

STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

Grade Level: 2

Week 6 (5.11.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Family Stories</i> . Write to tell what happened.	Read <i>Family Stories</i> again to increase fluency. Answer questions 1-5.	Read <i>Family Stories</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Pronouns are words used in place of a noun when writers do not want to repeat a noun, such as he or it. Circle the pronouns you find in <i>Family Stories</i> .
Math	Tens & Hundreds Picture Grid <i>Please complete the attached activity titled Tens & Hundreds Picture Grid</i>	Color 5 Fraction Game <i>Please play Color 5 Fraction Game with a family member. What strategies do you use to play? What do you know about halves, fourths?</i>	Unknowns Picture Grid 1 <i>Please complete the attached activity titled Unknowns Picture Grid 1</i>	Color 5 Fraction Game <i>Please play Color 5 Fraction Game with a family member. What strategies do you use to play? What do you know about halves, fourths?</i>	Unknowns Picture Grid 2 <i>Please complete the attached activity titled Unknowns Picture Grid 2</i>
Science	Animal Sounds at Night: Think and Write: Do you ever hear any animal sounds at night where you live? What are they or, what do you think they are? One sound you may have heard before is the sound of frogs at night. Sometimes, they make a lot of noise. Write: Why do you think the frogs	Frogs, Frogs and More Frogs: Different frogs each have different sounds they use to communicate with each other. Imagine you are a scientist and wanted to figure out how many different species of frogs there were in a pond without having to catch them. What could you do? If you wanted to compare the frogs in two	Sounds Around: Nature provides us with many unforgettable sounds. Breezes whistling through leaves, birds singing early in the morning, and streams gurgling over rocks. Find a safe, comfortable outdoor space where you can sit quietly. Close your eyes and listen to the sounds around you. Make a "Sound Map". Put an X in	A New Kind of Parrot: Read the article and meet a scientist in Mexico who found a new kind of parrot by following a bird call he had never heard before. Write your best answers to the following: What is the article mostly about? How are blue-winged Amazons different from the other parrots living in the area?	Become a Citizen Scientist: Learning animal sounds is fun - and it's also a scientific tool. Scientists can tell how healthy a lake or pond is by finding out which frogs live there. And they often do this with the help of "citizen scientists"...like you! Read the article and write your best answers to the following:

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	make so much noise at night? Draw a picture to illustrate your writing.	different ponds to find out which pond had more frogs, what do you think you could do? Write your best answers. Draw a picture to illustrate your writing.	the middle of a paper to represent yourself, then use pictures or words to show the locations of the sounds around you. An idea would be to use lines to show directions and distances. Which sounds did you like most? Least? What else did you hear? Mimic fox ears by cutting off the bottoms of paper cups and gently fitting the cups over your ears. How does this change what you hear? Can you add any new sounds to your map after listening with these new ears?		Why do scientists want volunteers to help look for plants and insects? What is causing scientists to worry?
Social Studies	Complete Activity 1, Photograph 1 from the document titled, "Writing the Story of the Past PART 3" NOTE: This SS lesson "Writing the Story of the Past, PART 3" is for this week and the following two weeks (for a total of 3 weeks - Week 6, Week 7 & Week 8)	Complete Activity 1, Photograph 2 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 1, Photograph 3 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 1, Photograph 4 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 2 from the document titled, "Writing the Story of the Past PART 3" NOTE: Remember to keep this document for the next two weeks, Week 7 & Week 8

Family Stories

by Rachelle Kreisman



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Yesterday, my second-grade class read *Grandpa's Tractor*. It is a children's book by Michael Garland. In the book, a boy named Timmy spends the day with his grandfather, Grandpa Joe. The story takes place in the present and the past.

Timmy and his grandfather visit an old farm where Grandpa Joe grew up. Timmy sees the old farmhouse, barn, and tractor. For Grandpa Joe, seeing the tractor brings back special memories. He tells Timmy all about his life on the farm.

After I read *Grandpa's Tractor* yesterday, I wondered about my grandpa Cesar's memories. I called him on the phone.

"What were things like for you growing up, Grandpa?" I asked. "Did you live on a farm?"

"No," he said. "I grew up in a small village in Mexico." Mexico is a country south of the United States. "My parents worked on a farm where they picked vegetables," Grandpa told me. "But I went to school in the village. When I was seven years old, my family moved to the United States."

My grandfather's life as a boy was different from the grandpa's in the book. It was also very different from my life now.

Name: _____ Date: _____

1. What does Timmy do in the book *Grandpa's Tractor*?

- A. Timmy calls his grandpa Cesar on the phone.
- B. Timmy spends the day with his grandfather.
- C. Timmy picks vegetables on a farm in Mexico.

2. One of the settings of *Grandpa's Tractor* is the present. What is another setting of *Grandpa's Tractor*?

- A. Mexico
- B. the past
- C. the future

3. Read this sentence from the story.

"Grandpa Cesar's life as a boy was different from Grandpa Joe's."

What evidence in the story supports this idea?

- A. Grandpa Joe grew up on a farm, and Grandpa Cesar grew up in a small village.
- B. Grandpa Joe tells Timmy about his memories of growing up, and Grandpa Cesar shares his memories of growing up.
- C. Grandpa Joe grew up on a farm, and Grandpa Cesar's parents picked vegetables on a farm.

4. What effect does the book *Grandpa's Tractor* seem to have on the second-grader who reads it?

- A. It makes the second-grader wonder what riding a tractor would be like.
- B. It makes the second-grader wonder what the life of his or her own grandpa was like.
- C. It makes the second-grader wonder what living in Mexico would be like.

5. What is the theme of this story?

- A. learning about the past
- B. learning about the future
- C. learning about the present

6. Read this paragraph from the story.

"Timmy and his grandfather visit an old farm where Grandpa Joe grew up. Timmy sees the old farmhouse, barn, and tractor. For Grandpa Joe, seeing the tractor brings back special memories. He tells Timmy all about his life on the farm."

What does the author mean by writing, "seeing the tractor brings back special memories for Grandpa Joe?"

- A. Grandpa Joe can only drive the tractor backward, not forward.
- B. Grandpa Joe can still remember how to drive the tractor.
- C. The tractor makes Grandpa Joe think of special memories.

7. Choose the answer that best completes this sentence.

Grandpa Cesar grew up in Mexico, _____ his family later moved to the United States.

- A. so
- B. because
- C. but

8. What does Grandpa Joe tell Timmy all about?

9. What does Grandpa Cesar tell the narrator about? (The narrator is the person telling the story.)

10. Compare and contrast the narrator with Timmy. Support your answer with information from the text.

Word Study Warm Up (1 minute)

The /oo/ sound can be spelled *ew*, *oo*, or *ou*.

spoon	few	bloom
grew	room	you
boost	scoop	flew

High Frequency Words (1 minute)

every	ago	don't
now	follow	head
goes	again	alone

Fluency sentences (1-2 minutes)

1. Don't you need a spoon?
2. Few people have gone there again.
3. Flowers bloom every spring and summer.
4. The hair on my head grew an inch this year!
5. Follow me down the hall to my room.
6. Would you like to watch it again now?
7. Give the box a boost-it goes on top.
8. I used a scoop to put nuts in a bag.
9. The geese flew south a while ago.

NAME _____

DATE _____



Tens & Hundreds Picture Grid

Solve each set of problems and color in the squares as directed to make a picture of a plant you find in Australia.

Dark green:							
100 – 80	30 + 50	180 – 60	90 + 90	160 – 130	60 + 70	190 – 100	
Light green:							
750 – 380	310 + 180	490 – 340	20 + 30	700 – 220	160 + 160	660 – 240	
220 + 110	190 – 130	160 + 220	60 + 220				
Gray:							
190 + 170	30 + 110	880 – 230	130 + 120	580 + 170	530 – 370	870 – 410	220 + 340
400 – 170	740 – 190	940 – 180	490 – 220	300 + 360	680 – 340	210 + 240	
Brown:							
950 – 70	450 + 450	370 + 450	570 + 290	1,000 – 160			

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

NAME _____

DATE _____



Unknowns Picture Grid 1

Solve each set of problems and color in the squares as directed to make a picture of an animal you find in Australia.

Orange:

$100 - \square = 90$

(color in the bottom-right half)

$10 + \square = 30$

$20 + \square = 50$

(color in the bottom-left half)

Yellow:

$60 + \square = 190$

$70 + \square = 180$

$80 + \square = 200$

Black:

$890 - \square = 220$

$680 - \square = 230$

$1,000 - \square = 110$

$430 - \square = 200$

Green:

$\square - 320 = 460$

$160 + \square = 490$

$150 + \square = 500$

$290 - \square = 850$

$770 - \square = 200$

$930 - \square = 380$

$\square + 130 = 900$

$\square + 60 = 850$

$\square - 290 = 700$

$\square - 290 = 710$

$710 - \square = 370$

10 ①	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

NAME _____

DATE _____



Unknowns Picture Grid 2

Solve each set of problems and color in the squares as directed to make a picture of something people used to wear in Australia to keep the flies away.

Green:

$$\square = 940 - 170$$

$$820 = \square + 70$$

$$\square = 250 + 370$$

$$870 = \square + 240$$

$$160 = 950 - \square$$

$$380 = \square - 340$$

$$240 = 970 - \square$$

$$\square = 960 - 270$$

$$1,000 = \square + 20$$

$$980 = 300 + \square$$

$$900 = 140 + \square$$

$$\square = 180 + 560$$

Choose and use 3 different colors, none of them green:

$$930 - 360 = \square$$

$$800 - 350 = \square$$

$$130 + 230 = \square$$

$$\square + 20 = 1,000$$

$$730 - \square = 260$$

$$180 + \square = 620$$

$$\square + 230 = 570$$

$$\square + 160 = 830$$

$$\square + 340 = 890$$

$$1,000 - 50 = \square$$

$$970 - \square = 50$$

$$930 - \square = 370$$

$$\square + 540 = 1,000$$

$$520 - \square = 170$$

$$690 - \square = 40$$

$$170 - 370 = \square$$

$$220 - 440 = \square$$

$$\square + 140 = 780$$

$$\square - 320 = 50$$

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
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910	920	930	940	950	960	970	980	990	1,000

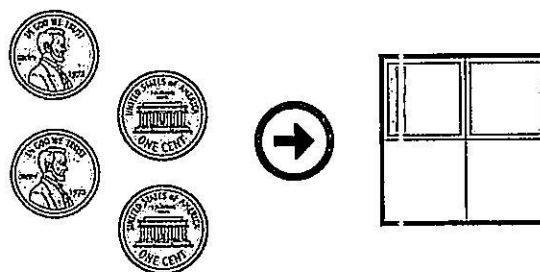
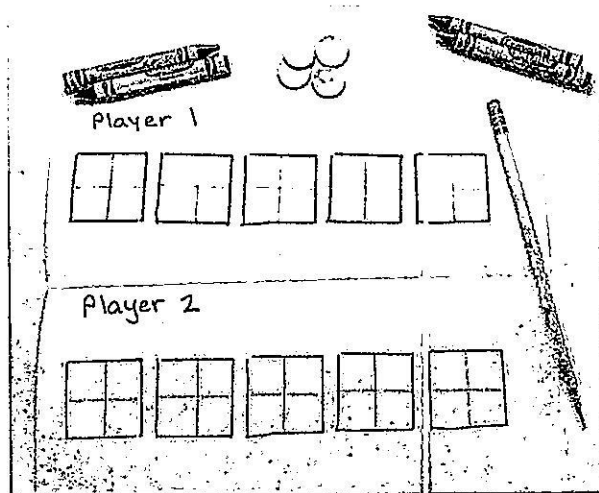
Color 5 Fraction Game

Object of the Game

Players take turns spinning a spinner or tossing coins to determine the number of fourths to color for each turn. The player who comes the closest to coloring in 5 whole squares after 6 turns wins!

Materials

- A 1–4 spinner (or 4 coins)
Print the spinner, use a digital spinner, or make your own. You could instead use 4 coins. On a turn, toss 4 coins, count the number of coins that show heads, and color that many fourths. For example, if 2 coins show heads, color two-fourths of a square.
- 1 Color 5 Record Sheet
Print the record sheet or use pencil and paper to draw your own. You could also play on the free Number Frames app. The Color 5 Fraction Game is ready to play at apps.mathlearningcenter.org/number-frames/?4ny52h37.
- Crayons, markers, or colored pencils in 2 different colors for each player
- Pencil or pen and a paper clip or safety pin, if using a spinner



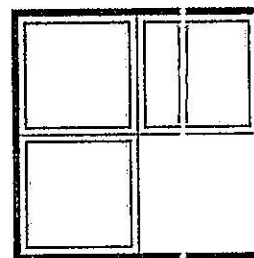
Skills

This game helps us practice

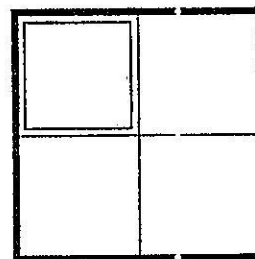
- using the terms *quarter*, *fourth*, and *halves* to talk about the 4 equal parts of a shape
- identifying fractions as the number of equal parts in a whole

How to Play


1. Get ready to play:
 - » Choose either a spinner or 4 coins.
 - » Players share a record sheet. Print a record sheet a make your own by drawing 5 squares for each player on a sheet of paper. Draw lines to divide each square into 4 equal parts.
 - » Decide who will go first.
2. Player 1 spins the spinner or tosses the coins. The numbers on the spinner (or the number of coins that are heads) tell how many fourths of a square to color. It takes four fourths to make a whole square.
3. Player 1 colors in the number of fourths from the spin (or toss) using 1 color of marker or crayon.
4. Player 2 takes a turn spinning and coloring in fourths on their row of squares on the shared record sheet.
5. Players continue spinning the spinner or tossing coins and coloring in fourths on their row of squares until each player has 6 turns.
 - » Players should alternate colors each turn. For example, coloring their first spin in red, their second in blue, their third in red, and so on.
 - » Consider using tally marks to keep track of turns.

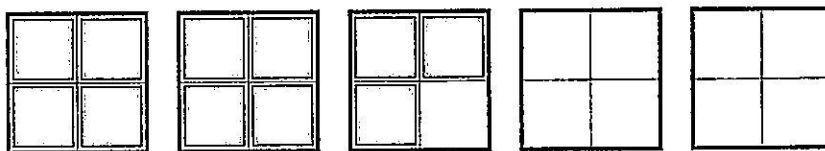


Rio: I got 3, so I'll color in three-fourths of this square.

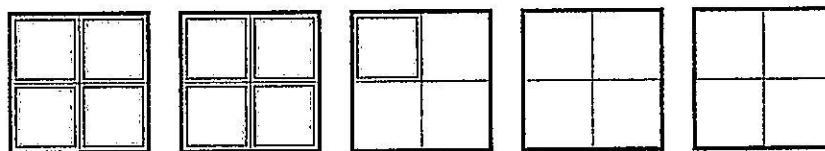


Dad: I got 1, so I'll color one-fourth of my square.


Player 1 

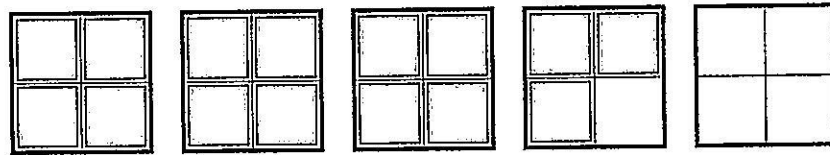



Player 2 

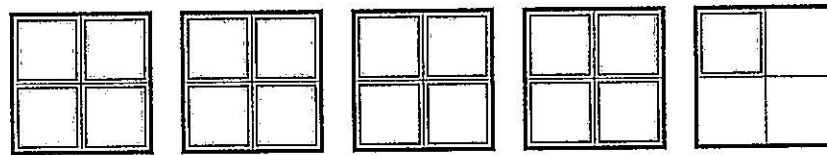


6. After each player has taken 6 turns, compare the results. The player who gets closest to 5 whole squares after six turns, either under or over, wins.

Player 1 



Player 2 

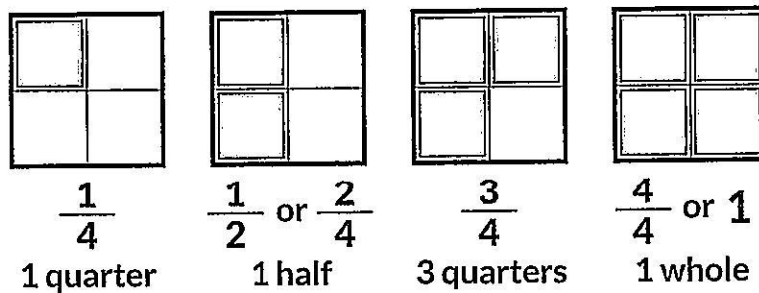


Rio: I got 3 and $\frac{1}{4}$ squares. You win, Dad! You got 4 and $\frac{1}{4}$ squares. You're closer to 5.
Dad: Good game, Rio. Let's play another round.

Tips for Families

Before the game:

- Talk about the fractions. Here are some of the ways you might refer to the shaded parts of the larger square.



During the game:

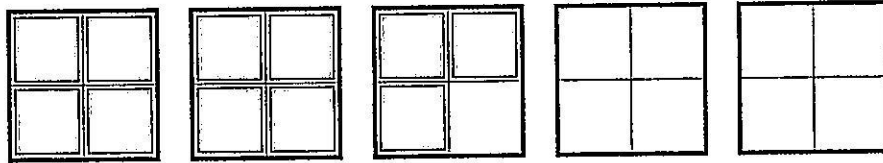
- Talk about the fractions that are made as the larger squares are shaded. Ask: *How much of the square is shaded? How much is left unshaded? How many wholes have you made? How many fourths do you need to make a whole square?*
- Count the fourths as you color them in: one fourth, two fourths, three fourths.
- Be sure to alternate colors each turn. It makes it easier to keep count and see the turns.
- Consider making tally marks to keep track of the number of turns. A game ends after each player has taken 6 turns.

Change It Up

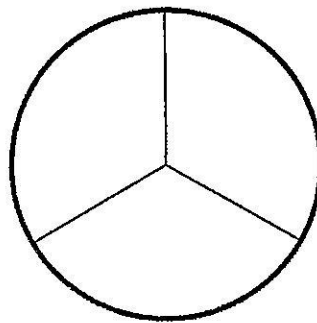
Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Keep track of each turn by writing the fraction. If you spin 1, write $\frac{1}{4}$. You could also write the fraction to show how many whole squares and fourths you've colored so far. Player 1 has colored 2 squares and $\frac{3}{4}$ of another square, so Player 1 would write $2\frac{3}{4}$.

Player 1



- Make a new record sheet. Draw 5 circles with 3 equal parts for each player. Use 3 coins instead of 4. How do you think playing with thirds will change the game?



- Play with 3 or more players. You'll need to print another record sheet or draw a row of 5 squares for each additional player.

COLOR 5 RECORD SHEET

Game 1

Player 1

Player 2

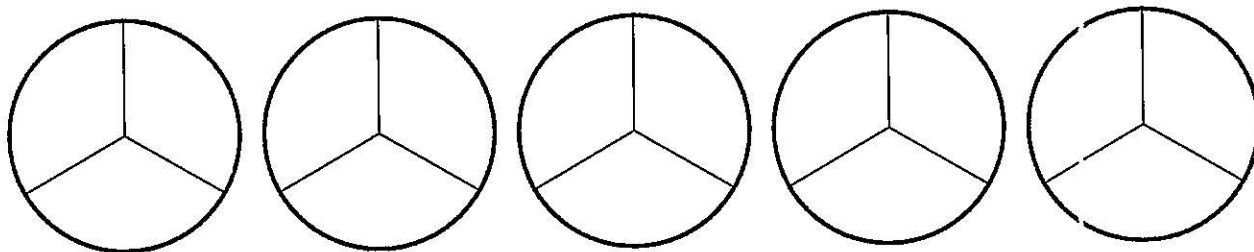
Game 2

Player 1

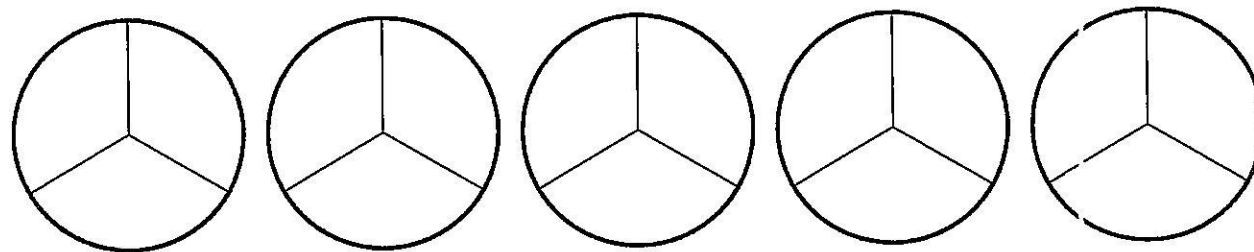
Player 2

COLOR 5 RECORD SHEET

Game 1

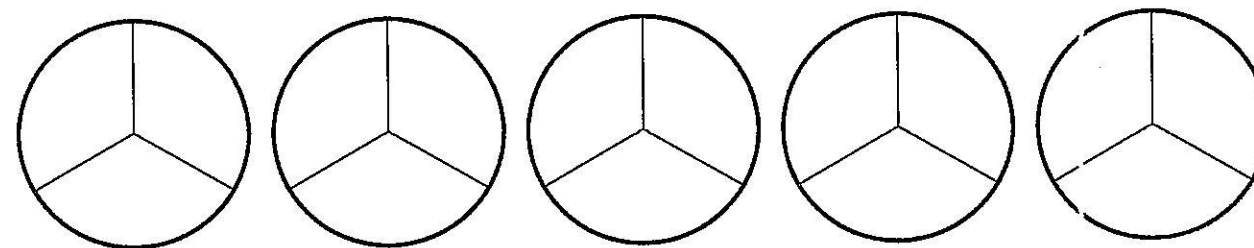


Player 1

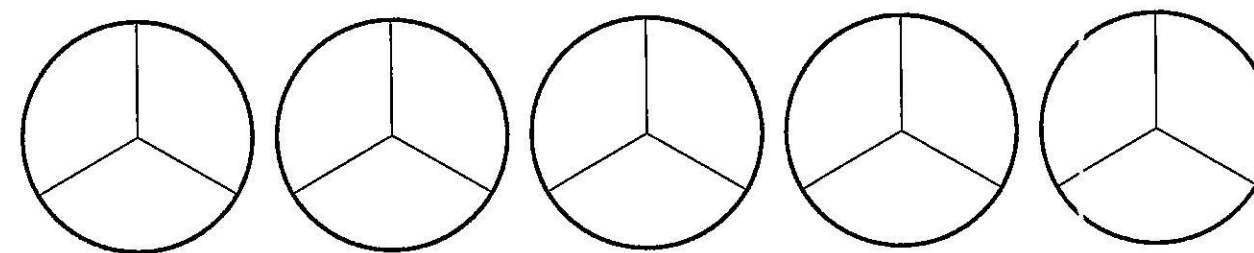


Player 2

Game 2

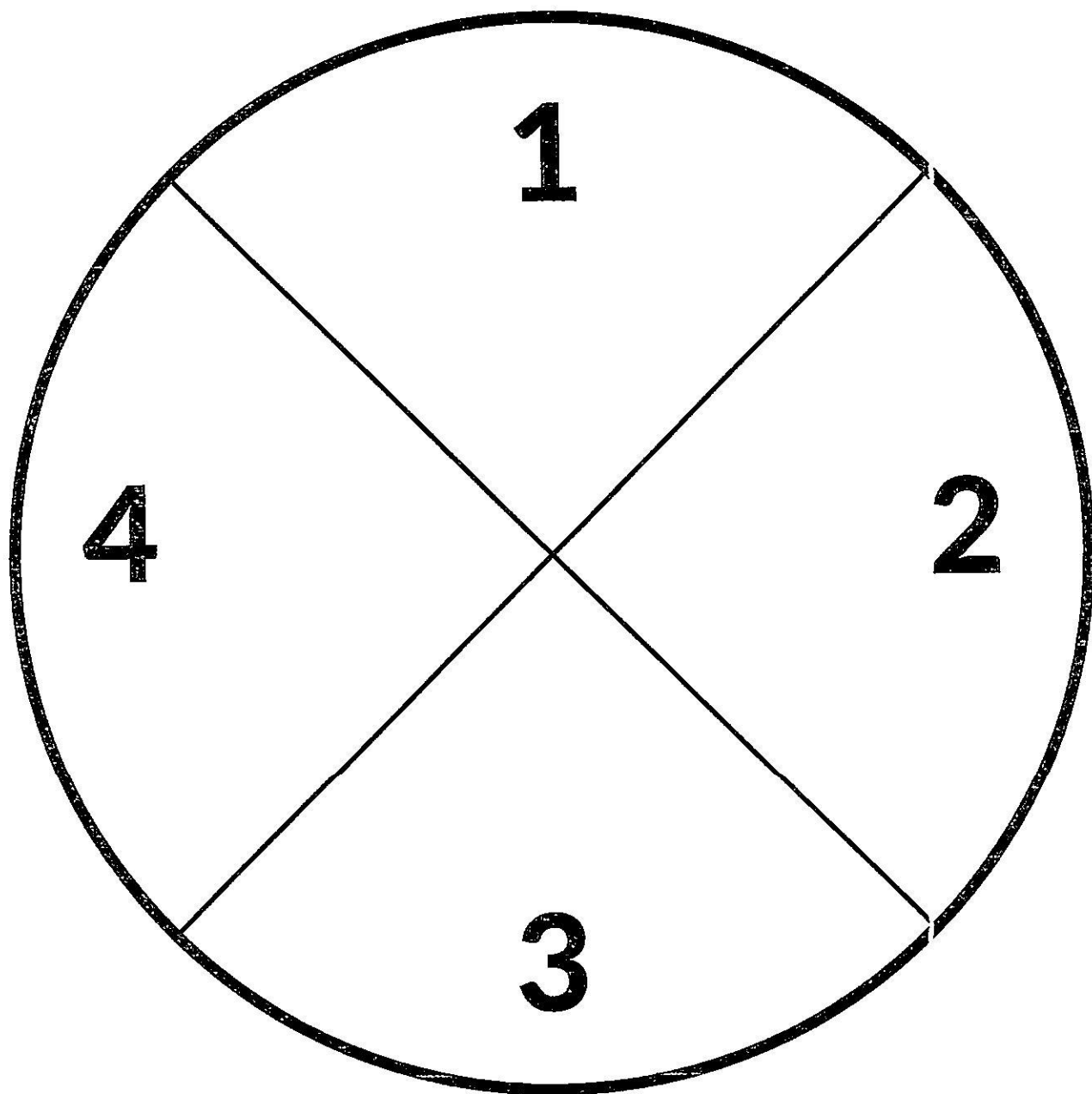


Player 1



Player 2

1-4 SPINNER



A New Type of Parrot Found in Mexico

Miguel Gómez Garza is from Mexico. He is an **expert** on birds. In 2014, he was in the forest in Mexico. He was collecting information for a new book. The book is all about parrots.

Suddenly, Mr. Gómez Garza heard a strange noise. It was a group of parrots. Yet they sounded very different. He never heard their call before.

Mr. Gómez Garza was **curious**. He decided to wait by a tree. He hoped the birds would come closer.

Soon, he got his wish. About six parrots flew over. They had bright red foreheads. Their wings had beautiful blue feathers. They looked very different from any parrot he had seen.

A Totally New Type of Bird!

Mr. Gómez Garza could not believe it. He found a new species of parrot. It was a totally new type of bird!



The new Amazon parrot discovered is different from its relatives. The Amazon parrot stands out because it has blue colored feathered tips on its wings. Photo: Tony Silva

Scientists are calling it the blue-winged Amazon. The bird is about 10 inches tall. It has a loud, short call. Sometimes, it sounds like a hawk. This is a bit strange. Hawks **hunt** parrots. Scientists are not sure why the parrot tries to sound like a hawk. They have some ideas, though. Maybe the parrot wants to scare away other birds. Then, there will be more food for the parrot.

Mr. Gómez Garza captured two of the birds. One was male. The other was female. Then, he teamed up with two other scientists. They studied the two parrots. The scientists measured the birds. They also collected feather and blood samples.

Protecting Rare Parrot

The scientists learned some important things. First, they learned that the blue-winged Amazon is a new species. It became a species long ago. The scientists think this happened 120,000 years ago.



New Amazona
(male)



New Amazona
(female)



Amazona albifrons nana
(male)



Amazona albifrons nana
(female)



Amazona xantholora
(male)



Amazona xantholora
(female)

This chart shows the new type of parrot at the top.

Their relatives are also listed. They all look quite similar. But, notice there are a few differences among the parrots. Photo: Tony Silva

Second, the parrot is related to the local parrots. These parrots still live in the area. They have white foreheads.

The blue-winged Amazon is very **rare**. There are only about 100 of them in the world, said Pavel Mackiewicz. He is a bird scientist. He helped Mr. Gómez Garza study the birds.

Mr. Gómez Garza said Mexico will **protect** the parrot. The country is making a plan, he said. It will work to keep the birds safe.

Parrots are in danger, said Mr. Gómez Garza. The places where they live are being destroyed. This is true all around the world. Sometimes, wild parrots are stolen from their nests. They are sold for a lot of money. This is against the law. Yet it still happens.

Mr. Gómez Garza said people must learn more about parrots. They must learn about the dangers, too. This is important. It is the first step to saving parrots.

Volunteers track the effects of climate change in the Northwest



MOUNT RAINIER NATIONAL PARK, Washington — Scientists can't go everywhere. There are not enough of them.

So they ask people for help. People who help them are called volunteers. Volunteers go to the mountains or fields. They look for plants or insects. Many are not scientists. But, they do scientist work. The volunteers are called citizen scientists.

Tucker Grigsby caught an orange and black butterfly. He was with a group of volunteers. The group is called the Cascades Butterfly Project. They were on a hike.

The hikers looked at the marks on the butterfly. They said it was called an Edith's Checkerspot.

Scientists Look For Plants And Butterflies

These people look at the butterflies. They did not keep them. They let them go. With their help, scientists hope to learn more about butterflies.

The hikers look at different kinds of plants, too. This summer the volunteers will go to 10 places. All of them are in the Cascade Range.

Regina Rochefort works for a large park. She said scientists can look at what plants and butterflies are doing. They can learn from them. They have questions about climate change.

The Earth is heating up. This is called climate change. Scientists think that it is because of the fuel that people use. People burn these fuels to make energy. Many things from cars to electric lights run on this energy.

Scientists are asking for help. They want to learn about climate change.

Volunteers Help Scientists Find Animals

The Mountaineers is a club in Seattle, Washington. People in the club climb mountains. The club has been teaching its members about pika. Pika are animals that look like rabbits. They have Mickey Mouse ears and live in the mountains.

Pika do not like hot weather. They live in rock piles for shade. Scientists are afraid the rock piles will get too hot.

Volunteers help to tell scientists where pika live. Scientists will know where to study more.

Algae Can Make The Snow Melt

In snowy parts of the mountains, skiers and climbers help, too. They look for pink snow algae. Algae is like a plant. It has no roots, stems or leaves. Too much algae can cause problems. The algae can make snow melt more.

Robin Kodner is a professor. People do not know much about the algae, she said.

They do not know how snow algae got there, Kodner said. She wants to know where the algae are blooming.

Volunteers scoop up the algae. It gives Robin more to study.

Catching Butterflies Gives Citizen Scientists A Purpose

For those adding to citizen science, catching butterflies or tracking pika gives purpose to their adventures.

Sam McNerney is a high school student. He sees pika all the time. "I'd like to help these guys out," he said. Earlier this summer, he joined The Mountaineers. He is learning how to spot pika.

"Scientists can't be everywhere," Kathy Moorhouse said. She is Sam's mother. "Plus, it's better than finding Pokemon."

Writing the Story of the Past - PART 3

Benchmark Standard	History 2a: Students will use artifacts and documents to gather information about the past. History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	2-3
Vocabulary / Key Concepts	Analyze; conclusion; inference

~This is a part of the DRC Unit "Writing the Story of the Past" - Modified by CSD for use at home~

ACTIVITY 1

Observe each photograph one by one. Then analyze each photograph using the "Analyze a Photograph" document from the National Archives. Since each photograph (there are 4) is supposed to be analyzed and there is only one "Analyze a Photograph" document, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Photograph" document is on page 3.



PHOTOGRAPH 1

Farm of W.W. Potts, Cat Creek, Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 2

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 3

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 4

W.P. Hyatt, Cat Creek or Elk Creek in Southeast Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK
AND
WHITE

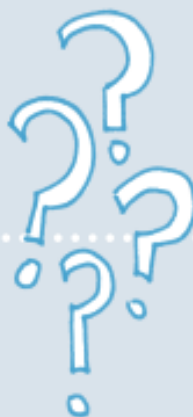
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?



ACTIVITY 2

Use your analyses of each photograph to help answer the following questions:

1. What do these photographs have in common?

2. Why do you think these photographs were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 3

Based upon the information from the photos, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the photographs, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 4

Check for Understanding:

5. How can these artifacts be used to help historians write the history of the past? Explain your answer.

ACTIVITY 5

Read each letter. Then analyze each diary using the "Analyze a Written Document" form from the National Archives. Since each letter is supposed to be analyzed and there is only one "Analyze a Written Document" form, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Written Document" is on page 6.

LETTERS:

LETTER 1 - Letter from Mattie V. Oblinger to Thomas Family, April 25, 1874 (Modified Version)

Today I cleaned the house. First I swept the floor and then washed the dishes. Then I cleaned all of the windows and doors. Last Wednesday I polished the tin dishes that we use. My mother wondered how to do that since we live in Nebraska and don't have stores to buy cleaning supplies. We used to use sand from the creek in Indiana, but there is no creek here. Instead, I scrub them with sand that comes out of Mr. Powell's well. I also use sand to scrub the table. I tried ash on the table that we brought with us, but I can't get it the color that I want it.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 2 - Letter from Giles S. Thomas to Thomas Family, July 23, 1876 (Modified Version)

My four horses pulled the corn planter and I planted nineteen acres of corn in one day. I started when the sun came up or a little after.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Letter from Giles S. Thomas to Thomas Family, April 30, 1881 (Modified Version)

I am planting sixty acres of my farm and have had every foot of it to plow. I am doing it all by myself and with the help of my two horses. Ten acres were planted with wheat and ten acres were planted with oats. Last year 20 Acres of wheat were destroyed during a hail storm. So in June I did not have any thing to cut but left enough wheat on the ground to seed it...

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 3 - Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887 (Modified Version)

Maggie and I started school two weeks ago. I like my teacher, Miss Cora Evans. What is your teacher's name? I study level five reading, math, spelling, geography and history. What do you and Lucy study? Does your brother Len go upstairs in the school yet? Our schoolhouse is made out of sod and is the same size as our house. There are eleven students who come to our school we have to walk one and a half miles to get there.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 4 - Letter from Uriah W. Oblinger to Thomas Family, January 4, 1883 (Modified Version)

I am now chopping and sawing wood for a living when work is offered. Our winter is cold with about ten inches of snow on the ground. For over two weeks it has been from 50 to 250 below zero. We are getting used to it by now and don't think that much about it... I have lost both crops with hail storms so I now work all day to support my family, but the days are so short here in this northern country that a man can not do much unless he uses every minute of it to the best of his ability.

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Written Document



Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN
NOTE



OFFICIAL
SEAL



SPECIAL
LETTERHEAD



OTHER

Is it handwritten or typed?



Write down any words that you don't know.
Then look up the definitions.



Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)
that help support the main idea.

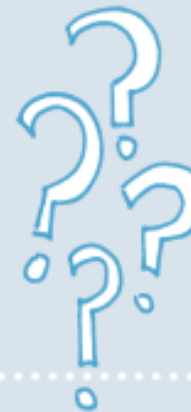
Why do you think this document was written?

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



Use it as historical evidence.

Where do you think you could find out more information about
the persons who wrote or received this document?

Where do you think you could find out more information about this event?



NATIONAL
ARCHIVES



ACTIVITY 6

Use your analyses of each document (diary entry) to help answer the following questions:

1. What do these documents have in common?

2. Why do you think these documents were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 7

Based upon the information from the diary entries, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the diary entries, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 8

Check for Understanding:

5. How can these documents be used to help historians write the history of the past? Explain your answer.

6. Compare the photographs with the diary entries. Did you learn different information of what life was like in Custer County, Nebraska during the late 1800s? Explain your answer.

7. In your opinion, to get a complete understanding of what life was like in Custer County, Nebraska in the late 1800s, do you think historians should use the photographs or the diary entries or both? Explain why.
