STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Grade Level: 4

Week 6 (5.11.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Officer Harry.* Think about the structure of the text. There are internal structures such as compare/contrast, problem-solution, and cause-effect that are used to create the structure of the text.	Read *Engineering and Natural Gas.* Think about *Officer Harry* from yesterday. Write to compare the structures of the two texts.	Use *Officer Harry* & *Engineering and Natural Gas* to answer questions 1-7.	Read the Word Study sheet. Use the words to write your own sentences.	Words that have the suffix -ed are used to discuss the past tense. Circle all of the words that have the suffix -ed in *Officer Harry.*
Math	**Decimal Fractions & Numbers** *Please complete the attached activity titled Decimal Fractions & Numbers*	**Fraction Action: Page 1** *Please complete the attached activity titled Fraction Action, page 1*	**Fraction Action: Page 2** *Please complete the attached activity titled Fraction Action, page 2*	**Decimal Fractions on Line & Grid** *Please complete the attached activity titled Decimal Fractions on Line and Grid*	**Writing & Comparing Decimal Numbers** *Please complete the attached activity titled Writing & Comparing Decimal Numbers*
Science	**Do Mountains or Pyramids Last Forever?:** Mountains are like walls of vertical rock going up into the sky. Think and write: Do mountains last forever? A pyramid is almost like a mountain, except it's built by people, and is not solid rock, but instead is made of bricks laid on top of each other. In Central America, the Mayan people built pyramids but eventually the pyramids were abandoned. About 100 years ago, some	**Root Wedging Hunt:** Seeds from plants and trees can actually land in cracks in rock and begin to grow. As they grow bigger, the roots can eventually force the cracks to become bigger. This is called root wedging. Eventually the rock can break apart. Get Up and Move: Root wedging does not only happen on mountains or pyramids. There may be examples near your home. With a grown up's	**What Can Water Do to Rock?:** Seeds are not the only things that can fall into cracks in rock. When it rains, water can enter. When winter occurs, the water can freeze. Something interesting then happens. Think and write: Has anyone ever told you not to put a can of soda in the freezer? Why do you think people say this? What does this have to do with rocks and rainwater?	**Choose a Scientific Claim:** Classmate 1 makes a claim that mountains DO last forever. Classmate 2 makes a claim that mountains do NOT last forever. With which classmate do you agree? Use what you have learned the past few days to support your answer.	**Design a Rock Tumbling Experiment:** Once rocks break away from a solid mountain, that is really just the beginning of their story. If they break away from the top of the mountain, they have a long journey toward the bottom. Put your scientist thinking cap on and write your best answers to the following: Can you think of some experiments you could do to figure out what happens to a rock as it tumbles

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	local people noticed a hill that looked strange. When they got closer, they noticed trees growing from rocks. Here is a picture of one of the trees before it was removed to reveal the pyramid:  Write your best answers: What do you think is happening here? What do you think happened to the pyramid?	permission, go on a walk near your home. Look for and list any examples of "root wedging" (hint: be sure to check sidewalks. Can you find examples?" List any examples you see and describe what is happening in writing.	Explain. If roots causing rocks to crack is "root wedging", what do you think water that freezes into ice and it's effect on rock is called? Write your best guess.		downhill? Describe your idea(s) and explain what you think your investigation will show.
Social Studies	Complete Activity 1, Objects 1 & 2 from the document titled, "Drawing Historical Conclusions About the Springer Family" NOTE: This SS lesson "Drawing Historical Conclusions About the Springer Family" is for this week and the following two weeks (for a total of 3 weeks - Week 6, Week 7 & Week 8)	Complete Activity 1, Objects 3 & 4 from the document titled, "Drawing Historical Conclusions About the Springer Family"	Complete Activity 1, Objects 5 & 6 from the document titled, "Drawing Historical Conclusions About the Springer Family"	Complete Activity 1, Objects 7 & 8 from the document titled, "Drawing Historical Conclusions About the Springer Family"	Complete Activity 1, Objects 9 & 10 from the document titled, "Drawing Historical Conclusions About the Springer Family" NOTE: Remember to keep this document for the next two weeks, Week 7 & Week 8

Officer Harry

by Michael Stahl

Harry Smith is a police officer in the town where he grew up. His town is called Bergen. Harry always loved living in Bergen since he was a boy. He never, ever thought of leaving. When it came time for young Harry to figure out what job he wanted as a grownup, there was never a doubt in his mind. Harry knew he wanted to be a police officer. He thought it would be a good fit for him. Harry had a desire to help other folks in his community, and he felt that there was no better way to fulfill his desire than to become a police officer.

When Officer Harry is working or onduty, he spends a lot of his day "on the beat." That means Officer Harry basically walks around a certain neighborhood. Part of his job is certainly watching out for people trying to cause trouble. However, Officer Harry also says that he thinks he has a much bigger, more important job too. "When I am out in the neighborhood, I have to get to know people," he says. "The people of Bergen should trust me, and I have to show them that they can by introducing myself, being kind and very professional." Officer Harry believes that he needs everyone's support to do his job well. He says, "We're all really working together to make sure the area is safe."

Officer Harry has to catch a bad guy every now and again, though. When he feels there is "probable cause" for him to make an arrest in a certain situation, he will take action. Probable cause means that, as a police officer, he feels there is a good reason to believe a person has committed a crime. In other words, Officer Harry cannot simply arrest anyone he wants. He will eventually have to explain to someone why he did so.

"There was one time where I happened to be walking down the street, and a man suddenly ran out of a candy store," Officer Harry remembers. "He had a bag in his hand, and the owner of the store, Ray, an old friend of mine, was yelling for help. That definitely gave me probable cause." Officer Harry was able to run the robber down and take him to jail.

There are other occasions where Officer Harry searches for someone he has been asked to arrest. "There are these documents called 'arrest warrants,' which tell police officers who we are supposed to bring to jail, where we might find them, and why they need to be arrested," he explains. When these warrants are created, someone else has already figured out that there is probable cause for someone to be arrested. "They make things easier for me," Officer Harry says, smiling. "I'd rather ask a suspect calmly to join me in my police car than have to run after him or her on the street!"

Though he definitely would prefer to never have to arrest anybody, it's part of Officer Harry's job-a job he truly loves. "I like the people of this neighborhood," he explains. "And they seem to like me too. They understand that I don't want to be mean to people. All I want to do is help keep them safe."

Engineering and Natural Gas

by James Folta

Matt Nelsen is a Mechanical Engineer for PG&E, which stands for Pacific Gas & Electric. PG&E is a company in Northern California that provides electricity and natural gas. Matt, as an engineer, designs the pipes that carry natural gas.

Natural gas is found underground, trapped in rocks. It can be captured by drilling and pulling it out of the rocks. Once it is captured, it is refined so that people can use it. This gas can then be burned to do lots of different things.

This natural gas is provided by PG&E to people in Northern California. It is used in houses and individual buildings like schools. This gas is used for heating, water heating, and cooking. Also, PG&E provides gas to factories and other big companies. This gas is used for power generation, equipment sanitation, and product development. Everything from making electricity to recycling to making all the things in stores can use natural gas.

This gas is moved in pipes. Underground there are a lot of pipes that carry many different things in and out of buildings. There are pipes that carry water into a house and then there are pipes that carry the dirty water out. There are also pipes that move natural gas. Matt designs these pipes for PG&E, figuring out where the pipes need to be so that the gas gets where it needs to go.

This is called designing "high-pressure transmission pipeline systems." This means that Matt figures out how many gas pipes are needed, how big they need to be, and how much gas needs to go through them. Matt needs to make sure that on any day, everyone who needs

gas has it.

To do so, Matt first figures out how much gas is used throughout the year. In Northern California, gas usage peaks in the winter, "as customers use more gas when it's cold out," says Matt. People need more gas in the winter to keep their houses warm and to heat their water for showers and baths. He designs pipes to be able to provide the necessary amount of gas.

Matt likes being an engineer because of the problem solving he gets to do. He likes thinking about "how to approach complex issues and develop intelligent...solutions." Matt has to be able to be flexible and solve problems. If something goes wrong, he is one of the people whom PG&E asks to fix the issue.

Matt also likes getting to see the pipe systems that he designs built in the real world. He says it is a little scary because his pipe designs affect "so many people: construction workers, maintenance crews, customers." There are a lot of people depending on Matt getting the pipes right! But Matt says it's worth it when his pipe systems are built. When Matt's designs are built and work like he expects them to, he says he feels like he's "really adding something to help people. It's a good feeling."

Matt says the hardest thing is being worried that his solutions won't work. It's hard to know what will actually happen. Will there be enough gas? Will the pipes work correctly? Matt says that he can't "have every piece of information [he] need[s] to solve a problem." This means that Matt and other engineers have to assume some things. Matt can guess how the pipes will work and how many people will need gas, but he can't know for sure. Not knowing for sure is the hard part of being an engineer.

There is a lot of work that goes into making gas pipes work. Matt works very hard to make sure that they work properly. So next time you wash your hands with warm water or you use a gas stove, think of Matt and all the engineers who made sure your home is getting the gas it needs!

Name: _____ **Date:** _____

Use the article "Engineering and Natural Gas" to answer questions 1 to 2.

1. Matt Nelsen's job is being a mechanical engineer. What does he do as an engineer?

_____

_____

_____

2. Explain how Matt helps other people by doing his job. Support your answer with information from the article.

_____

_____

_____

Use the article "Officer Harry" to answer questions 3 to 4.

3. What is Harry Smith's job?

_____

_____

_____

4. Explain how Harry helps other people by doing his job. Support your answer with information from the article.

Use the articles "Engineering and Natural Gas" and "Officer Harry" to answer questions 5 to 7.

5. Compare the work of Matt, the engineer, with the work of Harry, the police officer.

6. How might the work of an engineer like Matt help a police officer like Harry do his job? Support your answer with evidence from both articles.

7. How might the work of a police officer like Harry help an engineer like Matt do his job? Support your answer with evidence from both articles.

Word Study Warm Up (1-2 minutes)

For base words that end in e, drop the e before adding –ed or –ing. For base words that end in a vowel and a single consonant, double the consonant before adding the -ed or –ing.

escaped	spinning	dimmed
raced	spotted	hitting
skipped	dared	begged

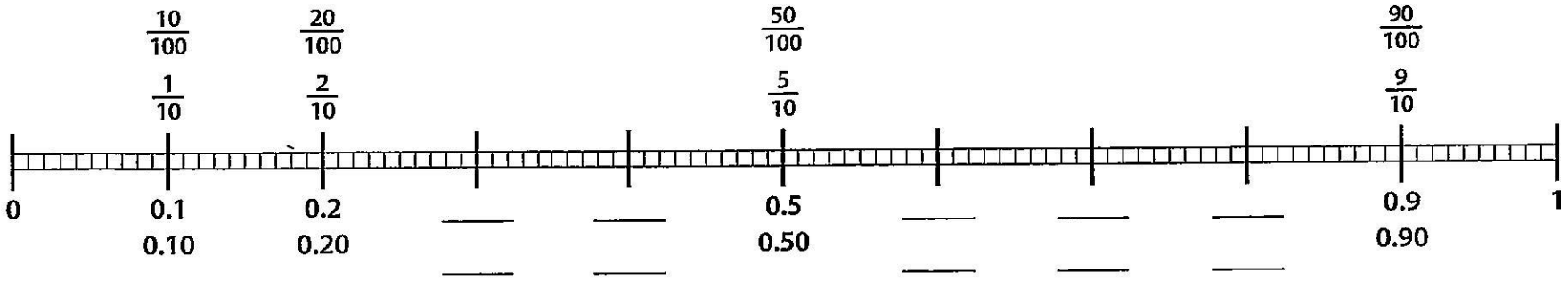
Fluency sentences (1-2 minutes)

1. I dreamed that I escaped.
2. My head was spinning.
3. The theatre lights dimmed.
4. Tom raced inside for a snack.
5. I love my spotted dog!
6. Jenny likes hitting the ball over the fence.
7. We skipped across the playground.
8. The boys dared us to play against them.
9. She begged her parents for a puppy.

NAME | DATE

Decimal Fractions & Numbers

1 Fill in the missing decimals and fractions on the number line.



2 When numbers share a place on the number line, that means they are equivalent. For each number, circle the other numbers that are equivalent.

a 0.7

7 | 0.70 | 70 | $\frac{7}{10}$ | $\frac{70}{100}$ | 0.07 | $\frac{7}{100}$

b $\frac{9}{10}$

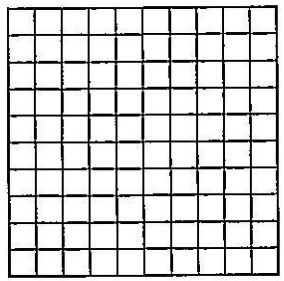
0.09 | $\frac{9}{100}$ | 0.9 | 0.90 | $\frac{90}{100}$ | 9 | 90

c $\frac{40}{100}$

0.4 | $\frac{4}{100}$ | 40 | 4 | $\frac{4}{10}$ | 0.04 | 0.40

3 Shade in the grid to show each number. Write two decimal numbers to represent each value.

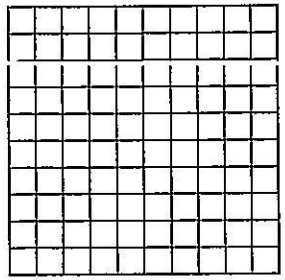
a eight tenths



_____

_____

b three tenths



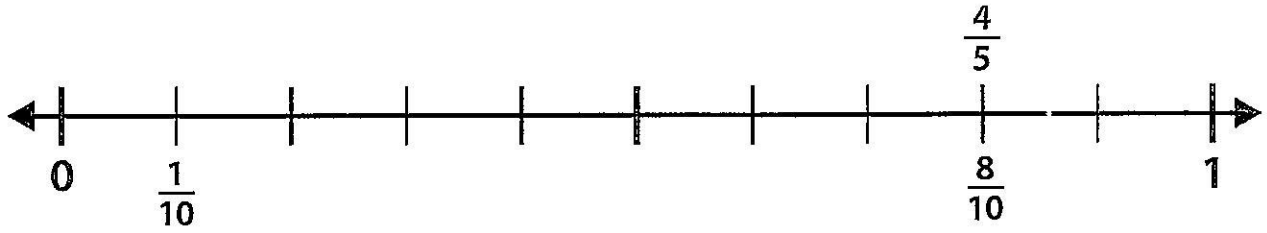
_____

_____

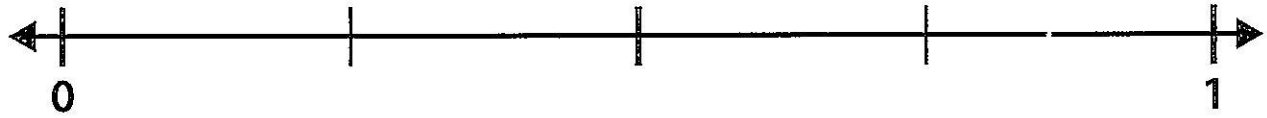
NAME | DATE

Fraction Action

1 Label the rest of the tenths and fifths on this number line.



2 Label the fourths on this number line.



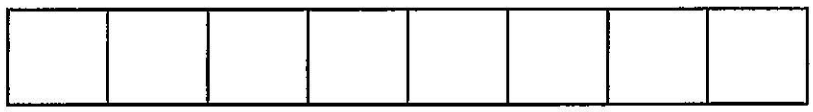
3 Use the number lines above to help compare these fractions. Keep in mind that the number lines are exactly the same length. Complete each statement with <, =, or >.

$\frac{5}{10}$ $\frac{1}{10}$ $\frac{1}{4}$ $\frac{4}{10}$ $\frac{3}{5}$ $\frac{2}{4}$ $\frac{4}{5}$ $\frac{7}{10}$ $\frac{2}{5}$ $\frac{3}{10}$

4 Represent each fraction on the fraction bar. Then complete the equation to show how much more it would take to make 1.

$\frac{3}{5}$  $\frac{3}{5} + \quad = 1$

$\frac{7}{10}$  $\frac{7}{10} + \quad = 1$

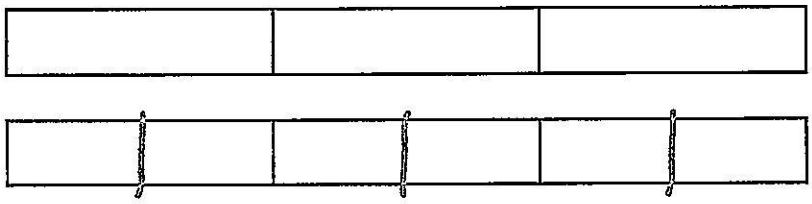
$\frac{5}{8}$  $\frac{5}{8} + \quad = 1$

NAME | DATE

Fraction Action page 2 of 2

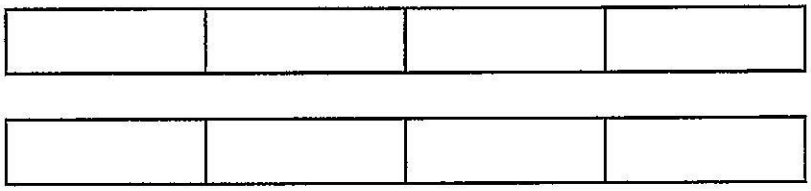
5 Represent each fraction on the fraction bar. Then sketch and name an equivalent fraction on the bar below it.

ex $\frac{1}{3}$



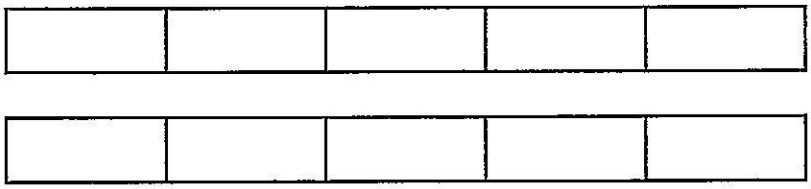
$\frac{2}{6} = \frac{1}{3}$

a $\frac{1}{4}$



$= \frac{1}{4}$

b $\frac{2}{5}$



$= \frac{2}{5}$

6 Marianna got a long piece of red ribbon from her aunt. She gave $\frac{1}{4}$ of the ribbon to her little sister. She gave $\frac{2}{6}$ of the ribbon to her best friend.

a Who got more of the ribbon, the little sister or the best friend? _____

b Fill in the blank with >, =, or < to complete the comparison. $\frac{1}{4}$ _____ $\frac{2}{6}$

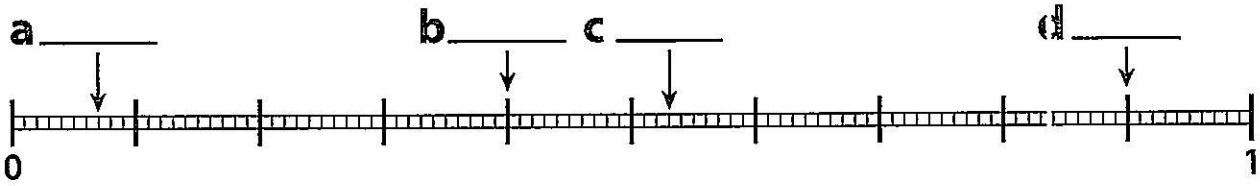
c Use numbers, labeled sketches, or words to show why one of these fractions is greater than the other.

d **CHALLENGE** What fraction of the piece of ribbon did Marianna have left for herself? Show your work.

NAME _____ DATE _____

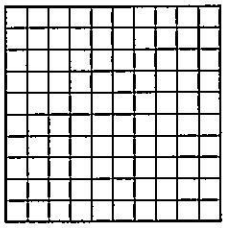
Decimal Fractions on Line & Grid

1 Label each marked point on the decimal strip with a fraction. Use tenths when you can, and hundredths when you must.

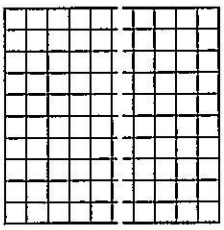


2 Write each number you labeled on the number line above here. Then shade in the grid to show each value and write a fraction to represent it.

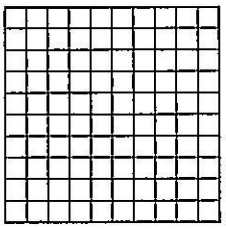
a _____ fraction _____ decimal



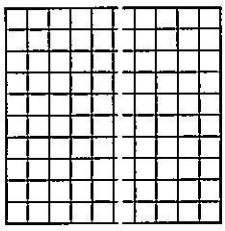
b _____ fraction _____ decimal



c _____ fraction _____ decimal

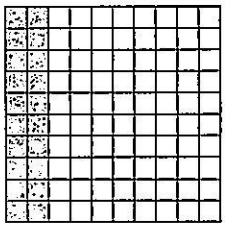


d _____ fraction _____ decimal



3 Write fractions and decimals to show how much of each grid is shaded.

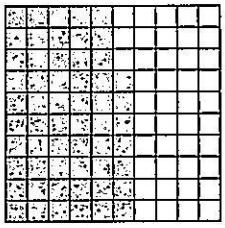
a



_____ fraction _____ decimal

_____ fraction _____ decimal

b



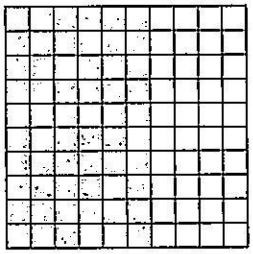
_____ fraction _____ decimal

4 Why can you write two different decimal fractions and decimal numbers for grid **a**, and only one for each for grid **b** in problem 3 above?

NAME _____ DATE _____

Writing & Comparing Decimal Numbers

1 Use the grid below to answer the questions.



a How many tenths are filled in? _____

b How many hundredths are filled in? _____

c Fill in the blanks to write two fractions that represent this amount.

$\frac{\quad}{10}$ $\frac{\quad}{100}$

d Fill in the blanks to show two decimal numbers that represent this amount.

_____ . _____ _____ . _____ _____

ones tenths ones tenths hundredths

2 Fill in the blanks to show one or two decimal numbers that represent each fraction or mixed number.

a $\frac{3}{10}$ _____ . _____ _____ . _____ _____

ones tenths ones tenths hundredths

b $2\frac{23}{100}$ _____ . _____ _____

ones tenths hundredths

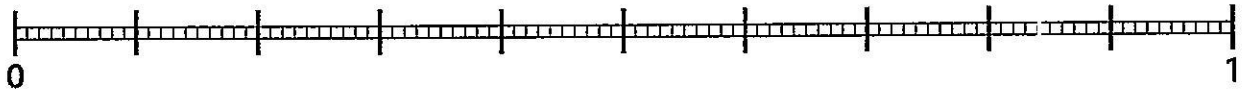
c $4\frac{1}{10}$ _____ . _____ _____ . _____ _____

ones tenths ones tenths hundredths

d $5\frac{6}{100}$ _____ . _____ _____

ones tenths hundredths

3 **a** Locate each decimal number on the number line. 0.06 0.6



b Complete the two inequalities to compare the two decimal numbers above.

_____ > _____ _____ < _____

Drawing Historical Conclusions About the Springer Family

Benchmark Standard	History 2a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials. History 2b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.
Grade Band	2-3
Vocabulary	Primary sources; artifacts; documents

The story of the Springer family is featured in the exhibition After the Revolution: Everyday Life in America: 1780-1800 at the National Museum of American History.
~Modified by CSD for use at home~

You are going to investigate the Springer family who lived in New Castle, Delaware approximately 200 years ago. Throughout the investigation, you will attempt to determine what the primary sources (artifacts and documents) left behind tell you about the family.

Learn about the Springers by examining some of the evidence they left behind. How many people were in the family? What did they eat? How did they make a living? In the process, find out what future historians could learn about you from the things you will leave behind.

ACTIVITY 1:
OBJECTS: On a separate sheet of paper, for each object answer the following questions: (There are 10 objects, therefore, each object will be answered 10 times)

1. Describe the object.
2. What is it made of?
3. How might it have been used?
4. What does the object say about the life, times, and technology of the people who used it?
5. Is there anything that has replaced this object today? How is it different?
6. What is the object? (if you have no idea, take a guess, you will get more information on it in ACTIVITY 2)
7. (Answer this question AFTER you do ACTIVITY 2, PART 1): What does it tell us about life for the Springer family?

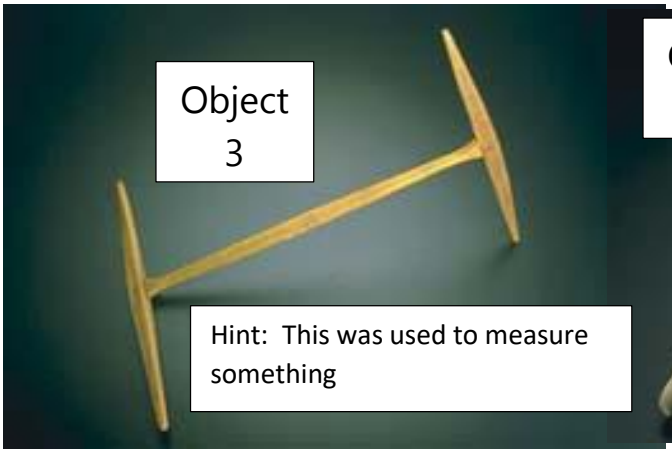
DOCUMENTS: On a separate sheet of paper (can be the same paper as used for the above questions), for each document answer the following questions: (There are 3 documents, therefore, each document will be answered 3 times)

1. Why was the document created?
2. Who is the intended audience? (Who is supposed to read it, use it, look at it, etc.)
3. Why do you think someone chose to save the document?
4. What is the document? (If you have no idea, take a guess, you will get more information on it in ACTIVITY 2)
5. (Answer this question AFTER you do ACTIVITY 2, PART 1): What does it tell us about life for the Springer family?

ACTIVITY 2:
PART 1: After you have completed the above questions for each object and document, see if you were correct in guessing what each object and document is. Beginning on page 4, there is a description of each object and document. Read through this and compare your answers to the actual answers. How many did you get correct? Did you interpret anything differently? Now that you know what each item is, revise your answers to any of the above questions.
PART 2: Complete Question 7 (from ACTIVITY 1, OBJECTS) for each object, and complete Question 5 (from ACTIVITY 1, DOCUMENTS) for each document.

Hint: This is not a cooking tool.

Hint: This used oil or grease.



Hint: This was used to measure something

Hint: These were used to process wool

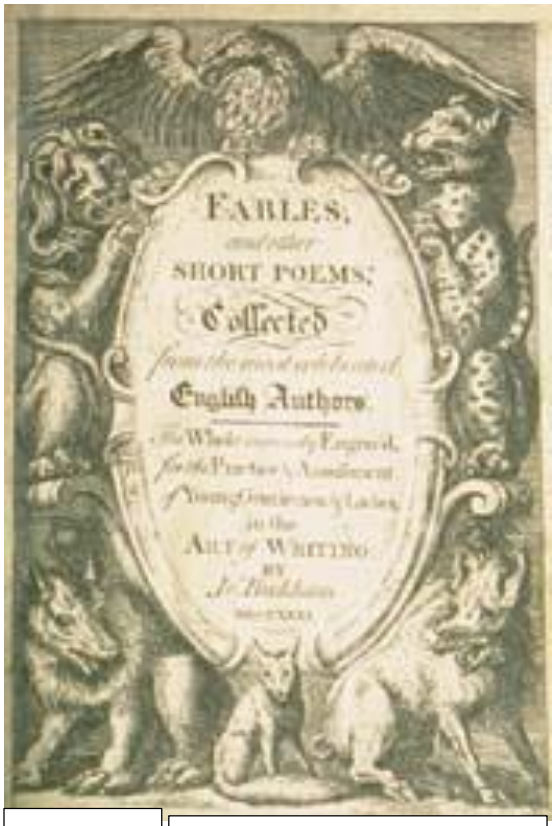
Hint: These are tools for grinding something

Object
6

Hint: This contained recipes

Hint: This was used at harvest time.

Hint: This was used to process food.



Object 9

Hint: This is a book of stories.

Hint: This was used for writing.

Document 1

Hint: These were Thomas Springer's

Document 2

Hint: This list was prepared in 1804

Document 3

Hint: This list was prepared in 1798

WHAT ARE THE OBJECTS? DID YOU GUESS RIGHT?

OBJECTS 1 & 2:

Object 1: Betty Lamp – The Betty Lamp was one of the earliest used lamps in America. A ourse wick burning in the spout fueled by grease or fish oil in the cup produced a dim, smoky light and a strong smell.

Object 2: Candle Mold – As they cooked, housewives saved all the fat and grease to make into tallow, which they then poured into the candle mold. Wax from bayberries and beehives were used to ake fancier candles.

OBJECTS 3 & 4:

Object 3: Niddy Noddy – The niddy noddy was used like a reel to wind wool yarn into standard length skeins befoe knitting or weaving. As women and children would yarn they would sing this counting rhyme as a way of keeping track of the length of each skien:

"Niddy Noddy,
Niddy Noddy,
Two heads
And one body
'Tis one
'Taint one
'Twill be one by and by, etc."

Object 4: Wool Cards – Wool cards were used to brush wool to get all the fibers going in the same directions before spinning into yarn. Carding wool was often a child's job.

OBJECTS 5 & 6:

Object 5: Mortar and Pestle – Dried herbs and roots put in the mortar were crushed with the pestle. Small amounts were then used in cooking and for making simple medicines.

Object 6: The Poor Planter's Physician – Books like the "Poor Planter's Physician" were a resource for remedies and treatment of illnesses.

OBJECTS 7 & 8:

Object 7: Sickle – Using a sickle, one man could cut about an acre of wheat a day. Wheat was planted in the fall and harvested in June or July.

Object 8: Flail – Harvested grains like oats and rye wee threshed by hand using a flail to break the grain away from the chaff.

OBJECTS 9 & 10

Object 9: Book of Fables – This book of fables and stories taught moral lessons about right and wrong.

Object 10: Slates – Slates (miniature blackboards) could be written on with slate "pencils," then erased and written on again. Children practiced spelling and arithmetic on slates instead of paper, which was expensive.

DOCUMENT 1: Last Will & Testament – Thomas Springer prepared his Last Will and Testament in 1804, the year of his death.

This document tells us something about the people who were important to Thomas springer. As you look at the transcript below, try to figure out:

- Who was Margaret?
- Who were Mary and Ann?
- Who were Amelia and Sara?

Transcription of document (Thomas Springer's Last Will & Testament):

In the name of God Amen. I Thomas Springer of Mill Creek Hundred, being in a sick and low condition of Body, but, sound, & perfect in mind and memory, and Knowing it is appointed for all Men once to die, do hereby make and ordain this and only this to be my last Will and Testament that is to say first I do recommend my soul into the hands of the Almighty God who gave it, hoping for mercy and acceptance with him, through the merits and Intercession of the Lord Jesus Christ, and my Body to the grave, to be burried [sic] in a decent and Christianlike manner, at the discretion of my Executors hereinafter appointed, & as to what worldly property it hath pleased God to bless me in this world, I do give and devise as follow. Viz

Item. I do give and bequeath unto my loving wife Margaret Springer, my White face Cow,

Item. I do give and bequeath unto my Daughters to wit, Mary and Ann Springer, my grey mare and her two Colts, and also I do further give and bequeath unto my said Daughters all my plate, to be equally divided between them and also my two negro women Amelia and Sarah,

Item. I will and desire, that my Executors make sale of all the residue of my personal property, together with my real estate, in such manner as they deem most advantageous.

Item. I do further give and bequeath unto my loving wife Margaret Springer, the Interest arising on the one third of the purchase money of whatever my real estate may sell for, after deducting the sum of two hundred and seventy pounds, due to Charles Springer, to be paid to her yearly, and every year, during her natural life, and at her decease to descend to [illegible], and become the property of my daughters

Item. I do give and bequeath unto my said Daughters all the residue of my estate to be equally divided between them,

I do ordain, constitute and appoint Joshua Johnson Guardian for my two daughters, to wit, Mary and Ann, lastly,

I do also ordain, constitute and appoint my friends James Shoue and Jeremiah Springer, my sole and intire Executors of this my last will and Testament, and do hereby revoke and disannull all and every other former Testament, Wills, legacy and bequeaths and Executors by me in any way or manner before this time named or willed and bequeathed. Ratifying and confirming this and no other to be my last will and Testament, in Testimoney whereof, I have hereunto set by hand and affixed my seal this fourth day of October, in the year of our Lord, one thousand eight hundred and four, 1804, Signed, sealed, Published pronounced, and declared by the said Thomas Springer as his last Will and Testament in

(signed) Thomas Springer the presence of us, (signed) John Hallsun [?] Dec. 3d (signed) John Harlan

New Castle County, _____ Before me personally appeared John Hallsun [?] one of the subscribing witnesses to the foregoing Will, who being solemnly sworn on the Holy Evangelists of Almighty God, did say that he saw Thomas

Springer the Testator, sign and seal the foregoing Instrument of writing, and that he heard him publish, pronounce and declare the same to be his Last Will and Testament, that, at the time of his so doing, he was, to the best of this de- ponents belief, of sound disposing mind and memory, that it was at the request and in the presence of the said Testator he subscribed his name as a witness and at the same time saw John Harlan [?] subscribe his name as another witness thereto: Intestimony whereof I have hereunto set my Hand, the third Day of December, e. A.D. 1804.

(signed) Nehemiah Tilton Regtr.

DOCUMENT 2: Inventory – This inventory of Thomas Springer's possessions was made when he died in 1804; the law required such surveys in order to calculate the value of an estate and to settle debts.

This document tells us something about Springers' possessions. As you look at the transcript below try to figure out:

- What kinds of foods were in the Springers' house and barn?
- What do household items tell you about what else they ate and drank?
- How many chairs did the Springers own?

Transcription of the document:

Inventory and appraisment of the goods and chattel of Thomas Springer, late of Mill Creek Hundred, in the county of New Castle, deceased, appraised by Joseph Ball and John Hall, Junr.the 8th day of Decbr. 1804 D C

The wearing apparel of the decd. consisting of 8 coats, 4 jackets, 5 shirts, 8 pr. trousers, 2 pr. drawers, 2 hats & 3 pr. boots	30.00
21 spool, .50 a quantity of yearn and a piece leather 2.00	2.50
1 chest, .50 and 1 feather Bedstead Bedding, 20$	20.50
1 suit curtain, and 1 cradle quilt 6$, and window curtins 25 cts	6.25
6 leather bottom'd chairs 2$ & 1 feather bed and bedding $26	28.00
1 feather bed, 1 sheet, pillars and bolters 14$ & 9 blankets $14	28.00
2 cover lids $7 & 3 bed quilts, $8	15.00
1 umbrella, $2.50 and 1 looking glass $1	3.50
7 windsor chairs $1.50 1 arm do. and 1 rocking do. $1	2.50
1 tea table and stand $2, 1 breakfast do. and 1 dining do. $2	6.00
1 looking glass $1 and an eight day clock $40	41.00
1 feather bed, beading and bedstead	26.00
1 corner cupboard, $2.50 1 decanter $1 and a lot of sundry jars $1	4.50
10 small plates, 3 salts, 4 wine glasses, tea cups, coffee, sugar dishes	1.00
1 old case drawers $2 & 1 old do. high do. $11	13.00
a quantity table linen $9 and 9 sheets $16	25.00
4 pillar cases, 1 cradle cover $1 & 1 suit curtains and rings $8	9.00
towills, pillar cases	.25
a lot of Books $0.50 1 chest $0.50 & iron pot, shovel and tongs $1.50	2.50
1 basket sundries $0.75 coffee mill etc. $0.25 & 1 lot of queens ware $2	3.00
2 saddles, saddle bag, Blanket and bridle	4.75
3 axes 1.50 mall and wedges $1	2.50
2 sledges and 1 crow bar $2.50 shovel, dung forks, etc. $1.60	3.10
4 boxes, keg $0.25 2 spinning wheels $0.75	1.00
30 bags $5.0 and a lot of old sickles $1	6.00
3 iron pots, keillet etc. $0.75 and 1 bake oven & large kettle $2.50	3.25
pots racks $1.00 fryan pan & tea kettle 0.50 & 1 lot earthern ware $1	2.50
3 candlesticks, lanthorn and tables (kitchen)	.60

1 gridle, and gridiron and 1 gun	4.25
1 Barrle churn, 2 tubs and 2 pales	1.50
2 axes $1 Knives and forks 0.25 cts Bedsteads and curtain frame	3.25
a lot casks 2.00 grind stone 60 cts. & 1 Horse Cart $6	8.60
Hay carriage, stone Bed and sundries	.60
1150 feet white oak boards, @1.50 pr. 100 feet is	17.25
4 pr. Harnes, 3 collars, 3 blind bridles $6.25 chains and cask bands $5	11.25
Cart, saddle, britch bands, 2 holters and chains	2.50
Curry comb, sheep shears, etc.	37 1/2
1 old white Horse, $10 & 1 old sorrel do. $10	20.00
1 old black mare $6 & 1 dun? do. nearly blind $20	26.00
1 gray mare and 2 colts	120.00
1 chaise and harness $60 & 1 dutch fan and briddles $16	76.00
1 Rick clover Hay $30 & 1 stack do. $25	55.00
1 stack clover do. $20 & 1 do. clover and Timothy $24	48.00
1 do. coarse marsh do. $8 & 1 small do. clover do. $8	16.00
5 do. stubble do. $20 & a quantity of oats $10	30.00
a quantity clover Hay in the Barn	32.00
a quantity of wheat straw etc.	60.00
94 1/2 bushels wheat @ $1.50 pr. bushel weighting 60lb.	147.37 1/2
390 do. oats @ 0.40 pr. do.	156.20
Rye in the ground, say 10 bus. sowing	20.00
263 bushels corn @ 67 cents	176.21
35 1/2 ditto @ do. cts. do.	23.78 1/2
83 ditto Potatoes @ 25 cts.	20.75
9 Barrels Cider @ $2.50 pr. Barrel is	22. 50
9 do. apples @ 50 cts pr. Barrel	4.50
1 plough $3 and 1 red cow $16	19.00
one negro man, named A? , 9 years to serve, valued at	180.00
one old negro man, a slave 66 years old, named Will	0.00
20 gallons whiskey @ 50 cents	10.00
1 chair whip	2.00
a quantity empty Barrels	4.00

Amounting to sixteen hundred and ten Dolls. and 17 1/2 cts.

DOCUMENT 3: Tax List – This is a single page from the tax list that records the net worth of residents of the Mill Creek Hundred area of New Castle County, Delaware. It was prepared in 1798 by the new Federal government in order to calculate taxes.

NOTE: TRANSCRIPT OF CHART IS ON PAGE 10

This document tells us something about Thomas Springer's standing in his community. As you look at the transcript (on page 10) try to figure out:

- What was the value of Springer's land?
- How do his livestock holdings compare to his neighbors?
- Was slavery common in Mill Creek?

ACTIVITY 3: Now, read through the following information and answer the "QUESTIONS: What about you?" on the same sheet of paper as you used for the previous questions. In addition, take note on what the information tells you about the Springers. Did you figure out all of the following information? Compare what you have to what the following information states about the Springers.

WHAT DO THE OBJECTS AND DOCUMENTS TELL US?

OBJECTS 1 & 2 tell us that the Springers used betty lamps and candles for light, but these were not very bright sources of light.

Their daily life was strongly affected by cycles of day and night, because most of the work had to be done during the daylight.

QUESTIONS: What about you?

- *How does the availability of electric light affect your daily life?*
- *What evidence of electricity would future historians find in your home?*

OBJECTS 3 & 4 tell us that the Springers were farmers. Like most rural families, they raised sheep to provide wool for their clothes and other household items.

Wool was processed at home, but the yarn was often taken to a professional waver to be made into cloth.

QUESTIONS: What about you?

- *Where do your clothes come from?*
- *What things could future historians tell about our life or the work you do by studying your clothing?*

OBJECTS 5 & 6 tell us that because they lived on a farm, the Springers probably did not have access to professional medical care.

Women often acted as healers and midwives, relying on each other for medical advice and support.

QUESTIONS: What about you?

- *Who provides your medical care?*
- *What evidence in your home could future historians use to learn about your family's health?*

OBJECTS 7 & 8 tell us that the Springers grew wheat, barley, and rye for themselves and their livestock, as well as to trade.

Grain was taken to the local mill to be ground into flour. Surplus grain was sold or exchanged for food and other goods.

QUESTIONS: What about you?

- *Where does your food come from?*
- *How would future historians know what you ate? (Remember, all the food will have rotted away.)*

OBJECTS 9 & 10 tell us that Thomas Springer could read and write, but we do not know if his wife and daughters were literate.

Women's education was often limited to domestic skills, resulting in a gap in literacy between men and women.

QUESTIONS: What about you?

- *How did you learn to read?*
- *What would future historians learn about you by looking at the things you read?*

DOCUMENT 1 tells us that Thomas Springer died at the ae of 40. His first wife, Elizabeth, had died in 1801 and he had wed 22-year-old Margaret Wells. Mary and Ann were Springer's daughters from his marriage to Elizabeth.

Amelia and Sara were two of Springer's four slaves.

Life expectancy was much shorter than ours; epidemic disease was common. Deaths of children were common, too, touching many families. Most people died at home rather than in hospitals.

QUESTIONS: What about you?

- *How could future historians learn who is important to you?*

DOCUMENT 2 tells us that life for the springers was a varied and difficult round of daily farm and household labor, but could include afternoon tea with friends.

The possessions of a typical farm family ranged from a fine pewter teapot to serviceable storage jars to utilitarian tools to farm implements.
The household was well stocked with grains, corn, potatoes, cider and apples.
The inventory lists pots and kettles for soups and stews, a fryan (frying) pan, a bake over, a griddle, a churn (for butter), and tubs and pales (pails) for milk and cheese. It lists wine glasses, teacups and sugar dishes, and a coffee mill.
The Springer's owned 15 chairs which suggests that people came to visit.
QUESTIONS: What about you?

- *What would a list of your belongings tell future historians about you?*

DOCUMENT 3 tells us that Thomas Springers holdings in land, livestock, and slaves put him in the upper 10% of the community.
The springers lived next to J. Stroud's mill on Mill Creek. Thomas Springer's land was more highly valued than his neighbors, for a variety of reasons: its location along a waterway, its proximity to the marketplace in Wilmington, and the improvements made on the farm by the Springers and their slaves.
QUESTIONS: What about you?

- *What would future historians learn about your life by studying your family's tax returns?*

ACTIVITY 4: OVER ALL QUESTIONS:

The Springer House

1. How many people lived in the Springer house? How do you know?
2. What did the Springers eat? How do you know?
3. How did the Springers earn a living? How do you know?
4. What chores did the children do? How do you know?
5. What did the Springers do in the evenings? How do you know?
6. What sort of standing did the Springers have in the community? Were they better or worse off than their neighbors? How do you know?
7. What other sources of information might have helped you to know more about the daily life of the Springers?

Your Home

1. How will future historians figure out how many people lived in your house?
2. All the food will have rotted away. How will historians know what you ate?
3. What clues will historians use to find out what the members of your family did for a living?
4. How will historians find out what the kids did in the evening?
5. How will historians find out what you did in the evening?
6. How will historians discover what your standing was in your community? Will they be able to tell if you were better off than your neighbors? What evidence will they use?
7. What can you do to leave a better record of your life?

ACTIVITY 5: CONCLUDE YOUR INVESTIGATION OF THE SPRINGER FAMILY:

1. What kinds of information did you learn from the objects? From the documents?
    a. Who were the people? What were they like? Who were they involved with?
    b. What did they do? What happened in their daily lives? What were their days like?
    c. What was their culture like?
2. How is this information different from what we know and are used to?
3. What other sources of information might have helped you to know more about daily life for the Springers?
4. What sources do we have today that did not exist in the 1700s?
5. Use this information to write a brief history of the Springer family. Compare the Springer Family history to your family. How have things changed? How have they remained the same?

DOCUMENT 3 – Tax List

Name of taxables	Acres of land	Improved	Unimproved	Value of land in Dol.	Buildings and Improvements Thereon	Value of live stock in Dol. and cents	Lots	Houses and Lots	No. Slaves upwards of 45 years	No. Slaves upwards of 14 years	No. Slaves upwards of 8 years	No. Slaves under 8 years	Value of Slaves	Value and weight of Plate	Value of the whole of Personal Property	Personal Tax	Value of Merchant and Saw Mills	Value of both real and Personal Property
James Short	100	68	32	525	Stone house frame barn	111									111	134		845
William Sample						56									56	134		190
Jonas Stidham						20										134		154
Elias Sanders	81	70	11	425	Log house & barn	129									129	134		749
Amos Sanders	81	70	11	425		28									28	134		648
John Sanders					Log house	41									41	134		313
Thomas Springer	129	70	39	774	Log house & kitchen log barns log tenemen	644			1	2	1		170		814	134		1854
Andrew Smiley						8									8	134		142
Christopher Springer	170	150	20	446	Log house	109									109	134		753
Jeremiah Springer	180	150	30	788	Log house & barn log tenement	243				1			50		293	134		1327
Benjamin Springer	170	110	60	595	Stone house log barn	97									97	134		911
David Sheakspear	160	120	40	280	Frame house and Barn	98				2		3	150	5oz 5.50	250.50	134		704.50
John Smith						41									41	134		175