was followed by, guess what" (Line 15)
  - D. "even if they say nothing, or seem to say nothing." (Line 20)

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

## International Fruit of Welcome

By Kim Roberts  
2017

*Kim Roberts is an award-winning poet and editor. In this poem from her collection, *The Scientific Method*, a speaker describes a pineapple. As you read, take notes on how a pineapple can be used.*

- [1] A pineapple is the perfect gift  
to bring to a blind date.  
A pineapple is like a blind date:  
spiky and armored at first,  
[5] with the hope of sweetness inside.  
A pineapple is the perfect housewarming gift.  
You don't have to wrap it,  
it doesn't spill inside your car.  
It comes in its own house.  
[10] A pineapple is the perfect birthday gift.  
You might prefer a coconut,  
that planet molten<sup>1</sup> at the core,  
but the pineapple has a better hairdo,  
better wardrobe; it never  
[15] goes out of style.  
Think of all those historic houses  
with pineapple bolsters,<sup>2</sup> pineapple finials,<sup>3</sup>  
pineapples carved above lintels.<sup>4</sup>  
Such a sophisticated<sup>5</sup> fruit:  
[20] every sailor wants one.



*"pineapple" by Becky Johns is licensed under CC BY-NC-ND 2.0*

*Reprinted from *The Scientific Method* (WordTech Editions, 2017) by Kim Roberts (<http://www.kimroberts.org>), with permission of the author.*

1. **Molten (adjective):** liquefied by heat
2. supporting beams
3. an ornament at the top of building or structure
4. a horizontal support structure above an opening, such as a window or door
5. **Sophisticated (adjective):** having or showing a lot of experience and knowledge about the world

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the main theme of the poem?
  - A. While most people consider fruits merely nutritious, they also make good gifts.
  - B. Pineapples are an important fruit with many different and timeless uses.
  - C. Throughout history, people have used the structure of fruits to inspire architecture
  - D. Pineapple is one of the lesser known or eaten fruits, but it has more uses than people realize.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "A pineapple is like a blind date: / spiky and armored at first" (Lines 3-4)
  - B. "You might prefer a coconut, / that planet molten at the core," (Lines 11-12)
  - C. "but the pineapple has a better hairdo, / better wardrobe; it never / goes out of style." (Lines 13-15)
  - D. "Such a sophisticated fruit: / every sailor wants one." (Lines 19-20)
  
3. How do the speaker's comparisons of a pineapple to a blind date and a house contribute to the poem?
  - A. They highlight the protective outer layer of pineapples.
  - B. They reveal how underappreciated pineapples are.
  - C. They emphasize the delicious taste of pineapples.
  - D. They reveal what people like about receiving pineapples.
  
4. How is the speaker's discussion of pineapples' presence in architecture important to the poem?

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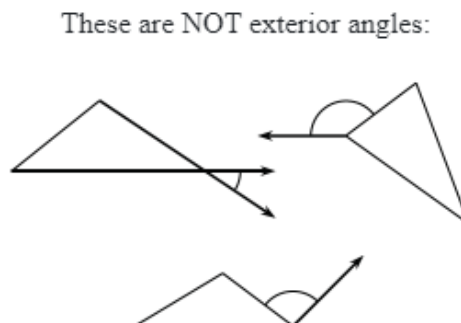
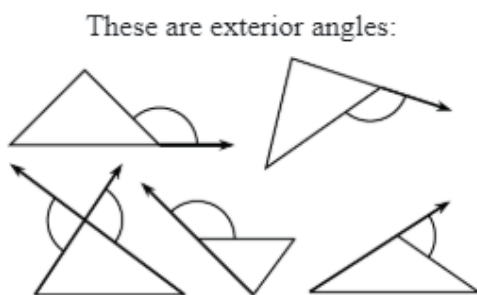
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## Math 8 – Week of April 20<sup>th</sup>

### Exterior Angles in Triangles

9-28 **Exterior angles** are formed by extending a side of the triangle. The two angles across the triangle from the exterior angle are called **remote interior angles**. In each figure located below part (a),  $\angle A$  and  $\angle B$  are remote interior angles with respect to exterior angle  $\angle BCD$ .



- a. Calculate the missing angle measures in each figure and record them in the table. Once completed, look for a pattern in the relationship between the measure of  $\angle BCD$  (the exterior angle) and the sum of the measures of  $\angle A$  and  $\angle B$  (the remote interior angles). (Note that  $m\angle BCD$  means the measure of  $\angle BCD$ . Similarly,  $m\angle A$  means the measure of  $\angle A$ .)

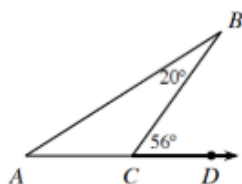


Figure 1

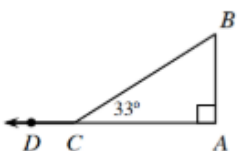


Figure 2

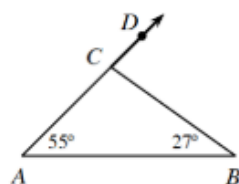


Figure 3

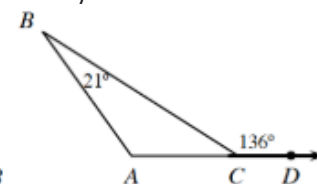


Figure 4

Figure Number	$m\angle A$	$m\angle B$	$m\angle ACB$	$m\angle BCD$	$m\angle A + m\angle B$
1					
2					
3					
4					

- b. Compare your results for  $m\angle BCD$  (the exterior angle) and the sum of  $m\angle A$  and  $m\angle B$  (the remote interior angles) for each figure.
- c. Write a conjecture about the relationship of an exterior angle to the two remote interior angles.





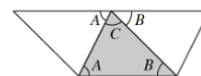
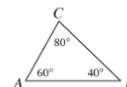
## METHODS AND MEANINGS

### MATH NOTES

#### Angle Sum Theorem for Triangles

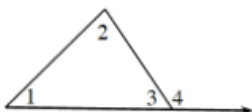
The measures of the angles in a triangle add up to  $180^\circ$ . For example, in  $\triangle ABC$  at right,  $m\angle A + m\angle B + m\angle C = 180^\circ$ .

You can verify this statement by carefully drawing a triangle with a ruler, tearing off two of the angles ( $\angle A$  and  $\angle B$ ), and placing them side by side with the third angle ( $\angle C$ ) on a straight line. The sum of the three angles is the same as the straight angle (line), that is,  $180^\circ$ .

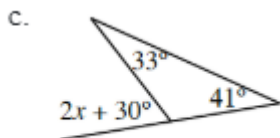
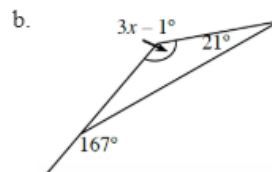
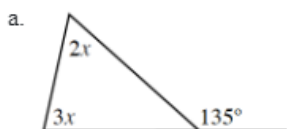


9-29 Calculate the measures of the angles requested. Each part is a separate problem.

- If  $m\angle 1 = 53^\circ$  and  $m\angle 2 = 71^\circ$ , find  $m\angle 4$ .
- If  $m\angle 2 = 78^\circ$  and  $m\angle 4 = 127^\circ$ , find  $m\angle 1$ .

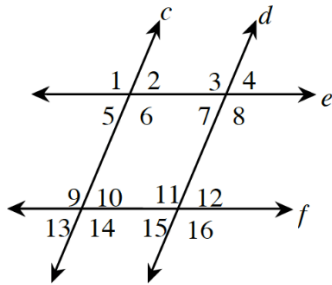


9-30 Use your conjecture from part (c) of problem 9-28 to solve for  $x$  in each figure below.

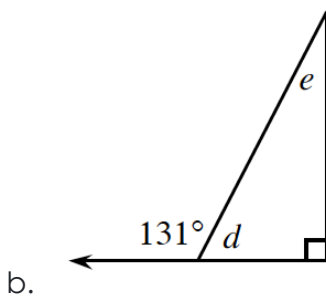
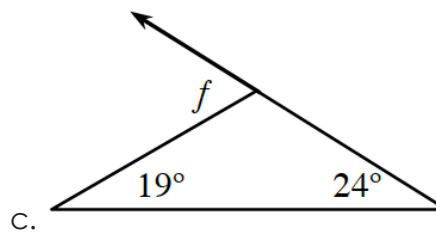
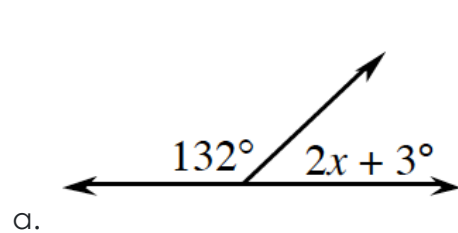


9-33 Based on the given information, determine which pairs of lines, if any, are parallel. If none are necessarily parallel, write "none."  $m\angle 2 = m\angle 7$

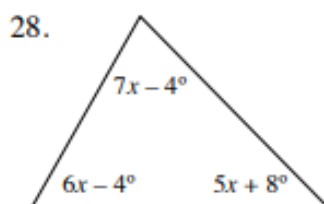
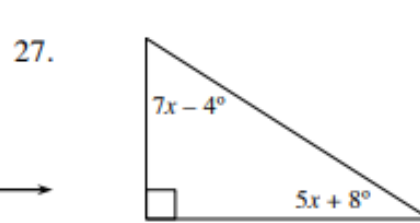
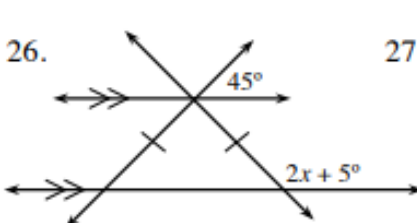
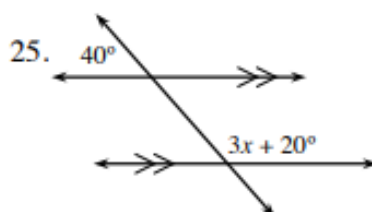
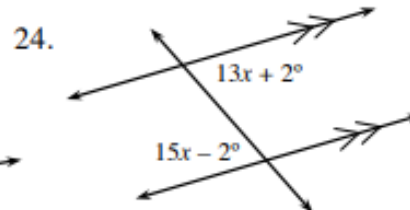
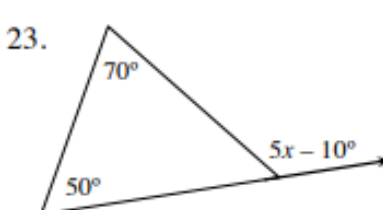
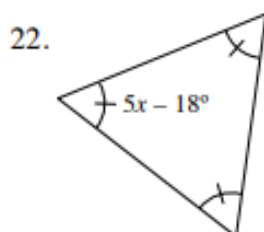
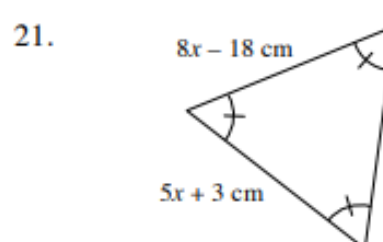
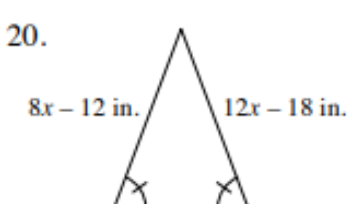
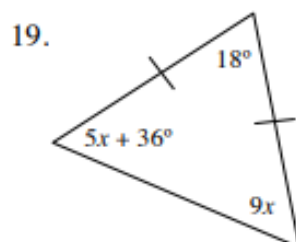
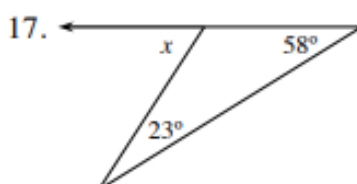
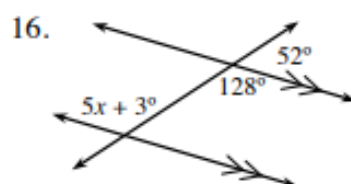
- a.  $m\angle 3 = m\angle 11$
- b.  $m\angle 1 = m\angle 12$
- c.  $m\angle 13 = m\angle 12$
- d.  $\angle 6$  and  $\angle 7$  are supplementary.



9-34 In each angle problem below, solve for the variable(s). Write the names of the definition(s) and relationship(s) that justify the steps in your solution.

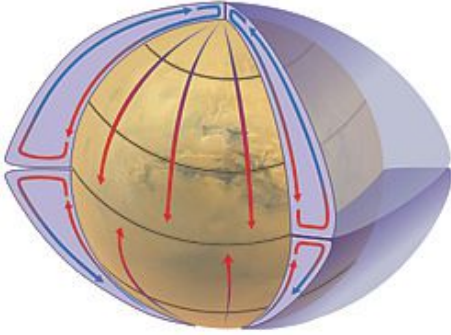


9-20 In the past few days, you explored some fundamental concept about a triangles and the sum of its angles. In your Journal Entry, state this relationship in your own words and include at least one example that shows how to use this idea. Title this entry "Angles in a Triangle" and label it with today's date.



## Global Circulations

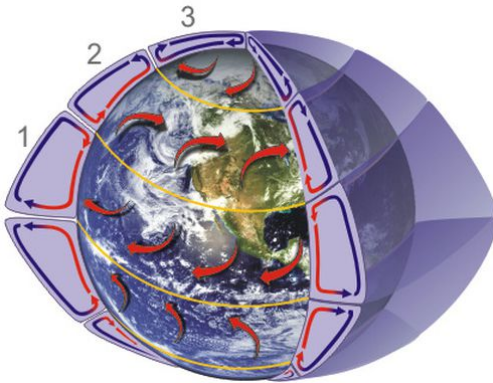
*This text is from the U.S. National Oceanic and Atmospheric Administration: National Weather Service.*



*Air flow for no rotation and no water on a planet.*

Global Circulations explain how air and storm systems travel over the Earth's surface. The global circulation would be simple (and the weather boring) if the Earth did not rotate, the rotation was not tilted relative to the sun, and had no water.

In a situation such as this, the sun heats the entire surface, but where the sun is more directly overhead it heats the ground and atmosphere more. The result would be the equator becomes very hot with the hot air rising into the upper atmosphere.



*Three main circulations exist between the equator and poles due to earth's rotation.*

That air would then move toward the poles where it would become very cold and sink, then return to the equator . . . One large area of high pressure would be at each of the poles with a large belt of low pressure around the equator.

However, since the earth rotates, the axis is tilted, and there is more land mass in the northern hemisphere than in the southern hemisphere, the actual global pattern is much more complicated.

Instead of one large circulation between the poles and the equator, there are three circulations...

1. **Hadley cell** - Low latitude air movement toward the equator that with heating, rises vertically, with poleward movement in the upper atmosphere. This forms a convection cell that dominates tropical and sub-tropical climates.
2. **Ferrel cell** - A mid-latitude mean atmospheric circulation cell for weather named by Ferrel in the 19th century. In this cell the air flows poleward and eastward near the surface and equatorward and westward at higher levels.
3. **Polar cell** - Air rises, diverges, and travels toward the poles. Once over the poles, the air sinks, forming the polar highs. At the surface air diverges outward from the polar highs. Surface winds in the polar cell are easterly (polar easterlies).

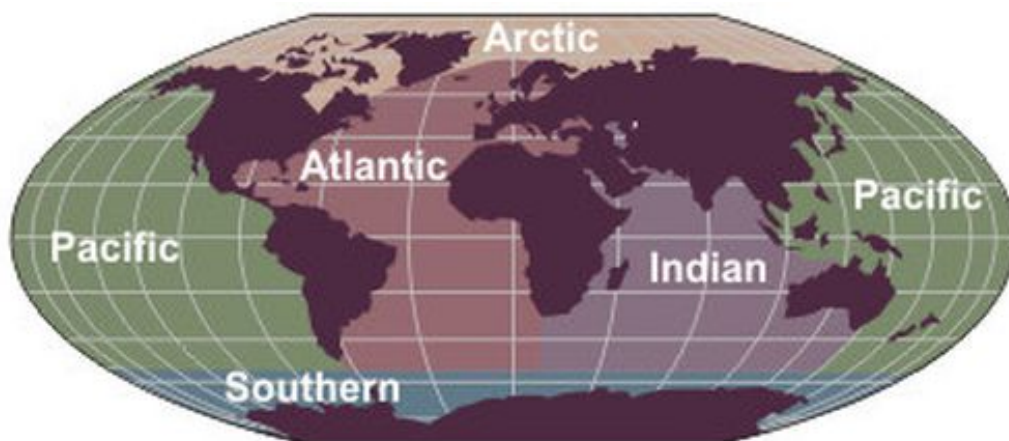
Between each of these circulation cells are bands of high and low pressure at the surface. The high pressure band is located about 30° N/S latitude and at each pole. Low pressure bands are found at the equator and 50°-60° N/S.

Usually, fair and dry/hot weather is associated with high pressure, with rainy and stormy weather associated with low pressure. You can see the results of these circulations on a globe. Look at the number of deserts located along the 30°N/S latitude around the world. Now, look at the region between 50°-60° N/S latitude. These areas, especially the west coast of continents, tend to have more precipitation due to more storms moving around the earth at these latitudes.

## Introduction to the Oceans

*This text is from the U.S. National Oceanic and Atmospheric Administration.*

One cannot learn about the weather we experience without considering the ocean and its effect on our weather . . . and the weather's effect on it. We must consider the ocean because nearly 71% of the earth's surface is covered by it and more than 97% of all our water is contained in it.



*The World's major oceans*

We must consider the ocean and its impact as more than one-half of the world's population lives within 60 miles (100 km) of the ocean.

We must consider the ocean as its ability to absorb, store, and release heat into the atmosphere is huge and often directly affects us. In fact, just the top 10 feet of the ocean surface contains more heat than our entire atmosphere.

Major climate events, such as El Niño, result from ocean temperature changes. These temperature changes then have impacts on weather events such as hurricanes, typhoons, floods and droughts which, in turn, affect the prices of fruits, vegetables and grains.

With all of this water it is essential that we consider "the ocean."

*The sizes of the major oceans.*

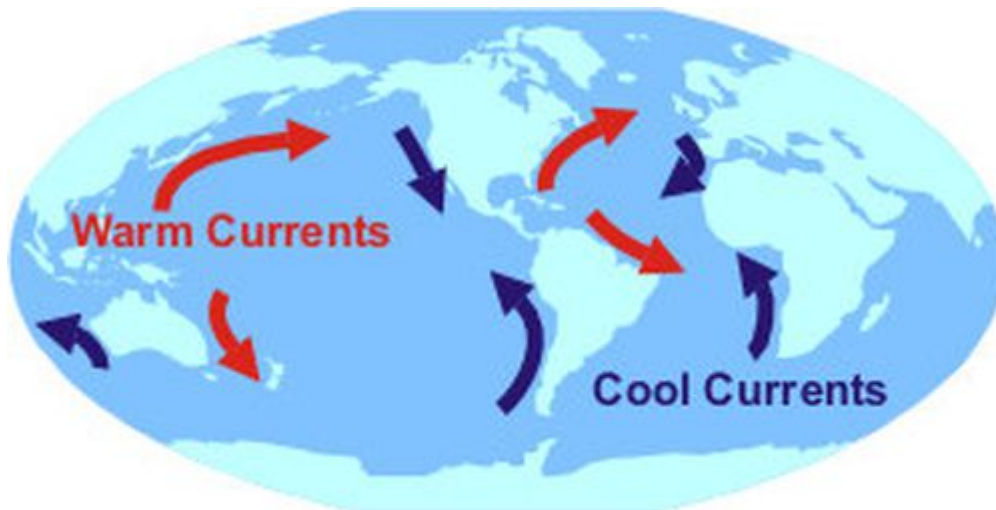
Ocean	Surface Area (miles <sup>2</sup> )	Surface Area (kilometers <sup>2</sup> )	Of all oceans
Pacific	64,000,000	166,000,000	45.0%
Atlantic	31,600,000	82,000,000	22.2%
Indian	28,400,000	73,600,000	20.0%
Southern	13,523,000	35,000,000	9.5%
Arctic	4,700,000	12,173,000	3.3%

## Ocean Circulations

*This text is from the U.S. National Oceanic and Atmospheric Administration.*

In January 1992, a container ship near the International Date Line, headed to Tacoma, Washington, from Hong Kong, lost 12 containers during severe storm conditions. One of these containers held a shipment of 29,000 bathtub toys. Ten months later, the first of these plastic toys began to wash up onto the coast of Alaska. Driven by the wind and ocean currents, these toys [continued] to wash ashore during the next several years, and some even drifted into the Atlantic Ocean.

The ultimate reason for the world's surface ocean currents is the sun. The heating of the earth by the sun has produced semi-permanent pressure centers near the surface. When wind blows over the ocean around these pressure centers, surface waves are generated by transferring some of the wind's energy, in the form of momentum, from the air to the water. This constant push on the surface of the ocean is the force that forms the surface currents.



*Basic currents off the coasts of the continents.*

Around the world, there are some similarities in the currents. For example, along the **west** coasts of the continents, the currents flow toward the equator in both hemispheres.

These are called cold currents as they bring cool water from the polar regions into the tropical regions. The cold current off the west coast of the United States is called the California Current.

Likewise, the opposite is true as well. Along the **east** coasts of the continents, the currents flow from the equator toward the poles. [These] are called warm [currents] as they bring the warm tropical water north. The Gulf Stream, off the southeast United States coast, is one of the strongest currents known anywhere in the world, with water speeds up to 3 mph (5 kph).

These currents have a huge impact on the long-term weather a location experiences. The overall climate of Norway and the British Isle is about 18°F (10°C) warmer in the winter than other [sites] located at the same latitude due to the Gulf Stream.

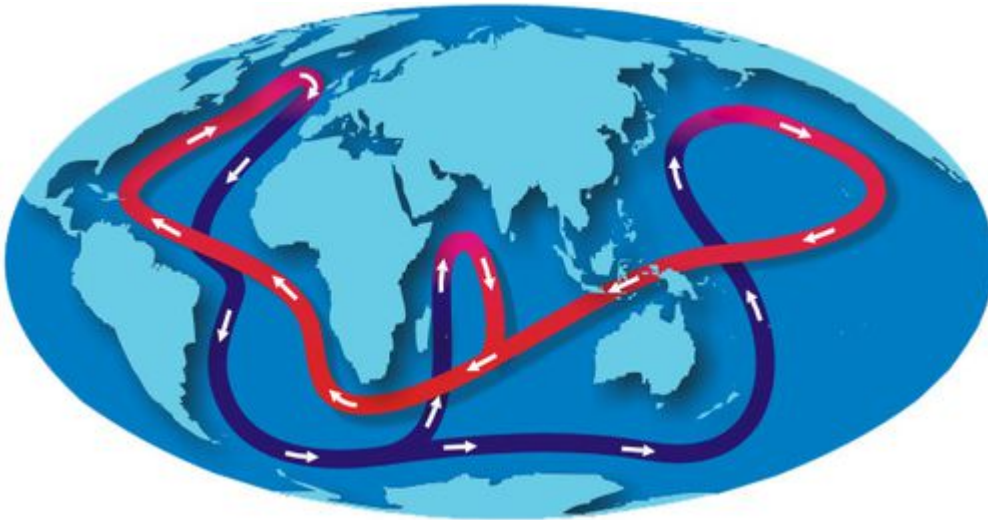
While ocean currents are shallow level circulations, there is global circulation, which extends to the depths of the sea called the **Great Ocean Conveyor**. Also called the thermohaline circulation, it is driven by differences in the density of the sea water, which is controlled by temperature (thermal) and salinity (haline).

In the northern Atlantic Ocean, as water flows north it cools considerably increasing its density. As it cools to the freezing point, sea ice forms with the "salts" extracted from the frozen water making the water below more dense. The very salty water sinks to the ocean floor.

It is not static, but a slowly southward flowing current. The route of the deep water flow is through the Atlantic Basin around South Africa and into the Indian Ocean and on past Australia into the Pacific Ocean Basin.

If the water is sinking in the North Atlantic Ocean, then it must rise somewhere else. This upwelling is relatively widespread. However, water samples taken around the world indicate that most of the upwelling takes place in the North Pacific Ocean.

It is estimated that once the water sinks in the North Atlantic Ocean, [it would take] 1,000-1,200 years before that deep, salty bottom water rises back to the upper levels of the ocean again.



*The Great Ocean Conveyor Belt - The blue color represents the deep cold and saltier water current with the red color indication shallower and warmer current.*



**Primary vs. Secondary Sources - Native American Removal**  
**Social Studies Home Learning Activities**

<b>Benchmark Standard</b>	History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.
<b>Grade Band</b>	6-8
<b>Vocabulary / Key Concepts</b>	<b>Primary sources</b> are "evidence written or created during the period under investigation." (Furay and Salevouris, 144). They are not commentary about your topic, but are the topic you are commenting about. <b>Secondary sources</b> are created by scholars who interpret the past through the examination of primary sources and the research of others. They are typically the commentary about your topic. <b>Bias</b> – prejudice in favor of, or against, one thing, person or group.

**DIRECTIONS:** Read each document, then answer the questions that accompany each document.

**ACTIVITY 1**

**DOCUMENT A** from [www.ourdocuments.gov](http://www.ourdocuments.gov)

*On December 6, 1830, in a message to Congress, President Andrew Jackson called for the relocation of eastern Native American tribes to land west of the Mississippi River, in order to open new land for settlement by citizens of the United States.*

Transcript of President Andrew Jackson's Message to Congress On Indian Removal (1830)  
Andrew Jackson's Annual Message

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 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.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind,



developing the power and facilities of man in their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

#### QUESTIONS FOR DOCUMENT A:

1. According to this speech to Congress, what is the overall view on the Indian Removal Act (or on the removal of the Native Americans)?
  2. If we strictly relied on this document to give us a sense of how the American people viewed the Native Americans in the early 1800s, would we help and try to protect the Native Americans or do the opposite? Explain how you know.
  3. Is this document a primary or secondary source? Explain how you know.
- 

## ACTIVITY 2

### DOCUMENT B

Excerpt from <https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/a/indian-removal>

Andrew Jackson's Indian policies

Before becoming president, Andrew Jackson had distinguished himself as a champion of white settlers against the American Indians. In the War of 1812, Jackson had led an offensive against the Creek nation in an attempt to clear the Mississippi Territory for white settlement, and under President James Monroe, he had participated in the First Seminole War, which devastated the Seminole tribe of Florida.<sup>12</sup>

By the time Jackson entered the White House, white settlers in Georgia had been complaining for some time about the continued presence of Cherokee and Creek people on the lands they wished to inhabit. These white settlers were emboldened by the election of Jackson in 1828 and revoked the constitution of the Cherokee nation in Georgia, declaring that the Indians were subject to the laws of the state of Georgia. In 1830, the Cherokee nation took the state of Georgia to the Supreme Court, arguing that it was an independent nation and as such, was not subject to the authority of the state of Georgia. Chief Justice of the Supreme Court John Marshall agreed that the Cherokee nation was a distinct society but not that it was a foreign nation.

In *Worcester v. Georgia*, Chief Justice Marshall expanded on this argument, declaring that the state of Georgia had no authority over the Cherokee, which as a sovereign nation could only be subject to the authority of the federal government. The ruling established the nature of relations between the federal government and Indian tribes as that between sovereign nations. But President Jackson refused to enforce the ruling and pursued a policy of Indian removal. The Indian Removal Act of 1830 authorized the voluntary relocation of Native American tribes to the lands west of the Mississippi River but was frequently abused by government officials and resulted in some forced removals.<sup>13</sup>

#### Notes

1. For more on the early history of European-Native American contact, see Roger M. Carpenter, *"Times are Altered with Us": American Indians from First Contact to the New Republic* (Malden, MA: John Wiley & Sons, 2015).
2. For more on Jackson, see H.W. Brands, *Andrew Jackson: His Life and Times* (New York: Anchor Books, 2006).
3. For more, see Steve Inskeep, *Jacksonland: President Andrew Jackson, Cherokee Chief John Ross, and a Great American Land Grab* (New York: Penguin Books, 2015).

## QUESTIONS FOR DOCUMENT B:

1. According to this article, what is the overall view of the Indian Removal Act (or on the removal of the Native Americans)?
  2. If we strictly relied on this document to give us a sense of how the American people viewed the Native Americans in the early 1800s, would we help and try to protect the Native Americans or do the opposite? Explain how you know.
  3. Is this document a primary or secondary source? Explain how you know.
- 

## ACTIVITY 3

### Misconceptions about Primary Sources

Many consider primary sources to have greater credibility than secondary sources because the creators of primary sources were "there at the time." Young people also interpret primary sources uncritically, often taking the text as fact or at face value.

**Primary vs. Secondary Sources** from <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>

When you do research, or act as a historian, you have to gather information and evidence from a variety of sources.

**Primary sources** provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. A primary source gives you direct access to the subject of your research.

**Secondary sources** provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesizes primary sources.

1. Is a primary source better than a secondary source or should both primary and secondary sources be used when trying to find out what actually happened in any particular historical event? How do you know? (Use evidence from the two sources to answer).
2. Do primary and/or secondary sources contain bias? Explain.

**KEEP IN MIND:** The following is from <https://libguides.uwf.edu/c.php?g=215260&p=1420795>

Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. Primary sources can be diaries, letters, autobiographies, manuscripts, photographs, speeches, interviews, artifacts, government documents, newspapers, maps, census data, statistics, business records, court records, and original compositions, poetry, and artwork. Remember that because primary sources are often firsthand accounts that reflect the viewpoint and memory of a participant or observer, the information may be biased or skewed.

Secondary sources are usually written sometime after an event has taken place. They are created by authors who have examined a subject and have drawn certain conclusions about it. Though the information is not firsthand, secondary sources are important because research, by necessity, is built upon the work of other scholars. Biographies, scholarly books, and journal articles are examples of secondary sources. As with primary sources, many secondary sources are also subjective and contain bias.