

Social Studies

This week we're going to think about **how** we learn about the past and where we get our information? Please follow the steps below:

Step 1 - Follow this link to a [Slideshow from Nearpod](#) to learn about the difference between **primary** and **secondary** sources.

Primary	Secondary
A primary source is a document or physical object created during the time under study.	A secondary source interprets and analyzes primary sources and are at least one step removed from the time under study.
Examples: Eyewitness accounts Diaries, speeches, letters, interviews, news films, poetry, drama, novels, music, art, pottery, furniture, clothing	Examples: Textbooks, magazine articles, historical commentaries, encyclopedias, wikipedia

Step 2 - Answer the questions below.

- a) If you are an historian who wants to research what life was like for women living in America in 1994, what kinds of primary sources might you look for? What kinds of secondary sources? Try to list three of each.
- b) Why might it be important for us to consider both primary and secondary resources when we look at history?

Step 3 - Read the text below and answer the questions, which is from a ship captain's journal, landing in Massachusetts for the first time. The online version can be found on massmoments.org

Document E/MS I-3: Friend or Foe? Excerpt from Roger Clapp's Journal, 1630

In May 1630, while the first shipload of Puritans were still en route to Massachusetts aboard the Arabella, an exploring party of Englishmen came ashore at what is now Watertown. Roger Clapp recorded their experiences:

We went up Charles River, until the river grew narrow and shallow, and there we landed our goods with much labour and toil, the bank being steep; and night coming on, we were informed that there were **hard by** us 300 Indians. One Englishman, that could speak the Indian language, (an old planter) went to them, and advised them not to come near us in the night; and they **harkened** to his **counsel** and came not out. I myself was one of the sentinels that night... In the morning some of the Indians came and stood at a distance off, looking at us, but came not near. But when they had been awhile in view, some of them came and held out a great **bass** towards us; so we sent a man with a biscuit, and changed the cake for the **bass**. Afterwards, they supplied us with **bass**, exchanging a **bass** for a biscuit cake, and were very friendly unto us... Had they come upon us, soon they might have destroyed us! I think we were not above ten in number. But God caused the Indians to help us with fish at very cheap rates. We had not been there many days but we had an order to come away from that place, which was about Watertown, unto a place called Mattapan, now Dorchester.

Quoted in "Memoirs of Captain Roger Clap," in *Chronicles of the First Planters of Massachusetts Bay*, ed. by Alexander Young (Little & Brown Co., 1846).

Questions:

1. What did the Englishmen see and do when they reached their destination?
2. Why did they tell the Indians not to come near them at night?
3. How did the Massachusetts people behave toward the white men?

Science

Follow the steps below to learn about taxonomy.

- 1) Think about a pen and pencil. How are they similar and different?
- 2) All writing tools essentially do the same thing but they have different characteristics.
- 3) Read the **cockroach** page from the “Pest Research” section of PestWorldforKids.org, make sure you read about all 4 types of cockroaches.
- 4) Although each cockroach shares the same characteristics, they are also slightly different – just like the writing tools.
- 5) Just how do scientists keep track of all the different types of organisms in the world? How do they make sure what a scientist calls a Brown-Banded Cockroach is the same name a scientist in Mexico or Canada or even in the next state calls a cockroach?
- 6) Scientists use a system developed with a system called **classical taxonomy**. The system is used all over the world. Names of **species** are given in Latin, a language that no one speaks but is uniformly used all over the world for science precisely because no one speaks it – it’s stable so no changes are made. Latin is used because an animal may have many common names but will only have one Latin name. That allows scientists to discuss and research the animal all around the world without confusion.
- 7) Notice on PestWorldforKids.org, each cockroach as a different species name.
- 8) Each cockroach belongs to the same group with the exception of Genus Species. Each individual animal has its own unique genus species name. Each genus species name has two words. All the cockroaches profiled share the first. The second word, the species, is unique to each cockroach.
- 9) Fill out the chart below with the names for the Brown-Banded Cockroach (hint - they are listed after the blue bullet points on PestWorldforKids.org)

Kingdom			
Phylum			
Class			
Order			
Family			
Genus Species			

- 10) Next, fill out the chart above for the roof rat, please find the information on PestWorldforKids.org.

11) Two very different animals share just one common name –the same kingdom. The kingdom level is the highest level. The animal kingdom includes all animals. Other kingdoms contain plants, fungi, and single-celled organisms. It would make sense that they would only share the same kingdom category – after all they are very different animals. The order of this classification system runs from the largest group, kingdom, to smaller and smaller groups that share characteristics. A simple way to remember the names and order of the classification system is this mnemonic device:

Kingdom – Phylum – Class – Order – Family – Genus Species

King – Philip – Cut – Open – Five – Green Species

12) Choose your own pest from the pest guide on pestworldforkids.org. Compare the taxonomy information to the roof rat and the brown-banded cockroach. Aside from kingdom, just how many categories do pests share? How many species of common pests are there?