STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Grade Level: 5

Week 6 (5.11.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Juiced.* Write to summarize the text and be sure to include the main idea.	Read *Juiced* again to increase fluency. Answer the main idea questions, 1-5.	Read *Juiced* again to increase fluency. Answer the 12 vocabulary questions.	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 *Juiced.*
Math	**You Choose Pages 1 & 2** *Please complete the attached activity titled You Choose Pages 1 & 2*	**Problem String: Fractions on a Clock** Please complete the series of problems. You may use the sheet of blank clock faces attached. How do the problems before help with solving the later problems? 1. How many half hours are there in 2 hours? 2 ÷ ½ 2. What is ½ hour divided into two equal amounts of time? ½ ÷ 2 3. How many thirds of an hour are there in 4 hours? 4 ÷ ⅓ 4. What is ⅓ of an hour divided into four equal amounts of time? ⅓ ÷ 4 5. How many quarters of an hour are there in 3 hours? 3 ÷ ¼ 6. What is ¼ of an hour divided into three equal amounts of time? ¼ ÷ 3	**Dividing Fractions & Whole Numbers** *Please complete the attached activity titled Dividing Fractions & Whole Numbers.*	**Problem String: Overs & Unders** Please complete the problem string using your best strategies. Use the beginning problems to help solve the rest. 1. 594 ÷ 66 2. 726 ÷ 66 3. 132 ÷ 66 4. 1320 ÷ 66 5. 1386 ÷ 66 6. 1254 ÷ 66 (*think about the difference between 594 and 660) 7. 6600 ÷ 66 8. 6468 ÷ 66 9. 8712 ÷ 88	**Related Division Problems** *Please complete the activity titled Related Division Problems pages 1 & 2.*

STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Science	**Swiss Cheese and Pop Rocks:** Read the attached article. Write down a summary paragraph that explains what the article was mostly about.	**Inflate a Balloon (part 1):** Follow the instructions (attached) to blow up a balloon using baking soda and vinegar. Complete the activity.	**Inflate a Balloon (part 2):** Thinking back to yesterday's activity, do the following: Draw a picture that shows what makes the balloon inflate. Write down your prediction about what will happen if you pinch the neck of the inflated balloon, take it off the bottle, then let it go. Draw a picture that shows what happens when you do that - and why it happens. If you have time, experiment with the balloon again to figure out what ratio of baking soda to vinegar produces the most gas (and the biggest balloon).	**Bread Bubbles (part 1):**  Look at the holes in this slice of banana bread. Each hole was made by a bubble that formed while the bread was baking. Those bubbles made the bread rise. Here are the ingredients used to make banana bread: vinegar, milk, butter, sugar, bananas, flour, baking soda, walnuts, eggs. Write your best answers to the following: Why do you think bubbles formed in the batter? What do you think would happen if you left out the vinegar?	**Bread Bubbles (part 2):** Any bread or cake that rises as it bakes has bubbles in the batter. Take a look at some bread or cake recipes. Can you figure out which ingredients make bubbles in each recipe? Write down what you think. If you are allowed, bake some bread or cake and when you and your family enjoy it, make sure to notice the bubbles, all caused by chemical reactions!
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

Juiced

Squeezing Steroids From Baseball

photos.com/ Facts for Learning

Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body.

It's World Series time in Major League Baseball, and you know what that means: home runs, on-field heroics, the crowning of a new champion. While players and fans celebrate the October Classic, this past baseball season [2005] has been anything but a home run. The season was marred by a steroid scandal that began as soon as spring training ended. First there was a tell-all book by former player Jose Canseco. Canseco alleged that many players use the "juice," a slang term for steroids.

Then on March 17, five current and former players sat before a congressional committee and answered questions about steroid use in Major League Baseball. One of those players, Baltimore Oriole Rafael Palmeiro, went as far as to jab his finger at lawmakers and declare, "I have never used steroids. Period."

But during a random drug test in July, the Orioles star tested positive for stanozolol, a powerful steroid. Major League Baseball suspended the slugger for 10 days. The announcement was a huge blow to baseball. Many considered Palmeiro a shoo-in for the Hall of Fame. Palmeiro became the fourth player in major-league history to reach 3,000 hits and 500 home runs.

Palmeiro told reporters that he would never "intentionally" use steroids. "I made a mistake," he said. "I hope the fans forgive me."

Major Health Problem

Jed Jacobsohn/Getty Images

Jason Giambi has been implicated in baseball's growing steroid scandal.

Palmeiro was the seventh Major League Baseball player to make that "mistake" this season, and the most notable. At no other time in baseball history have so many players been suspended at once for using illegal drugs. Other stars, such as Barry Bonds and Jason Giambi, have been implicated in baseball's growing steroid scandal.

Artificial steroids are substances, including drugs, that can help an athlete become stronger. Athletes who use steroids can train harder and longer than athletes who do not use the drugs. Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body. Steroids can cause panic attacks and depression.

In addition, scientists say that those who take steroids over a long period can become aggressive-a behavior that athletes call "'roid rage."

Why would athletes risk harming their bodies? Some experts say that if athletes are not the best in their sport, they won't be offered big-money contracts and commercial endorsements.

Some people are concerned that teen athletes will mimic their professional sports heroes and use steroids themselves.

Different Policies

That's one of the reasons why some sports leagues take steroid testing seriously. For example, the National Football League (NFL) has the toughest steroid policy. Its players are subject to year-round tests for dozens of banned steroids. First-time offenders are suspended for four games.

Major League Baseball began its 10-day suspension policy this season. Second-time offenders are banned from the sport for 30 days. With 162 games in a baseball season, Major League Baseball's penalties are a slap on the wrist, Rep. Christopher Shays of Connecticut told Senior Edition. "It's a joke. A 10-day suspension in baseball is basically a vacation. It has no deterrent impact."

Outta Here

Shays and other legislators want a tough drug policy that regulates all four major professional sports leagues-baseball, football, hockey, and basketball.

To that end, lawmakers have introduced the Clean Sports Act. The proposal calls for every athlete to undergo random drug testing at least three times during the season and twice during the off-season.

Under the proposal, players who test positive once would be banned from their sports for two years. Second-time offenders would be thrown out of the game for life.

"For me, this bill is less about sports than it is about public health," Senator Henry Waxman of California said in May. "Aspiring young athletes need to know that steroid use in the pros leads to suspension and expulsion, not home run records and adulation."

Baltimore Orioles slugger Rafael Palmeiro tested positive this year [2007] for illegal steroids. He was suspended for 10 days.

Name: _____ **Date:** _____

1. The main idea of the first four paragraphs of the article is that

A. Rafael Palmeiro was not honest in his testimony.

B. Jose Conseco has a new best seller out.

C. very few baseball players have ever used steroids.

D. there is a problem of steroid use in baseball.

2. The main idea of the entire passage is that

A. drug use and sports go hand in hand.

B. steroid use in baseball is no longer being tolerated.

C. many baseball players "cheat" by using steroids.

D. there is not tough enough legislation against drug use.

3. Legislators want to regulate the following professional sports leagues:

A. baseball and football only.

B. baseball only.

C. baseball and basketball.

D. baseball, football, hockey, and basketball.

4. If the main idea of Jose Conseco's book is about steroid use in baseball, which detail would most likely not be included in the

book?

A. Playing professional sports is hard on the body.

B. Baseball is more entertaining than hockey.

C. Many baseball players feel pressure to be the best.

D. Steroids are easy to buy when you are a celebrity.

5. Players and members of the U.S. Congress are used as authorities and directly quoted in this article. What other authorities mightthe author have used to speak out against steroid use?

Name: _____ **Date:** _____

1. What is a meaning of the word **expulsion**?

A. the inherent capacity for coming into being

B. the act of forcing out someone or something

C. a committee formed by an existing committee

2. What is another meaning of the word **expulsion**?

A. squeezing out by applying pressure

B. an estimation of something's worth

C. conformity with rules or standards

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. There was no choice but to _____ her, given the zero tolerance policy.

A. expulsion

B. expel

4. Her _____ from school came as a complete surprise to her parents.

A. expulsion

B. expel

5. Please write your own sentence using the word **expulsion**.

_____

_____

_____

6. What would you like to remember about the meaning of the word **expulsion** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **scandal**?

A. a sculpture created by removing material (as wood or ivory or stone) in order to create a desired shape

B. a criminal who takes property belonging to someone else with the intention of keeping it or selling it

C. an incident or event that disgraces or damages the reputation of the persons or organization involved

2. What is another meaning of the word **scandal**?

A. the organization that is the governing authority of a political unit

B. education that results in understanding and the spread of knowledge

C. widespread moral outrage, indignation, as over an offence to decency

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The _____ are usually more about the cover up than the crime.

A. scandal

B. scandals

4. The _____ broke soon after the election.

A. scandal

B. scandals

5. Please write your own sentence using the word **scandal**.

_____

_____

_____

6. What would you like to remember about the meaning of the word **scandal** so that you can use it when you write or speak?

Word Study Warm Up (1-2 minutes)

Two syllable words with the VCCCV pattern have two consonants that stand for one sound or that form a blend. Divide a VCCCV into syllables before or after the consonants.

improve	arctic	mischief
childhood	purchase	dolphin
partner	complain	tremble

Fluency sentences (1-2 minutes)

1. Practice will improve his skills.
2. The arctic wind is very cold.
3. Their mischief created a mess.
4. I had a tricycle during my childhood.
5. Did he purchase that car?
6. A dolphin is a sea mammal.
7. My partner and I are a team.
8. I will complain to my mother.
9. I tremble at great heights.

NAME DATE

You Choose page 1 of 2

1 Jade's mom made 8 cups of chicken soup. She wants to freeze the soup in $\frac{1}{2}$-cup containers. How many containers will she need to hold all of the soup?

a Write an expression that represents the problem.

b Solve the problem. Show your thinking with equations, a ratio table, or a rectangular array.

2 Jade's braces cost her parents $2,848. Her parents will pay $89 each month. How many months will it take them to pay for her braces?

a Write an expression that represents the problem.

b Solve the problem. Show your thinking with equations, a ratio table, or a rectangular array.

3 Jade's brother, Marcus, has 3 licorice ropes to share with his friends. He cut each rope into fourths. How many pieces did he have when he was finished?

a Write an expression that represents the problem.

b Solve the problem. Show your work.

(continued on next page)

NAME _____ DATE _____

You Choose page 2 of 2

4 Evaluate each expression.

a $2 \times (4 + (120 \div 6)) =$ _____

b $\frac{16}{4} + (13 \times 9) =$ _____

c $(2 \times 3 \times 2) - (9 \div 3) =$ _____

d $(\frac{2}{3} \times 12) + (14 - (2 \times 2)) =$ _____

5 Find the product.

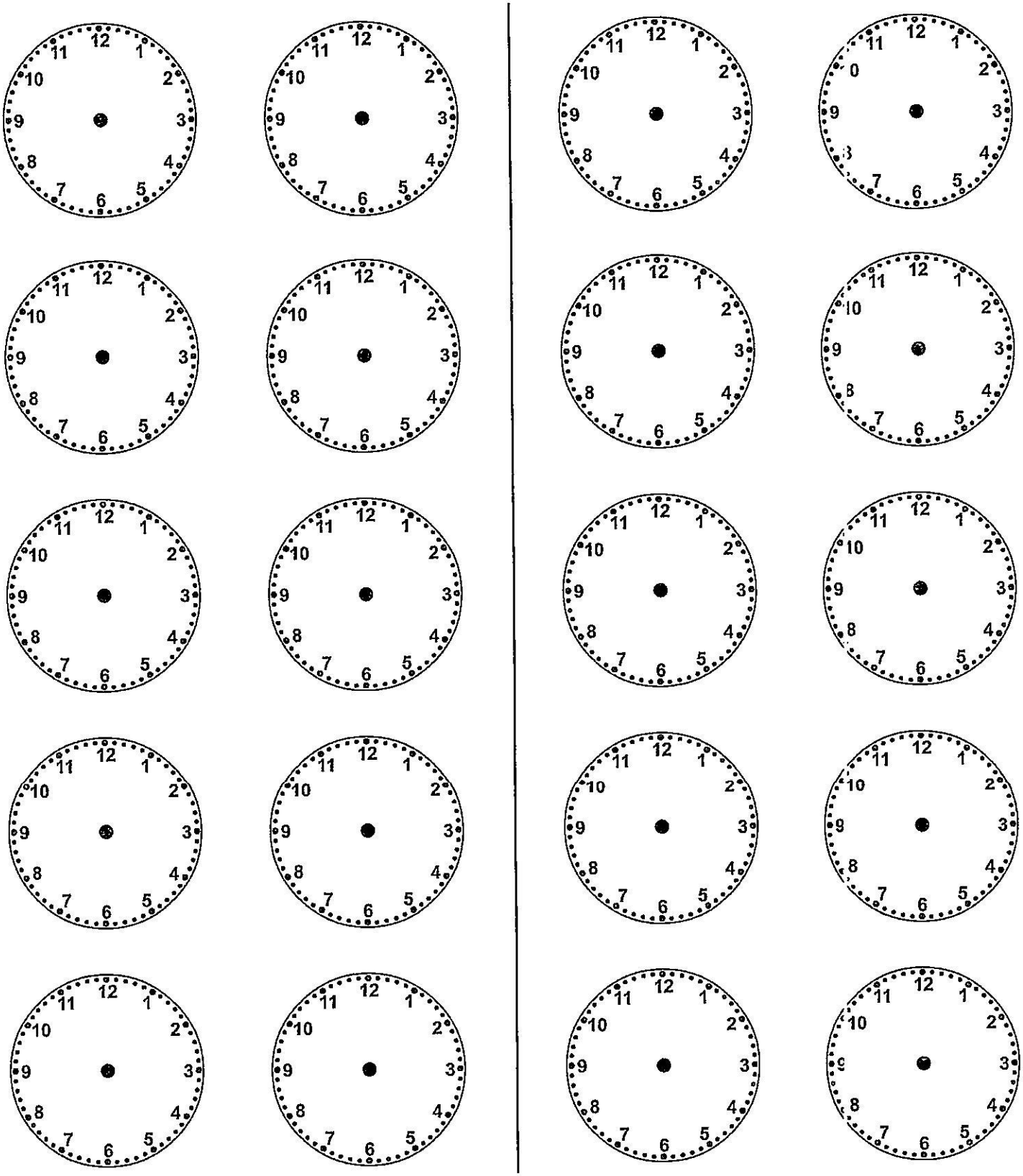
a $180 \times \frac{2}{3} =$ _____

b $\frac{4}{5} \times 22 =$ _____

c $\frac{2}{3} \times \frac{3}{4} =$ _____

6 Write a story problem for the problem $21 \times \frac{3}{7}$. Then solve the problem and show your work.

7 **CHALLENGE** Jasmin had a large collection of seashells from her trip to the beach. She gave $\frac{1}{2}$ of the shells to her 5 siblings to share evenly, and $\frac{1}{4}$ of the shells to her two friends to share evenly. Did a single friend or a sibling get more of the collection? How do you know?



NAME _____ DATE _____

Dividing Fractions & Whole Numbers

1 Fill in the bubble to show what each expression below means. Then use labeled sketches and numbers to model and solve each problem. Show your work and remember to write the answer at the bottom of each box.

$4 \div \frac{1}{5}$	$\frac{1}{2} \div 4$
○ How many groups of 4 are there in $\frac{1}{5}$?	○ How many groups of $\frac{1}{2}$ are there in 4?
○ How many groups of $\frac{1}{5}$ are there in 4?	○ What is $\frac{1}{2}$ of 4?
○ What is $\frac{1}{5}$ of 4?	○ If you split $\frac{1}{2}$ into 4 equal shares, how big is each share?
Answer: _____	Answer: _____

2 Mr. Ortega had $\frac{1}{2}$ of a box of felt markers. He divided the box equally among 3 small groups of students. What fraction of the box of felt markers did each group get?

a Choose the expression that best represents this problem.

○ $\frac{1}{2} \div 3$ ○ $3 \div \frac{1}{2}$ ○ $\frac{1}{2} \times 3$

b Solve the problem. Show your work.

Each group of students got _____ of a box of felt markers.

NAME | DATE

Related Division Problems page 1 of 2

1 Eva has 680 cookies and several plates. She puts 68 cookies on each plate. How many plates does Eva use?

a Write an equation for the problem.

b Solve the problem. Show your work.

2 Max has 612 cookies and several plates. He puts 68 cookies on each plate. How many plates does Max use?

a Write an equation for the problem.

b Solve the problem. Show your work.

3 Erika has 748 cookies and several plates. She puts 68 cookies on each plate. How many plates does Erika use?

a Write an equation for the problem.

b Solve the problem. Show your work.

(contir ued on next page)

NAME _____ DATE _____

Related Division Problems page 2 of 2

4 Solve. *Hint: Use the results of the first problem to help with the rest.*

a 840 ÷ 84 = _____

b 924 ÷ 84 = _____

c 756 ÷ 84 = _____

d 672 ÷ 84 = _____

e 1,008 ÷ 84 = _____

Review

5 What is the volume of a box that has a length of 8 cm, a width of 14 cm, and a height of 12 cm? Show your work.

6 What is the volume of a box that has a base of area 38 cm^2 and a height of 22 cm? Show your work.

7 Fill in the blanks to make each equation true.

a 8.21 + 3.89 = _____ + 4.00

b 0.997 – _____ = 1.000 – 0.457

c 28 × 24 = (28 × 25) – (28 × _____)

d 28 × 24 = (56 × _____)

e 89 × 17 = (_____ × 17) – (1 × 17)

What Common Gas Do Swiss Cheese and Pop Rocks Have in Common?

November 15, 2013 by KIDS DISCOVER

Carbon dioxide is a common gas that we breathe out but plants breathe in, helping them to grow. It's also a key player in creating the holes in Swiss cheese and putting the "pop" in Pop Rocks. Here's stuff you probably didn't know about cheese and candy.

The holes in Swiss cheese are officially known as "eyes." The first step in their formation happens when the bacteria that turn milk into cheese emit a chemical compound called lactic acid, or milk acid. Then, other bacteria called Propionibacteria shermanii or P. shermanii eat the lactic acid and burp out lots of carbon dioxide gas.

Did you know that the U.S. Department of Agriculture has rules about how big the holes can be? In 2002, the department caused a stir — and inspired a lot of dumb jokes about "hole-y wars" — when it decreed that the eyes in Swiss cheese produced in the States should be about half the size of what was then standard, dropping from about the diameter of a nickel to slightly smaller than the width of a dime.

According to an ABC News report, this wasn't a random decision: U.S. cheese makers actually asked for the change, because cheese with larger holes tended to break apart in the high-speed slicing machines used by large food-service companies.

Okay, enough about cheese. What about the candy? Here you go: Pop Rocks were invented in 1956, when General Foods chemist William Mitchell was trying to create a powder that would turn into a carbonated drink when mixed with water. He fused carbon dioxide with hot sugar syrup, but the experiment didn't work out. One day, some of the sugary powder accidentally got into his mouth and melted, releasing the carbon dioxide and causing it to fizz and pop.

The exploding candy became a fun toy for Mitchell and his food-science pals, but it wasn't until 1974 that a Canadian branch of General Foods put Pop Rocks on the market. In 1976, when they arrived in the U.S., their popularity … exploded!

Blowing Up a Balloon with Baking Soda and Vinegar:

Here is a simple chemistry experiment that you can do with everyone's favorite baking soda and vinegar reaction! Making a volcano is fun, but did you know that you can also use baking soda and vinegar to blow up a balloon?

 First, put some vinegar in the bottom of an empty 16.9 oz. water bottle (you can also use a 2 liter soda bottle). Then, use a spoon to pour some baking soda into the mouth of a balloon. Attach the balloon to the top of the water bottle, being careful not to dump the baking soda in just yet.

 Lift up the balloon and dump the baking soda into the bottom of the bottle, and watch what happens!

Volume 0%

Basically, mixing vinegar and baking soda is a simple acid + base reaction. The chemicals in the bottle rearranged themselves in the reaction, and they made carbon dioxide, which is the gas that filled up the balloon. There were actually three products of the reaction – water, carbon dioxide, and sodium acetate (a salt).

**Note: In order for the liquid in the bottom of the bottle to be only water, we would have to make sure that the amounts of baking soda and vinegar corresponded so that both were completely used up in the reaction. So there was probably some vinegar or baking soda left too – figuring out the amounts is not important!

Here's the chemical formula, if you're interested:

acetic acid + sodium bicarbonate = carbon dioxide + water + sodium acetate

$CH3COOH = NaHCO3 => H2O + NaOCOCH3 + CO2$

Because the balloon is filled with $CO2$, it falls faster than a normal balloon because it is more dense than room air (which is mostly nitrogen with oxygen and carbon dioxide). Tie off the balloon from your reaction, and then compare it with a balloon that you blow up to the same size. It should be interesting to see the difference!

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?

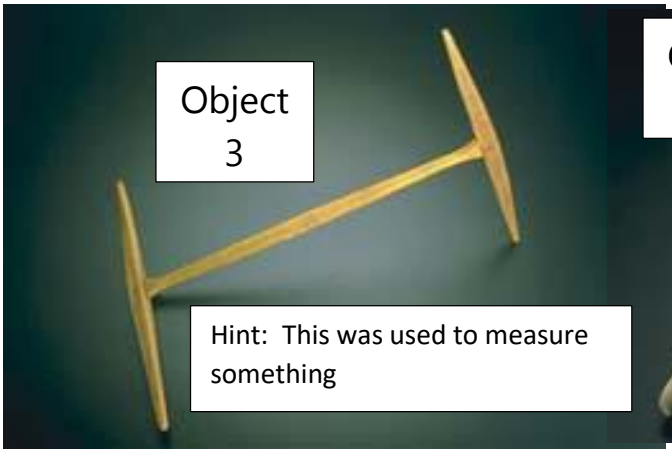
DOCUMENTS: On a separate sheet of paper (can be the same paper as used for the above questions), for each document answer the following questions: (There are 3 documents, therefore, each document will be answered 3 times)

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

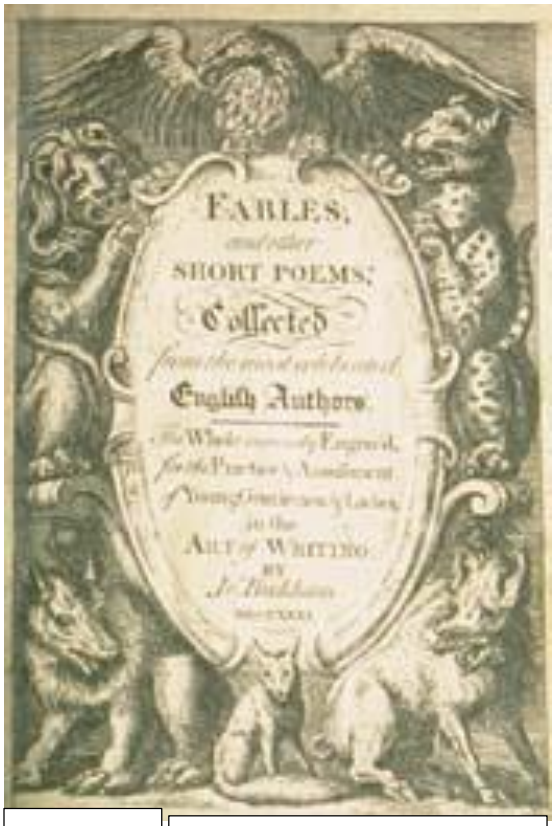
Hint: These were used to process wool

Hint: These are tools for grinding something

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