

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 4

Week 7 (5.18.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Plays are organized with the following structural elements: author's purpose, characters, stage directions, dialogue, plot, setting, acts and scene. Read <i>Jump! Jump! Jump!</i> Circle the elements you see in the play.	Read <i>Jump! Jump! Jump!</i> again to increase fluency. Answer questions 1-5.	Read <i>Jump! Jump! Jump!</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Plural nouns name more than one person, place, thing, or idea. They are created by changing the ending of the noun. Common endings: -s, -es Circle the plural nouns you find in <i>Jump! Jump! Jump!</i>
Math	Decimal Review <i>Please complete the attached activity titled Decimal Review</i>	Decimals on Number Lines & Grids (page 1) <i>Please complete the attached activity titled Decimals on Number Lines & Grids page 1</i>	Decimals on Number Lines & Grids (page 2) <i>Please complete the attached activity titled Decimals on Number Lines & Grids page 2</i>	Double-Digit by Single-Digit Multiplication <i>Please complete the attached activity titled Double-Digit by Single-Digit Multiplication</i>	Practice with the Standard Algorithm <i>Please complete the attached activity titled Practice with the Standard Algorithm</i>
Science	Sugar Shake (part 1): Think: How can you figure out what happens to a rock as it rolls downhill? Need: Activity sheets, paper plate, 5 sugar cubes, plastic container with lid, markers, pencil Do: Take a sugar cube and answer #1 and 2. Choose two sugar cubes, color just the	Sugar Shake (part 2): Based on your investigation from yesterday, write your best answers to the following: a) Rocks at the top of mountains are jagged. Rocks at the bottom of mountains are more rounded. Why do you think the rocks look different? What	Sugar Shake Extension Investigation: In the Sugar Shake Investigation you modeled a situation where identical rocks are tumbling together. You can see what happens when rocks of different types are bumping into each other by adding croutons (softer, more breakable "rocks") and/or	The Mighty Beans (before): Use dried beans to demonstrate the power of seeds. Put beans into a paper or plastic cup until it's about one quarter full. Add water until all the beans are completely covered. Set another cup on top, and add pennies (or other weights) so the cup	Plant Walk: With a grown-up's permission, go for a walk in your yard or around where you live and look for plants that have taken root where they don't belong. You may find grass growing in cracks in a sidewalk or plants sprouting between stones or bricks in a wall. Draw any examples you

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	<p><u>edges</u> (not the flat parts) with 2 different color markers. Answer #3. Put 1 colored cube and all plain cubes in the container (leave 1 colored cube on plate). Close lid. Do 1st trial, counting out loud. Open the container and put cubes on a plate. Write down how they have changed. On the colored cube you shook, count how many edges have any color left. Write down the result. Put the same cubes back in the container with the lid. Finish data sheets.</p>	<p>happened to them? b) Imagine that you did yesterday's investigation with rocks instead of sugar cubes. What would you get instead of loose sugar?</p>	<p>dried beans (harder, less breakable "rocks") to the container before you shake it. Try the investigation a few times more with different combinations of these new variables added. Write your best answer to the following: a) How does the addition of other "rocks" affect the changes in the sugar cubes? b) How do the croutons and beans change with your shaking?</p>	<p>presses down on the beans. Make a line with a marker to show the cup's position. Wait an hour, then check on your beans. (after): Dried beans are seeds - you can plant them and grow a bean plant. When you add water to dried beans, they start soaking up the water and swelling as they get ready to grow. This is the first step in root wedging - getting bigger and pushing against the surrounding rock. The beans in this cup lifted the weight of many pennies when they swelled.</p>	<p>find and write a description of what you see happening. The roots of these plants are ever-so-slowly expanding the cracks in which they grow. Just as the plants on the side of a mountain break rocks apart, the plants in your schoolyard are breaking the sidewalk and the stone walls.</p>
Social Studies	<p>Complete Activity 1, Documents 1, 2, & 3 from the document titled, "Drawing Historical Conclusions About the Springer Family"</p>	<p>Complete Activity 2 from the document titled, "Drawing Historical Conclusions About the Springer Family"</p>	<p>Complete Activity 3 from the document titled, "Drawing Historical Conclusions About the Springer Family"</p>	<p>Complete Activity 4 from the document titled, "Drawing Historical Conclusions About the Springer Family"</p>	<p>Complete Activity 5 from the document titled, "Drawing Historical Conclusions About the Springer Family"</p>

Jump! Jump! Jump! [Play]

by W.M. Akers

Lights rise on Ryan and Tom, both ten years old. They stand beneath a very high doorframe. Tom leaps as high as he can, trying to touch the top of the doorframe. He doesn't make it.

He does this several times.

Ryan

You're doing it all wrong.

Tom

You're nuts! I'm the best jumper there ever was!

RYAN

Then how come you can't touch the doorframe?

TOM

I can. I can touch it. See?

He jumps again. He can't touch it.

TOM

It's hard, okay? I'm building up to it.

RYAN

If it's too tough, just admit it.

TOM

It's not too tough.

RYAN

Nobody in our grade can jump high enough to touch it.

TOM

I can.

RYAN

Even the older kids, I see them every day when they come through to lunch. They hop, stick their arms up, don't even come close.

TOM

Doesn't matter.

RYAN

I'm telling you, it's impossible!

TOM

Then why did you dare me to try?

RYAN

I was just goofing off.

TOM

[Low.] I'm the best jumper there ever was.

RYAN

No you're not. I am. I can jump hurdles, I can jump down stairs, I can do the high jump and the long jump and any other kind of jump better than anybody.

TOM

Remember the Frisbee?

RYAN

Yeah, I remember the Frisbee.

TOM

During recess last month. It got stuck in the tree?

RYAN

I said I remember it!

Ryan scowls and looks away. He doesn't like hearing this story.

TOM

You jumped as high as you could to get it. You couldn't even come close. You were gonna give up, say goodbye to your Frisbee forever, and then I said, "Maybe I can get it." You laughed at me! Everybody laughed at me. But I went way back from the tree. I got a running start. And when I was going as fast as I ever ran in my whole life, I leapt as high as I could.

RYAN

I was there.

TOM

It was like I was in the air forever, and then-bang! I had the Frisbee in my hand. And now, whenever there's a problem that involves jumping, they call for Tom.

RYAN

Yeah?

TOM

Yeah!

Tom runs as far back as he can. He gets a running start and jumps as high as he can...but still doesn't make it anywhere near the top of the doorframe.

RYAN

Come on. You can't jump just a little bit higher? I thought you were the best jumper there ever was.

TOM

I give up! I give up. You were right. It's impossible.

RYAN

I knew it.

TOM

Unless we work together.

RYAN

What?

TOM

Neither of us can jump high enough to touch it alone, but if we work together...

He whispers in Ryan's ear. Ryan beams. Tom nods, and Ryan nods back. Tom kneels on the ground and laces his fingers together. Ryan puts one foot in Tom's hands.

TOM

One...two...three!

Ryan puts all his weight on Tom's hands and Tom hurls him up. Ryan's hand smashes into the top of the doorframe, and he falls down on his back. For a moment, he's quiet.

TOM

Uh...are you okay?

Ryan nods.

TOM

Get the wind knocked out of you?

Ryan nods.

TOM

I hate that. It really hurts.

RYAN

[Pained.] Yeah. Yeah...but we did it!

TOM

We did.

RYAN

We're the best jumpers there ever were!

TOM

And now it's my turn!

Ryan kneels, and Tom puts his foot in Ryan's hands. Blackout.

The End.

Name: _____ Date: _____

1. Tom says that he is the best _____ there ever was.

- A. swimmer
- B. soccer player
- C. runner
- D. jumper

2. What problem does Tom have in this story?

- A. He cannot climb a tree to get a Frisbee that is stuck in it.
- B. He cannot jump over as many hurdles as Ryan can.
- C. He cannot get a Frisbee to fly smoothly through the air when he throws it.
- D. He cannot jump high enough to reach the top of a doorframe.

3. Tom is a better jumper than Ryan. What evidence from the play supports this conclusion?

- A. Ryan was not able to jump high enough to get the Frisbee out of the tree, but Tom was.
- B. Ryan touches the top of the doorframe with his hand, but Tom does not.
- C. Tom gets a running start and jumps as high as he can, but he is not able to touch the top of the doorframe.
- D. At the end of the story, Ryan says, "We're the best jumpers there ever were!"

4. Read these sentences from the text.

He whispers in Ryan's ear. Ryan beams. Tom nods, and Ryan nods back. Tom kneels on the ground and laces his fingers together. Ryan puts one foot in Tom's hands.

TOM

One...two...three!

Ryan puts all his weight on Tom's hands, and Tom hurls him up. Ryan's hand smashes into the top of the doorframe, and he falls down on his back. For a moment, he's quiet.

Based on this information, what did Tom probably whisper to Ryan?

- A. Tom probably whispered an idea for how to get Ryan to the top of the doorframe.
- B. Tom probably whispered, "My feet are starting to hurt from jumping so much."
- C. Tom probably whispered the story of how he jumped high enough to get the Frisbee out of the tree.
- D. Tom probably whispered, "I'm the best jumper there ever was."

5. What is a theme of this story?

- A. Impressing the people around you is more important than making friends.
- B. The best way to resolve a conflict with someone is to challenge that person to do something dangerous.
- C. By working together, people can achieve something that they cannot achieve on their own.
- D. Making friends is more important than impressing the people around you.

6. Refer to this excerpt from the play for Questions 6 and 7.

Ryan puts all his weight on Tom's hands, and Tom hurls him up. Ryan's hand smashes into the top of the doorframe, and he falls down on his back. For a moment, he's quiet.

TOM

Uh...are you okay?

Ryan nods.

TOM

Get the wind knocked out of you?

Ryan nods.

TOM

I hate that. It really hurts.

RYAN

[Pained.] Yeah. Yeah...but we did it!

Based on these sentences, what does the phrase "get the wind knocked out of you" mean?

- A. It means getting hit in the head by something hard.
- B. It means losing the ability to breathe for a short time.
- C. It means breaking one of the bones in your rib cage.
- D. It means feeling a strong wind hit your face when you step outside.

7. The author has placed brackets around the word "Pained." What is the purpose of these brackets?

- A. The brackets separate dialogue from a description of how people in the audience will feel when they are watching the play.
- B. The brackets separate dialogue from information about how a character is speaking or feeling.
- C. The brackets separate dialogue from information about the setting of the play.
- D. The brackets separate dialogue from information about what will happen next in the play.

8. Read this sentence from the text.

TOM

Neither of us can jump high enough to touch it alone, but if we work together...

Based on the evidence in the story, what words might complete Tom's thought here?

9. What happens after Tom hurls Ryan up into the air?

10. Explain whether working together solves a problem in this play. Support your answer with evidence from the text.

Word Study Warm Up (1-2 minutes)

When three-syllable words are pronounced with stress on the first syllable, pay close attention to the spelling of the unstressed syllables.

imagine	camera	remember
several	together	memory
favorite	continue	president

Fluency sentences (1-2 minutes)

1. Can you imagine the future?
2. I took nice pictures with my camera.
3. I don't remember her name.
4. I took piano lessons for several years.
5. They went to the market together.
6. I have no memory of that day.
7. Blue is my favorite color.
8. We'll continue our talk later.
9. The president of our country is a man.

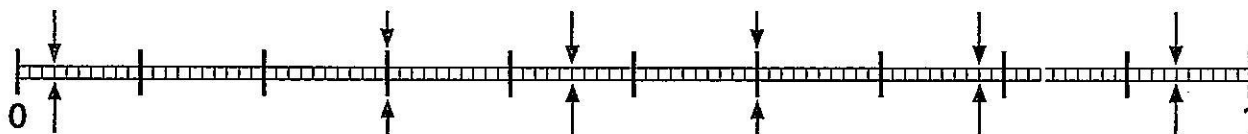
NAME _____

DATE _____



Decimal Review

- 1 Label each point on the number line, using decimals below the line and fractions above it.



- 2 Find each sum. Show your work.

a $\frac{34}{100} + \frac{4}{10} =$

b $\frac{3}{10} + \frac{6}{100} =$

c $\frac{7}{10} + \frac{13}{100} =$

- 3 Write each sum above as a decimal number.

a _____

b _____

c _____

- 4 Write an inequality to compare numbers **a** and **c** above.

- 5 For each number, circle all the other numbers that are equivalent.

a 0.7	70	$\frac{7}{10}$	$\frac{7}{100}$	0.07	7	$\frac{70}{100}$	0.70	700
b 0.04	40	400	$\frac{4}{10}$	$\frac{4}{100}$	0.4	$\frac{40}{100}$	0.40	4
c 0.36	$\frac{36}{10}$	$\frac{36}{100}$	36	3600	10	$\frac{3}{6}$	$\frac{6}{3}$	0.3

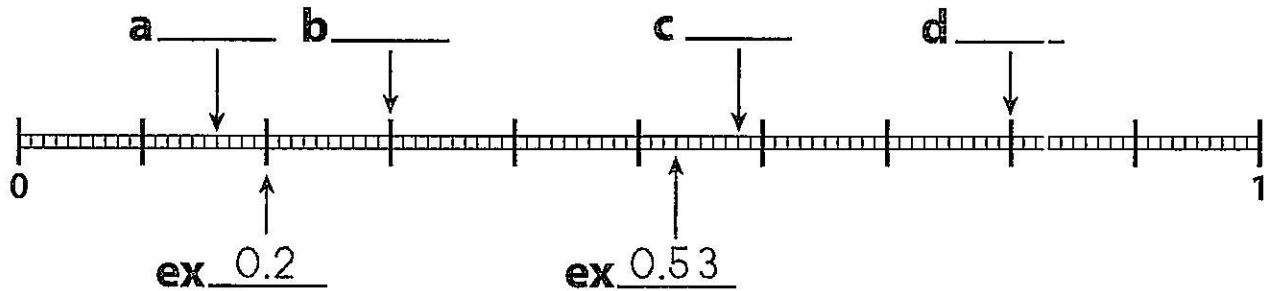
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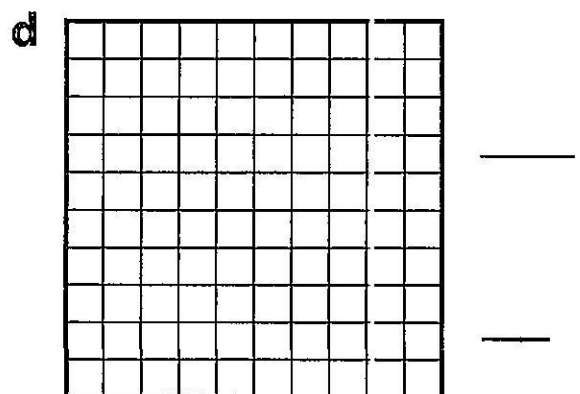
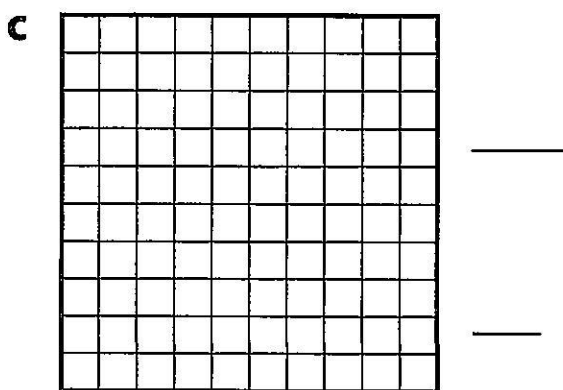
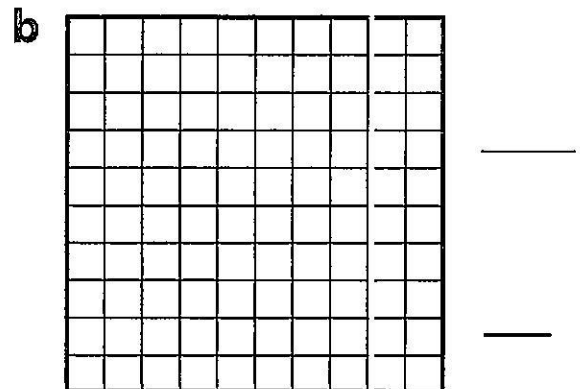
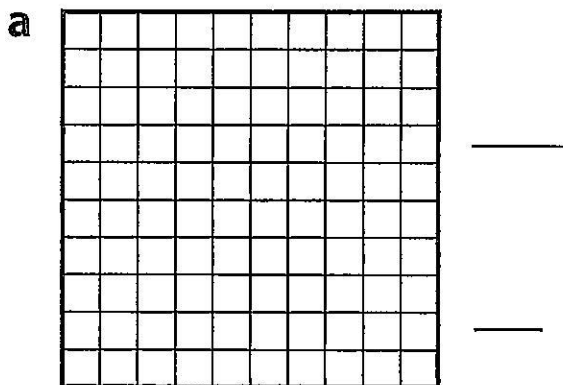


Decimals on Number Lines & Grids page 1 of 2

- 1 Label each marked point on the number line with a decimal number.
Use tenths when you can and hundredths when you must.



- 2 Write each number you labeled on the number line beside a grid below. Then shade in the grid to show the decimal amount and write a fraction to represent it.



(continued on next page)

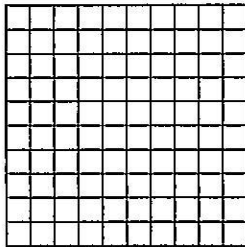
NAME _____

DATE _____

Decimals on Number Lines & Grids page 2 of 2

- 3** Shade each fraction on the grid. Then write an equivalent fraction and two decimal numbers that represent the same amount.

ex $\frac{20}{100}$

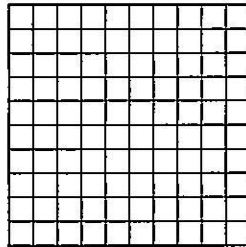


$$\frac{2}{10}$$

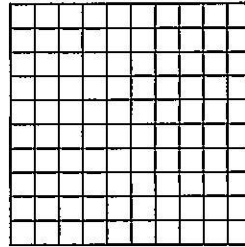
$$0.2$$

$$0.20$$

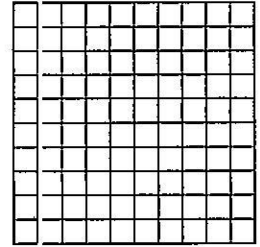
a $\frac{4}{10}$



b $\frac{70}{100}$



c $\frac{3}{10}$



- 4** Write an inequality symbol (< or >) to show which fraction is greater and which is less.

$\frac{20}{100}$

$\frac{4}{10}$

$\frac{3}{10}$

$\frac{70}{100}$

$\frac{4}{10}$

$\frac{70}{100}$

$\frac{20}{100}$

$\frac{3}{10}$

- 5** Write an inequality symbol (< or >) to show which decimal is greater and which is less.

0.40

0.04

0.89

0.9

0.5

0.51

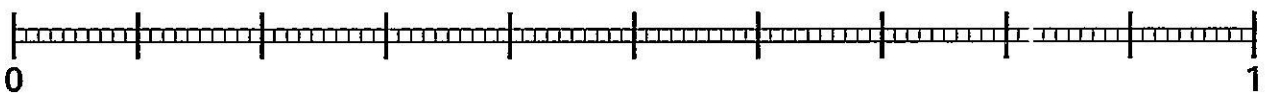
0.2

0.09

- 6** Drew says $\frac{3}{10} + \frac{28}{100} = \frac{31}{100}$. Sam says $\frac{3}{10} + \frac{28}{100} = \frac{58}{100}$.

a Who is correct? _____

b How do you know? Include a labeled sketch on the decimal strip below in your explanation.



NAME _____

DATE _____



Double-Digit by Single-Digit Multiplication

1 Use a sketch and numbers to solve the problems below. Follow the example.

Sketch	Numbers
	$\begin{array}{r} 24 \\ 7 \times 20 = \underline{\times 7} \\ 140 \\ 7 \times 4 = + 28 \\ \hline 168 \end{array}$
	$\begin{array}{r} 27 \\ 5 \times 20 = \underline{\times 5} \\ 5 \times 7 = + \end{array}$
	$\begin{array}{r} 23 \\ 9 \times 20 = \underline{\times 9} \\ 9 \times 3 = + \end{array}$
	$\begin{array}{r} 35 \\ 8 \times 30 = \underline{\times 8} \\ 8 \times 5 = + \end{array}$

2 Use numbers to solve these problems.

$\begin{array}{r} 43 \\ 6 \times 40 = \underline{\times 6} \\ 6 \times 3 = + \end{array}$	$\begin{array}{r} 68 \\ 6 \times 60 = \underline{\times 6} \\ 6 \times 8 = + \end{array}$	$\begin{array}{r} 54 \\ \underline{\times 5} \end{array}$	$\begin{array}{r} 83 \\ \underline{\times 4} \end{array}$
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NAME _____

DATE _____

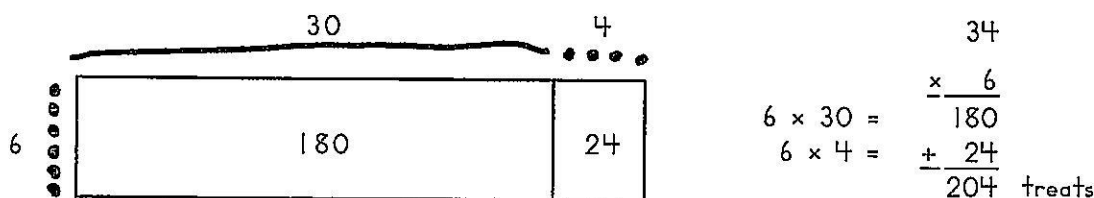


Practice with the Standard Algorithm

Maddie and her mom got 6 boxes of treats for their dogs. There are 34 treats in each box. How many treats did they get for their dogs?

To solve this problem, multiply 6×34 . Here are **two different methods**:

- 1** You can make a sketch and list the partial products. Then you can add them.



- 2** You can also multiply by using the standard algorithm. If you use this method, you don't have to list the partial products.

$$\begin{array}{r} 2 \\ 34 \\ \times 6 \\ \hline 204 \end{array}$$

Multiply the ones. $6 \times 4 = 24$ ones. Since 24 is 2 tens plus 4 ones, write the 4 in the ones place and write the 2 tens above the 3 in the tens place.

Multiply the tens. $6 \times 3 = 18$ tens. Add the 2 tens you carried over to the 18 tens. Write 20 tens in the tens and hundreds place.

Use the standard algorithm to solve the problems below.

$$\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 132 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 416 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 240 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 439 \\ \times 5 \\ \hline \end{array}$$

Name: _____

Sugar Shake Data Sheet

1

Draw what your sugar cube looks like here:


2

What will it look like after 200 shakes?
Draw your best guess here:


3

How many edges does a sugar cube have? _____

4

Trial #	Shake this many times:	Describe the shape of the sugar cubes you shook. How did they change?	How many edges still have some color?
#1	40		
#2 switch jobs	40		
#3 switch jobs	40		
#4 switch jobs	40		
#5 switch jobs	40		

5

You've done 5 trials of 40 shakes each. That's 200 shakes!
What do the sugar cubes look like now? Draw one in the box:


6

Does your drawing match your guess in question 2? Yes No

- 7 What happened to the sugar cubes when they bashed together in the container?
How are they different from the one you didn't shake?

- 8 When you take the sugar cubes out of the container, what's left in the container?
Where did that come from?

- 9 What do you think would happen if you shook rocks instead of sugar cubes?

- 10 How many more shakes do you think it would take to make the sugar cubes **really** round
(like a marble)? _____ If you have time, try it out!

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.



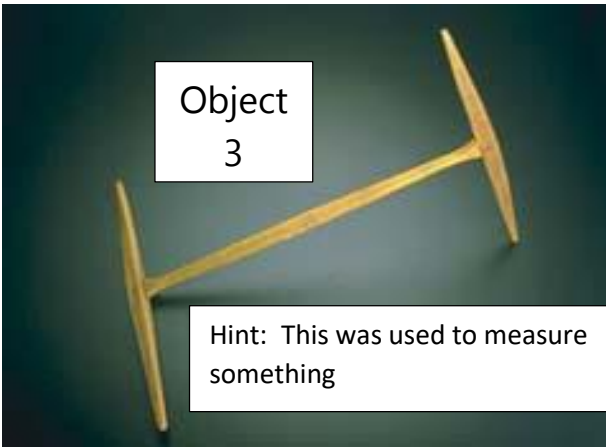
Object
1

Hint: This is not a cooking tool.



Object
2

Hint: This used oil or grease.



Object
3

Hint: This was used to measure something



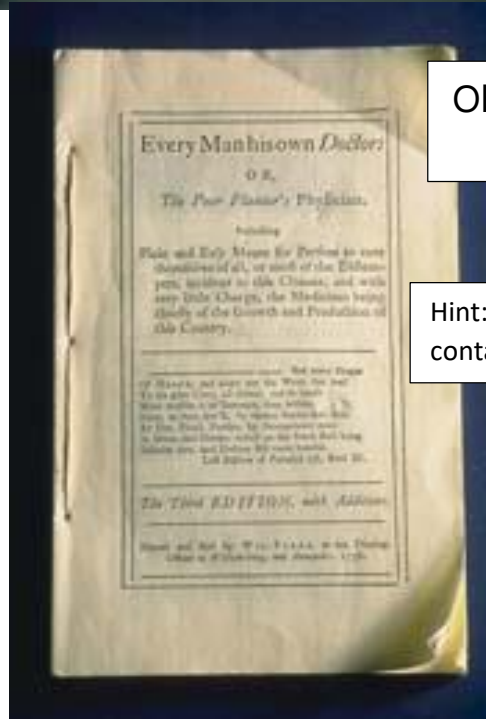
Object
4

Hint: These were used to process wool



Object
5

Hint: These are tools for grinding something



Object
6

Hint: This contained recipes



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 course 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 before 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 were 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 buried [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 Testimony 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 appraisal 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 yarn and a piece leather	2.50
1 chest, .50 and 1 feather Bedstead Bedding, 20\$	20.50
1 suit curtain, and 1 cradle quilt 6\$, and window curtains 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 earthen ware \$1	2.50
3 candlesticks, lanthorn and tables (kitchen)	.60

1 gridle, and gridiron and 1 gun	4.25
1 Barre 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 age 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