STUDENT FIRST & LAST NAME:____

SCHOOL:____________________ **GRADE:**_______ **ID# / LUNCH#**________________

Christina School District Assignment Board

Grade Level: 5

Week 10 (6.8.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Grandma's House.* What did you learn about one of the characters in the story? Use evidence from the story to support your response.	Read *Grandma's House* again to increase fluency. Answer questions 1-5.	Read *Grandma's House* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Adjectives are words that add information and detail to nouns and pronouns. Circle the adjectives you find in *Grandma's House.*
Math	**Decimals, Powers of Ten & Exponents** *Please complete the attached activity titled Decimals, Powers of Ten & Exponents*	**Comparing & Multiplying Fractions & Decimals** *Please complete the attached activity titled Comparing & Multiplying Fractions & Decimals*	**Common Division Mistakes** *Please complete the attached activity titled Common Division Mistakes*	**Olympic Track Star Page 1** *Please complete the attached activity titled Olympic Track Star page 1*	**Olympic Track Star Page 2** *Please complete the attached activity titled Olympic Track Star page 2*
Science	**Timekeeping: Why We Need Clocks and Calendars (part 1):** Read article. Highlight and/or underline important details for understanding.	**Timekeeping: Why We Need Clocks and Calendars (part 2):** Reread article for fluency. Read the following question: Why do humans need ways to track time? State your answer as a claim. Support your claim with evidence from the article. Think about telling time, then explain why the evidence from the text supports your claim.	**Before Clocks, Phones and Fitbits, There Was Sunlight and Mathematics (part 1):** Read article. Highlight and/or underline important details for understanding.	**Before Clocks, Phones and Fitbits, There Was Sunlight and Mathematics (part 2):** Reread article for fluency. Read the following question: Why was being able to tell time without the sun a problem that human inventors needed to solve? State your answer as a claim. Support your claim with evidence from the article. Think about what	**Before Clocks, Phones and Fitbits, There Was Sunlight and Mathematics (part 3):** Reread article for fluency. Write your best answers to the following: a) According to the article, how did people address a common problem with candle clocks? b) Read the first paragraph from the

STUDENT FIRST & LAST NAME:____

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				you read about sundials, then explain how the evidence supports your claim.	section “Hurry! Hurry!”. What inference can the reader make based on this paragraph? c) Read the article’s introduction (paragraphs 1-5) and the final section “Watch Out!”. What is the connection between those two sections? d) This article is organized using chronological order. Why do you think the author chose to organize the information this way?
Social Studies	Complete Activity 1 from the document titled, “International Trade Links Countries”	Complete Activity 2 from the document titled, “International Trade Links Countries”	Complete Activity 3 from the document titled, “International Trade Links Countries”	Complete Activity 4, Questions 1, 2, & 3 from the document titled, “International Trade Links Countries”	Complete Activity 4, Questions 4 & 5 from the document titled, “International Trade Links Countries”

Grandma's House

by Rachel Howard

The sun was just peeking through the curtains in Emily and Hannah's room when their mom called upstairs to wake them. "It's time to go to Grandma's!" she said.

Emily groaned and looked over at her twin sister, who was rubbing her eyes. "I don't want to go to Grandma's house," Emily said grumpily.

"Me neither," Hannah said. She sat up and stretched. "But maybe Uncle Joe will be there."

Uncle Joe was their favorite. He always brought them chocolate chip cookies from the bakery he owned.

"Yeah, maybe," Emily said. She hated going to their Grandma's house. It smelled like an old person, and there was plastic on all the couches, which stuck to their legs whenever they wore shorts and tried to get up. Their Grandma was also very deaf, so they had to talk right in her ear whenever they needed to tell her something. Mostly when Emily and Hannah went over to their Grandma's house, they whispered to each other and let their mom talk to Grandma.

Hannah went to the bathroom to brush her teeth, and Emily reluctantly got out of bed. She got dressed quickly and went downstairs for breakfast. Their mom was sitting at the table with a steaming cup of coffee and the newspaper in front of her.

"Morning, Em," she said.

"Hi, Mom." Emily pulled out the cereal she and Hannah liked and poured two bowls before sitting at the table next to their mom.

"Excited to see Grandma?"

"Yeah, kind of," Emily said, in between bites. She knew it would hurt her mom's feelings if her mom knew how uncomfortable she was at their grandmother's house. It was better not to tell her.

Hannah came running down the stairs and started eating quickly, shoveling the cereal into her mouth. "Sorry I'm late, Mom!" she said.

Emily rolled her eyes. Hannah was always the good one. She was even wearing a nice dress to go to Grandma's house. Emily looked down at her old jeans with holes at the knees and the lumpy sweater she had pulled out of her closet.

"You're not late," their mom said. She closed the newspaper and took a long drink of coffee. "I really appreciate you guys going over to Grandma's today. I have a ton of Christmas presents to buy, and I know Grandma will appreciate the company."

Hannah smiled, but Emily felt her stomach drop. They would be at Grandma's house alone? Emily finished her breakfast slowly and took her empty bowl to the sink.

***

"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so optimistic. Grandma, like their mom, "didn't believe in television."

When they got to the front door, Hannah rang the bell. They could hear the loud ring reverberate through Grandma's house and had to wait a long time until they heard Grandma's shuffling steps walking to the front door.

"Hi, girls," Grandma said. She opened the door and Hannah and Emily walked in, dutifully kissing her on the cheek as they passed into the dark house. They waited in the foyer, not quite knowing where to go or what to do. After their grandma had locked the door carefully, they followed her into the kitchen, where they all sat at the table.

"Are you girls hungry?" Grandma said, looking from one to the other.

Emily wasn't sure if she could tell them apart. Both she and Hannah shook their heads.

"Okay, well there's something I want to show you," Grandma said. "Will one of you go get that album over there?" She pointed to a thick, brown photo album that was on the kitchen counter. Hannah got up and brought it to the table, placing it right in front of Grandma.

Their grandma opened the album and the spine cracked. "These are pictures of your mom when she was a little girl," Grandma said. Hannah moved closer to Grandma, and even Emily was curious. She pushed her chair closer to Grandma's and looked over her shoulder as she showed them pictures of their mom's childhood.

A few hours later, they heard a loud honk, which meant that their mom was back to pick them up. Emily and Hannah hugged their grandma, and for the first time they felt really close to her.

As they walked down the long driveway, Hannah grabbed Emily's hand. "That wasn't so bad, was it?" she said.

"No," Emily said. She smiled at her sister.

When they got in the car, Emily thought about how she, Hannah, and their mom had the same way of raising one eyebrow when they were happy. Today she had noticed that Grandma had that same habit, too.

Name: _________________________________ **Date:** ______________

1. Where do Emily and Hannah go in the story?

A. shopping with Mom

B. Uncle Joe's house

C. Grandma's house

D. to a restaurant

2. What main problem do Emily and Hannah face?

A. They don't want to go to Grandma's house.

B. They don't want to look at old photographs.

C. They don't want to go shopping with their mom.

D. They do not get along well with each other.

3. Emily is uncomfortable going to Grandma's house without her mom. What evidence from the story supports this conclusion?

A. Emily does not want to hurt her mom's feelings, so she pretends to like Grandma's house.

B. Emily does not understand why Hannah is so optimistic about visiting Grandma.

C. Usually Emily and Hannah whisper to each other while Mom talks to Grandma.

D. Emily's stomach drops when she learns she and Hannah will be alone.

4. How do Emily and Hannah feel about seeing old pictures of her mother?

A. bored

B. interested

C. unhappy

D. excited

5. What is this story mostly about?

A. two sisters who end up enjoying a visit at their grandma's house

B. why two sisters feel uncomfortable visiting their grandma alone

C. why visiting relatives is a good thing to do

D. two sisters who visit their grandma and Uncle Joe

6. Read the following sentences:

"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so **optimistic**: Grandma, like their mom, "didn't believe in television."

What does "**optimistic**" most nearly mean?

A. uninterested

B. disappointed

C. hopeful

D. excited

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

Emily is very unhappy about visiting Grandma's house. ________, Hannah is much more optimistic about the visit.

A. Finally

B. Especially

C. Such as

D. In contrast

8. What does Grandma show Emily and Hannah?

____

____

____

9. Why does Emily hate going to Grandma's house?

____

____

____

10. Explain how and why Emily's attitude toward visiting Grandma changes during the story.

____

____

____

Word Study Warm Up (1-2 minutes)

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

inspect	export	erupt
predict	respect	bankrupt
dictate	porter	report

Fluency sentences (1-2 minutes)

1. Dad will inspect the alarm.
2. American factories export cars.
3. Some volcanoes erupt often.
4. Meteorologists predict the weather.
5. I show respect to people.
6. A bankrupt company has no money.
7. I'll dictate while you write.
8. A porter puts bags on a cart.
9. I watched the news report.

NAME | DATE

Decimals, Powers of Ten & Exponents

In our number system, the value of every place is a different *power of 10.* Powers of 10 can be represented using *exponents*, as shown in the chart here.

Ten-Thousands	Thousands	Hundreds	Tens
$10{,}000 = 10 \times 10 \times 10 \times 10$	$1{,}000 = 10 \times 10 \times 10$	$100 = 10 \times 10$	10
$10{,}000 = 10^4$	$1{,}000 = 10^3$	$1{,}000 = 10^2$	$10 = 10^1$

Places less than 1, such as tenths, hundredths, and thousandths are also powers of 10. These are represented using negative exponents, as shown here.

Ones	Tenths	Hundredths	Thousandths
1	0.1	0.01	0.001
$1 = 10^0$	$0.1 = 10^{-1}$	$0.01 = 10^{-2}$	$0.001 = 10^{-3}$

Most people know that it takes 1 year, or 365 days, for the earth to make one entire trip, or orbit, around the sun. Scientists tell us that the amount of time it actually takes is 365.25 days. Here are four different ways to write the number 365.25.

Standard Form	365.25
Word Form	three hundred sixty-five and twenty-five hundredths
Expanded Form	$(3 \times 100) + (6 \times 10) + (5 \times 1) + (2 \times 0.1) + (5 \times 0.01)$
Exponential Form	$(3 \times 10^2) + (6 \times 10^1) + (5 \times 10^0) + (2 \times 10^{-1}) + (5 \times 10^{-2})$

1 It takes Mars 686.971 days to orbit the sun one time. Write this number in word, expanded, and exponential form. (The standard form is written in already.)

Standard Form	686.971
Word Form	
Expanded Form	
Exponential Form	

2 It takes the moon 27.322 days—a little less than a month—to orbit the earth one time. Write this number in word, expanded, and exponential form. (The standard form is written in already.)

Standard Form	27.322
Word Form	
Expanded Form	
Exponential Form	

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Comparing & Multiplying Fractions & Decimals

1 Use one of the following symbols to make each expression below true.

> (greater than)   < (less than)   = (equal to)

$\frac{2}{4}$ $\square$ $\frac{3}{5}$	$\frac{11}{16}$ $\square$ $\frac{3}{4}$	$\frac{3}{4}$ $\square$ $\frac{3}{5}$
0.34 $\square$ $\frac{1}{2}$	0.58 $\square$ $\frac{3}{4}$	0.50 $\square$ $\frac{1}{2}$
0.25 $\square$ 0.256	0.103 $\square$ 0.099	5.618 $\square$ 5.621

2 Solve these combinations using the strategies that make the most sense to you right now. Show your work.

$.025 \times 12 = \square$	$56 \times 0.50 = \square$	$24 \times 0.25 = \square$
$0.25 \times 7 = \square$	$48 \times 0.25 = \square$	$36 \times 0.75 = \square$
$3 \times 0.25 = \square$	$0.25 \times 9 = \square$	$8 \times 0.50 = \square$

NAME | DATE

Common Division Mistakes

Help the following students sort out their misunderstandings about division.

1 Su has to solve $8 \div \frac{1}{7}$. She says the answer is $\frac{8}{7}$. What would you tell Su about her thinking? What is $8 \div \frac{1}{7}$?

2 Zane has to solve $\frac{1}{2} \div 4$. He says the answer is 2, because that's half of 4. What would you tell Zane about his thinking? What is $\frac{1}{2} \div 4$?

3 Irene wants to use equivalent ratios to solve $3{,}712 \div 64$, but she can't remember how. Show Irene what to do.

NAME | DATE

Olympic Track Star page 1 of 2

Solve each problem. Show your thinking using words, numbers, or labeled sketches.

1 Usain Bolt won three gold medals in the Track and Field events in the 2012 Olympics in London. His times are posted below.

Race	Time in Seconds
Men's 100 meter	9.63
Men's 200 meter	19.32
Men's 4 × 100 meter relay	36.84

a Usain ran the 200-meter race in 19.32 seconds. If he ran 100 meters at that speed, what would his 100 meter time be?

b In the 4 × 100-meter relay, four runners each run a 100-meter leg. The Jamaican team ran the relay with a time of 36.84. If all four legs took the same amount of time to run, how long would one leg have taken?

c In practice, the first leg of a relay takes longer to run than the others because the first runner must start the race from a still position. If the first leg of the Jamaican team's relay took 9.72 seconds of the total time, but the other 3 legs were all equal, what was the time for one of the later legs?

(continued on next page)

NAME | DATE

Olympic Track Star page 2 of 2

2 Divide each number. Show your work.

$9.6 \div 10 =$	$9.6 \div 100 =$
$16.08 \div 10 =$	$16.08 \div 20 =$
$132.22 \div 10 =$	$132.22 \div 100 =$
$78.2 \div 10 =$	$78.2 \div 20 =$

3 Compare what happens to the quotient when you divide by 10 and by 100.

4 Compare what happens to the quotient when you divide by 10 and by 20.

5 Kary and Val were solving the following problem: $12.55 ÷ 5. Kary wrote $25.10 as her answer. Val wrote $2.51. Who is right? How do you know?

Timekeeping: Why We Need Clocks and Calendars

By David Christian, Big History Project, adapted by Newsela staff on 06.21.16

Word Count **1,782**

Level **790L**

TOP: Stonehenge at sunrise, Salisbury Plain, England. Images: Big History Project

All life forms come with their own way of keeping track of time. However, no other species does it better than humans. We have more ways of marking time, and we do it more precisely.

Why bother to keep time?

Why do we need clocks and calendars? The answer may seem obvious. Nowadays we need to know what others are doing and when they're doing it. We also need to know what's happening in nature. It's important to know what season it is, for example. If you didn't know the time or date, you'd be seriously out of sync with your world. You'd miss a train or walk in late to your Big History class.

But it's not just modern humans who need to keep track of time. All living things must know the time to adjust to their environment as it changes. Bears know when to hibernate. When winter is over, they know when to wake up. Plants know when to blossom. Many birds know when it's time to head south for the winter.

Keeping track of time is critically important. It's so important that evolution has given us clocks in our body. Our body clocks are sensitive to daylight and the seasons changing. These are known as "circadian rhythms." Your body clock tells you it's not a good idea to get up at 2 am, when it's pitch dark.

Monarch butterflies use circadian clocks during migrations that span thousands of miles

What's different about human time?

We humans track time differently than other creatures. Human societies have become larger and more complex. We have become more precise at marking the time. The Olympics need extremely accurate clocks. We also need to schedule our daily work. We can even date geological events that happened billions of years ago. To do this, modern humans have designed sophisticated clocks, calendars, and timetables. It wasn't always this way.

Keeping time in the Paleolithic era

If you were a Paleolithic forager living 100,000 years ago, how would you have kept track of time? We have little direct evidence about Paleolithic time-tracking. However, we can study modern foraging societies for hints.

The rhythms of the natural world are critical in a foraging society. You need to track the changing seasons. And you need to follow the schedules that other species keep. Then you can decide when to move to a new campground, what plants to collect, and what animals to hunt. Modern foragers are more sensitive to these changes than any city dweller could be.

Keeping track of the time of day and the time of year was not difficult in early societies. Ancient people typically spent most of their time outdoors. They could watch the positions of the Sun and the stars. Planning activities with family and friends was much less complicated than it is today. Back then people lived in small groups and met face to face.

Tribes might meet other tribes based on the season. There was no need for precise scheduling. Maybe one tribe met with a neighboring tribe "when the reindeer returned." So, it didn't really matter if their schedules were a few days off. Foraging societies were much more flexible about appointments than we are.

South Africa's Blombos Cave was lived in by humans as early as 100,000 years ago. Archaeologists found chunks of ochre (an orange-red rock) with strange marks on them in the cave. These rocks date back 70,000 years. They are the oldest known "artworks." It's possible that the engravings were used to mark the passing of time. Perhaps the markings tracked the Moon or important rituals.

More evidence of early calendars comes from about 40,000 years later. The American archaeologist Alexander Marshack (1918–2004) became fascinated by marks on Paleolithic objects. He was sure that some of them were simple calendars that tracked the Moon's movements. In 1964 he visited Les Eyzies, a prehistoric site in France. Here's what Marshack saw:

As [the Sun] was going down, the first crescent of the new Moon appeared in the sky as a thin silver arc. It was facing the sinking Sun. It was instantly apparent that the Les Eyzies horizon formed a perfect natural "calendar." The first crescent would appear over those hills at sunset every 29 or 30 days...One could tell that the Sun was sinking at its farthest point north on that horizon, its position at summer solstice. It would now begin to move south.... There was no way that generations of hunters living on that shelf over a period of 18,000 years or more could fail to notice these periodic changes and movements of the Sun and Moon....

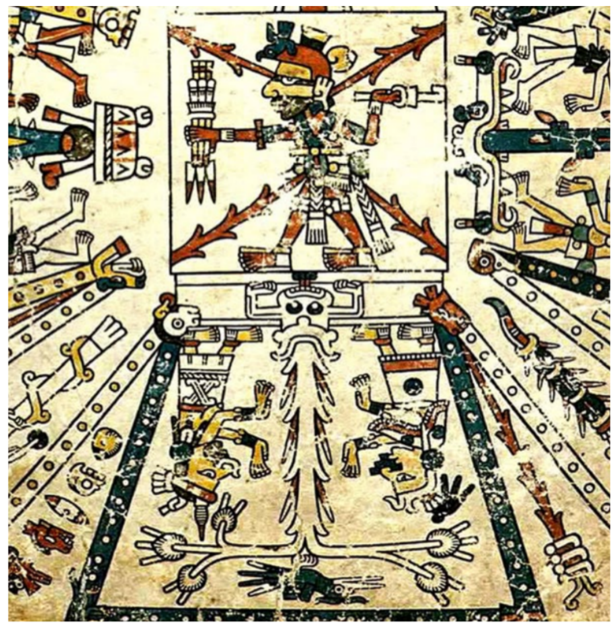
Keeping time in agrarian societies

Agricultural societies began to appear about 11,000 years ago. As they expanded, they connected with their neighbors. Now they needed more reliable methods of keeping time. If you wanted to sell vegetables in a nearby town, you had to know when the markets were held. To plan your travel to the markets, you needed the time in advance. Drifting in a week or two later no longer cut it. Now you needed calendars that everyone agreed on and shared.

Similarly, seeds were planted at particular times. The harvest was also collected according to seasonal calendars. These early calendars were based on Earth's orbit around the Sun.

This is why new devices began to appear that could track time more precisely. One method of timekeeping was to watch the Sun's shadow using sundials. A stick in the ground was a simple sundial. Of course, the Sun had to be shining, but some sundials were extremely precise.

Time was also kept through an invention called an hourglass. It was a simple glass container with sand that flowed slowly through a narrow hole. You measured time by how long it took the sand to hit the bottom of the glass. Time could also be measured using water dripping from an urn.



Detail from an Aztec calendar codex illustrating the 260-day Mesoamerican augural cycle

More elaborate instruments were used to track the movements of the stars and planets. The famous Stonehenge rocks in England were constructed between 4,000 and 5,000 years ago. Stonehenge may have been designed to determine the exact dates of the summer and winter solstices. These events occur two times a year. They mark the days when the Sun reaches its highest and lowest points in the sky.

The most elaborate agrarian-era calendars were probably those of Mesoamerica. The Maya were one of the great civilizations of Mesoamerica. They created a 260-day calendar based on biweekly rituals. They also designed a 365-day version. It was organized around the agricultural and solar phases. One calendar even measured time from the beginning of their civilization.

Meanwhile, the Romans developed a calendar with 10 months. The names they used are familiar to us. For example, Martius is our March. Eventually, the Romans refined their calendar. They added two more months and even included the concept of a leap day.

Toward the modern era

In his book *Time: An Essay*, the German scholar Norbert Elias argued that as societies became larger and more complex, people needed more precise clocks. Human records became more accurate as well. Individual schedules linked together in more and more complex networks. As schedules linked up, people had to think about time more carefully:

The chains of interdependency in pre-state societies are short. People then didn't experience past and future as being so distinct from the present. In people's experience then, the immediate present stood out more sharply than either past or future. Human actions, too, tended to be more centered on present needs and impulses. In later societies, on the other hand, past, present and future are more sharply distinguished. There is a greater need and capacity to foresee the future. Thus considerations of a relatively distant future gain stronger and stronger influence on all activities to be undertaken here and now.

Improved methods of keeping time evolved in many different contexts. Monks needed to know when to pray, so they developed the ringing of bells. Travelers needed to schedule their departures and arrivals more carefully. Increasingly, elaborate clocks were built. Some used carefully controlled drips of water. Others used falling weights.

18th-century English clockmaker John Harrison made the most precise clocks of his time

Precise clocks were particularly important for navigators. They needed them to calculate their longitude. Then they would know how far west or east they had traveled. Ships began to travel around the globe from the late 1400s.

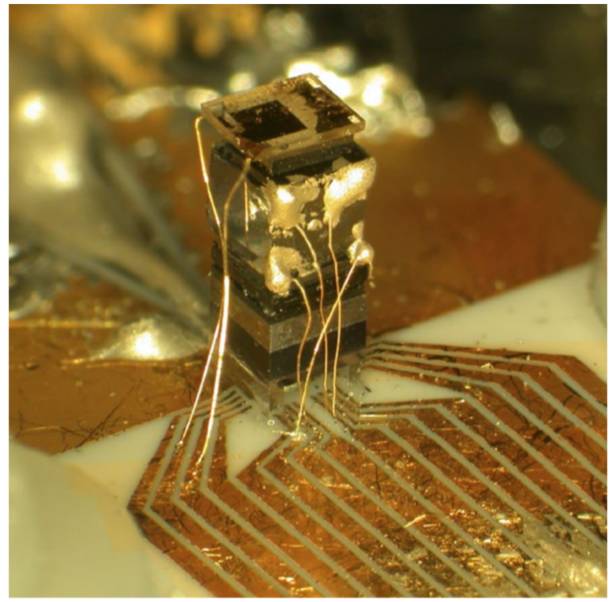
More accurate timekeeping was now needed. In 1714, the British government offered a prize of £20,000 (about $5 million today) to the first person who could build an accurate clock. The clock would have to keep time within two minutes on long sea trips. Clockmaker John Harrison spent most of his life on the task. He finally won the prize in 1773, three years before he died.

In the nineteenth century, the invention of railways and steamships required even more accuracy. Now many more passengers could travel. More cargo could be shipped. On-time departures and arrivals were critical to the whole network. The first English train schedule was published in 1839. For the first time, different British cities needed to coordinate their clocks. Greenwich Mean Time (GMT) became the standard time in Britain. But GMT was not adopted throughout Britain until 1880. In the U.S., time zones were not standard until 1918. Around then, the idea of daylight saving was introduced in numerous countries.

Steamships were traveling from country to country. They needed precise coordination across the globe. It took until 1929 for most countries to start linking their local time to Greenwich Mean Time. But, the nation of Nepal waited until the 1980s to do so.

In today's world, we need even greater precision. International plane schedules require extreme accuracy. Electronic transfers of money have to be timed precisely. So, ultra-precise atomic clocks were invented. They measure time using signals sent by electrons.

One final breakthrough in timekeeping was particularly important for Big History. That was the invention of "radiometric" dating. This technique can date past events by measuring the breakdown of radioactive materials.


The most accurate atomic clocks will lose only one second every 1.4 million years

Before about 1950, we mainly relied on written records of the past. These records only go back a couple thousand years. An American chemist developed radiometric dating to figure out the age of very old objects. His method used the breakdown of carbon to date things. New dating techniques have been developed since then. They can now reach back to the Big Bang, 13.8 billion years ago.

Accurate timekeeping and recordkeeping are the foundation for histories of all kinds. This includes Big History. Next time you fly or take a bus, be grateful. Imagine if your pilot or driver let you off at your destination any old time in the next week or two!

Before clocks, phones and Fitbits, there was sunlight and mathematics

By Dig Magazine, adapted by Newsela staff on 12.11.17

Word Count **637**

Level **780L**

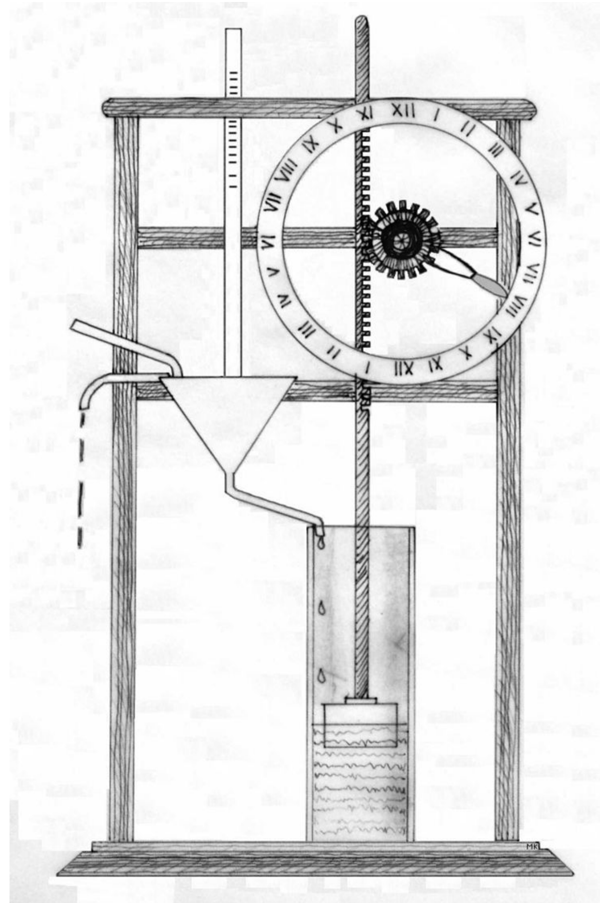
Image 1: More than 3,500 years ago, people in Egypt used sundials like this one to tell time. The sundial tracked the shadows cast by the sun as it moved across the sky. Photo: Wikimedia Commons.

How do you tell the time on a cloudy day? Easy. You look at your phone or your watch.

That works today — but let's go back several thousand years to when watches did not exist. A glance at the sun would give some idea of time. The sundial was in use in Egypt by 1500 B.C. Its principle was simple: As the sun moved across the sky, the shadows it cast also moved. By marking equal divisions around a rock, tree or stick, people could track the passage of time. Seasonal changes brought their own challenges as the angle of the sun shifted. But over time, sundials improved and gained greater accuracy.

An overcast sky, though, could render a sundial useless. Yet, people still had to be at work on time and know when to meet friends for lunch. As a result, many clever ways to tell time were invented.

One was the water clock, which was invented by the Egyptians. A container was filled with water, which steadily drained through a hole of a specific size. Markings on the side of the container showed the passage of time. The water clock was also called the clepsydra, from the Greek words "to steal water." Gradually, the water clock became more sophisticated.



Al-Jazari is remembered as a famous 12th century Arab scholar. He used water to power his 20-foot-tall clock. The device was large and very complicated. Early scientists, like their modern counterparts, were brilliant people. Arab scholars may not have had battery-powered calculators or computers, but they made incredible scientific advances. They were making major advancements long before Europe moved out of the so-called Dark Ages.

When The Candle Is Spent ...

In China, people used candles to tell time. Around the year A.D. 520, You Jiangu and a few colleagues figured out that similar candles burn at the same rate. For example, they took six candles, each marked in 12 sections. They knew each candle took four hours to burn away. Simple math will tell you that each section took 20 minutes to burn.

About 300 years later, England's King Alfred used a similar candle clock. Did it take three centuries for the idea to cross Asia and Europe? Or did Alfred come up with the idea on his own? We do not know, but historians and archaeologists may someday figure out the answer.

Not surprisingly, candle clocks needed protection from the wind. A gentle breeze caused them to burn more quickly. A strong puff would blow them out. Maybe then time stood still! Glass wasn't easily available, so people put the candles in wooden lanterns. The lanterns were fitted with transparent panels made out of horn, so the flame was still visible but protected.

Hurry! Hurry! The Hourglass Is Almost Empty!

The hourglass was another effort to measure time. The concept was simple. Two glass bulbs, one filled with a specific amount of sand, were joined by a narrow neck. It took one hour for the sand to flow from the top bulb to the bottom one. For many centuries, they were popular on sailing ships. However, the crew member responsible for turning the glass each hour dared not fall asleep at the wrong moment.

Small hourglasses were popular in kitchens to help boil eggs correctly. The sand ran through in three minutes. Today, electronic egg timers are available. Still, your grandma or grandpa may have an old hourglass tucked away in their cupboards.

Watch Out!

Reliable chronometers — timepieces like we think of them today — finally came along in the 1700s. At last, telling time was no longer at the mercy of sun, wind or sand.

International Trade Links Countries

Social Studies Home Learning Activities

Standard Benchmark	Economic Standard 4a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.
Grade Band	4-5
Vocabulary/Key Concepts	Interdependence: When people or countries depend on other people or countries to get the things they want. Trade: The exchange of goods and services for money or for other goods and services.

~This lesson was developed by the University of Delaware's Center for Economic Education and Entrepreneurship – modified by CSD for use at home~

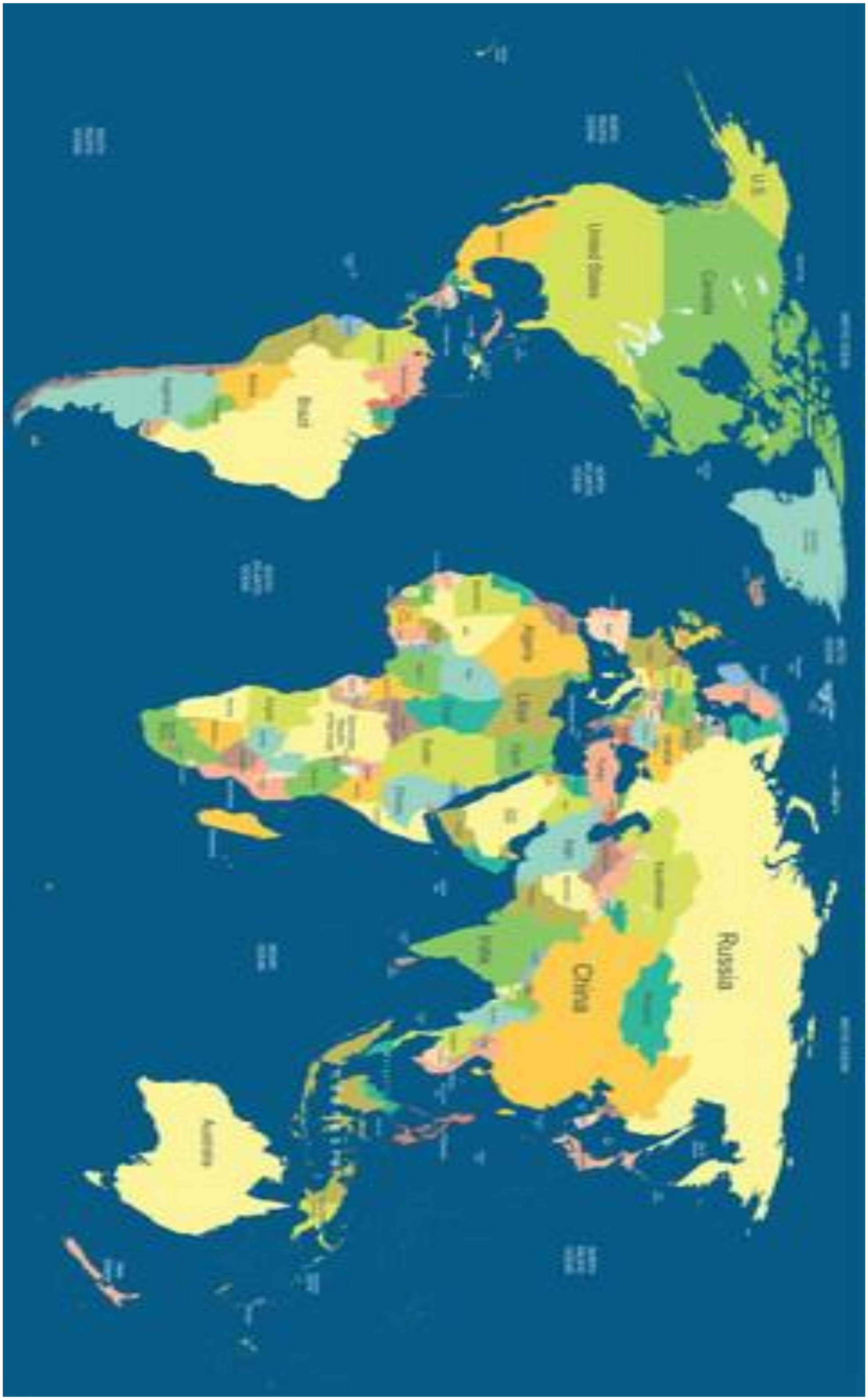
Activity 1: Where Was It Made?

How does trade link countries around the world? Let's see how you are connected to countries throughout the world by trade.

Fill in the table below listing items in your home such as clothes, shoes, electronic devices, food, watches, picture frames, towels, etc. Try to find items not made in the United States. For each item list the country where it was made.

Household or Clothing Item	Country Where It Was Produced

Activity 2: Look at the world map. Put an "x" on the countries where your items are produced.



Activity 3:

Use the information from your list of household and clothing items and the map to answer these questions.

1. How many different countries are on your list? ______________________

2. How does international trade affect you? ____________________________

   ____

   ____

3. How does international trade link you to countries around the world?____

   ____

   ____

4. Look at your map. Do your clothes or household goods come from a certain area of the world? __________ If so what are the goods and where are they produced? _____________________________________

   ____

   ____

Activity 4

Ford Motor Company is the second-largest U.S. auto manufacturer. Many of its cars are assembled in the United States. But, are they truly made in America cars?

Here is where some of Ford's parts suppliers are located and what they supply.

Country	Parts
Canada	Door hinges and arms
Japan	Suspension stabilizer linkages
Hungary	Steering columns
Poland	Starter assemblies
Germany	Sliding sunroofs
China	Instrument panel components
United States	Axle assemblies
China, France, UK, Mexico	Transmissions
Spain	Airbags

https://www.investopedia.com/ask/answers/052715/who-are-fords-f-main-suppliers.asp

1. According to the table above, how many different countries sell parts to Ford for the production of Ford vehicles? __________________

2. How does the production of Ford vehicles link the U.S. to countries around the world? ____

____

____

3. How is international trade helpful to the Ford Motor Company?

____

____

4. Pick three countries that sell parts to Ford. What if they decided not to sell to Ford. How would this affect the production of Ford vehicles?

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5. How can international trade not be helpful? Use examples from the previous activities.

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