

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 5

Week 7 (5.18.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Leaping Lizards</i> . Write to tell the main idea of the passage. Include the details that support the main idea.	Read <i>Leaping Lizards</i> again to increase fluency. Answer the main idea questions, 1-5.	Read <i>Leaping Lizards</i> again to increase fluency. Answer the vocabulary questions, 1-6.	Read the Word Study sheet. Use the words to write your own sentences.	Commas are used to set off words in an introductory element. <i>Example: If they want to win, the basketball team must practice often.</i> Circle the commas used to set off an introductory element in <i>Leaping Lizards</i> .
Math	Problem Strings: Over & Under with Division Part 1 Complete the problems with strategies that you know. How do the first problems help to solve the next ones? What patterns do you see? 1. $780 \div 78$ 2. $858 \div 78$ 3. $702 \div 78$ 4. $7020 \div 78$ 5. $6942 \div 78$	Problem Strings: Over & Under with Division Part 2 Complete the problems with strategies that you know. How do the first problems yesterday help to solve the next ones? What patterns do you see? 6. $234 \div 78$ 7. $2340 \div 78$ 8. $2496 \div 78$ 9. $8099 \div 91$	Story Problems: Division With Remainders <i>Please complete the attached activity titled Story Problems: Division with Remainders</i>	More Division Practice Page 1 <i>Please complete the attached activity titled More Division Problems page 1</i>	More Division Practice Page 2 <i>Please complete the attached activity titled More Division Problems page 2</i>
Science	Claim: The Earth Moves Around the Sun: Think and write: a) How do we know the Earth is moving, and not the Sun? (Note: Do NOT just answer with "because that is what scientists have figured out". Instead, what OTHER clues/observations	Spinning Earth: Color the Sun yellow. Cut along dotted lines on map pages. You'll have 2 long strips of leftover paper. Put these strips of paper to the side. Place your 2 maps next to one another. Locate where you live. Color in a circle that marks your	Spinning Earth Challenge: Using your materials from yesterday's investigation, slowly spin to show what it would look like for 3 days on Earth to go by. Write: What did you do to pretend that 3 days went by? How many hours did you just	Other Planets: Pretend you've found another planet called Swiftia. Write your answer to the following: Swiftia spins twice as fast as the Earth. How long is a day on Swiftia? Explain. Pretend you've found another planet called	Spaceship Earth: Write your best answers to the following: a) When you watch a sunset, is the Sun really moving across the sky? What's happening? b) From Sunday evening to Friday evening, how many complete spins does the

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	<p>could help support this claim?)</p> <p>b) How fast is the Earth spinning? (How many miles or kilometers an hour? How do you know? [refer to Note above])</p>	<p>location. Place the map with the circle underneath the other map. Hold both up to the light so you can see through and locate the circle. Color in another circle on the 2nd map in the same place, wherever it occurs. Turn the maps so the arrows at the top face each other. Separate and tape the between, placing 1 on the "A" boxes, and 1 on the "B" boxes. Pick up the maps. Hold them so your location is the front and put maps over your head. Find a space where you can spin in place safely. Put the Sun model on the desk. Face the Sun. Write your answer to the following: If the Earth is facing the Sun, like you are right now, about what time do you think it is where you live? Spin slowly to the left until your back is to the Sun. Write: About what time do you think it is now where you live? [SAVE materials]</p>	<p>pretend went by?</p> <p>Plan a way to model how the Earth spins when the Sun rises where you live. Write down your plan and act out your model. Write: What do you think people on the opposite side of the world are seeing? Now spin to model the Sun rising on the other side of the world from where you live.</p>	<p>Slowglobe. Write your answer: Slowglobe takes 10 times as long to spin as the Earth. How long is a day on Slowglobe?</p>	<p>Earth make?</p> <p>c) If the Earth were to spin twice as fast as it does now, how many hours would be in one day (one complete spin)?</p> <p>d) If the Earth were to spin half as fast as it does now, how many hours would be in one day (one complete spin)?</p> <p>e) During the investigation, you spun around from right to left (counterclockwise). If the Earth were to spin in the opposite direction (clockwise), what would be different about the sunrise and sunset?</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>

Leaping Lizards

by Pooja Makhijani

People go wild for lizards, snakes, and other reptiles in an exhibit.

Darrel Frost will never forget the time he saw a diamondback rattlesnake coiled up beside a tree. He was just 4 years old, traveling with his family through the Arizona wilderness.

"It was the most beautiful animal I had ever seen in my entire life," he told an audience in 2006 at the American Museum of Natural History (AMNH) in New York City. "It was just spectacular."

Seeing that fanged rattler up close inspired Frost to become the scientist he is today. As a **herpetologist**, he studies reptiles and amphibians. He helped put together an AMNH exhibit of the scaly lizards and slithering snakes that he fell in love with as a child. The exhibition is called "Lizards and Snakes: Alive!" and features more than 60 live animals.



photos.com

An Emerald Tree Boa

Before the show opened, *WR News* got an inside look. At the exhibit, leaf-tailed geckos scampered up the sides of a glass tank while an emerald tree boa basked under a sunlamp.

Startled onlookers watched as a veiled chameleon climbed up a tree branch and changed color. The chameleon's ability to **camouflage**, or conceal itself by changing its appearance, helps the creature hide from predators and curious museum-goers.

What's a Squamate?

These lively lizards and sleepy snakes are part of a diverse group of reptiles called **squamates** (SKWAH-mayts). *Squamate* comes from the Latin word for "scale" and is the scientific name for legged lizards and their legless relatives-snakes. All squamates are covered with **scales**-small, hard, plate-like structures that shield an animal's skin and protect it from harm.

There are about 8,000 **species**, or types, of squamates. Along with snakes and lizards, this group includes iguanas, geckos, and Gila (HEE-luh) monsters. These squamates share characteristics with other reptiles, such as turtles and alligators. They are all **cold-blooded**, which means they cannot regulate their own body temperature. Most squamates lay eggs, although some give birth to live young.

New Discoveries

Scientists at the museum felt that the timing was right for an exhibition about squamates and that it would be a big hit. "[The] public is really interested in scaly, slimy things," Jack Conrad told *WR News*. Conrad is a **paleontologist**, a scientist who studies plants and animals that lived long ago. Paleontologists are always finding new squamate **fossils**. A fossil is the remains of an ancient plant or animal preserved in Earth's crust.

Conrad has been examining the fossils of an 80-million-year-old Gila monster with really "bizarre" skin. Studying present-day squamates gives scientists a glimpse into the biology of ancient animals. "Many squamate species haven't changed in 200 million years," says Conrad. "These animals are a window into the past."

Strange Squamates

Here is a look at some of the scaly creatures that were featured in the exhibit and a description of how they stay safe.

When startled, a **green basilisk**-named after a mythical beast-sprints on water by churning its legs like a windmill.



sxc.hu

A Blue-Tongue Skink

A **blue-tongue skink** scares away predators by hissing and sticking out its brightly colored tongue.

A **veiled chameleon** has cells that aid in complex color-pattern changes, which are used for camouflage.

A **Campbell's milk snake** stays safe by looking like its lethal neighbor, the coral snake.

A **Gila monster's** venom flows through special grooves in its teeth when it bites its victim.

Name: _____ Date: _____

1. The main idea of the article is that

- A. Jack Conrad is a paleontologist who studies plants and animals that lived long ago.
- B. The AMNH's exhibition of snakes and lizards is interesting and popular.
- C. Lizards, snakes, chameleons, geckos, and Gila monsters are all squamates.
- D. Darrel Frost is a herpetologist whose job it is to study reptiles.

2. The main idea in question #1 is supported by which detail:

- A. Startled onlookers watched a veiled chameleon climb a tree branch and change color.
- B. The public is really interested in scaly, slimy things.
- C. Studying present-day squamates gives a glimpse into the biology of ancient animals.
- D. All of the above.

3. Turtles and alligators

- A. have larger scales than squamates.
- B. can change color to camouflage themselves.
- C. are like squamates in only some ways.
- D. can regulate their own body temperatures.

4. The main idea of the section called "New Discoveries" is that

- A. scientists study both present-day squamates and ancient fossils.
- B. the Gila monster is a squamate that has not changed over a long period of time.
- C. paleontologists are scientists who study fossils.
- D. museum workers try to appeal to the public's tastes when they plan their exhibitions.

5. Which animal from the article do you think is the most interesting? Why?

Name: _____ Date: _____

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

- A. a nation ruled by a king or queen
- B. catch a glimpse of or see briefly
- C. act of pointing out or indicating

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

- A. the sound of a step of someone walking
- B. the framework for a pair of eyeglasses
- C. to see or view briefly or incompletely

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

3. She _____ the light just before she turned the corner.

- A. glimpse
- B. glimpsed

4. He caught just a _____ of the racers as they roared past.

- A. glimpse
- B. glimpsed

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

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

Word Study Warm Up (1-2 minutes)

English has borrowed words from many languages. Saying the unfamiliar words and breaking them into syllables can help you learn to spell them.

siesta	cargo	tsunami
iguana	mattress	pajamas
poncho	hammock	vanilla

Fluency sentences (1-2 minutes)

1. You cannot take a siesta in class.
2. What cargo does that ship carry?
3. The tsunami destroyed the village.
4. Does an iguana make a good pet?
5. My old mattress is lumpy.
6. The child put on his pajamas.
7. This poncho will keep you warm.
8. Dad fell asleep on the hammock.
9. Leon liked vanilla ice cream.

NAME _____

DATE _____



Story Problems: Division with Remainders

Solve each problem below. Show your work. Use the context of each story to help you decide what to do with the remainder.

- 1 The entire Harrisville Middle School is taking a field trip to the symphony. All 282 people will ride the subway to the theater. Each subway has 8 subway cars. If an equal number of people ride in each subway car, how many people will ride in each?

- 2 Mrs. Smith's class has 24 students. The tickets for her class cost \$162. How much did each student's ticket cost? (Teachers get free tickets.)

- 3 Olivia made brownies for Mrs. Smith's class. She made 30 brownies and divided the brownies evenly. How many brownies will each student get? (Mrs. Smith says she doesn't want any.)

- 4 Olivia wants Mrs. Smith to have an equal portion of brownies as well (to take home to her niece). Now how many brownies will each person get?

NAME _____

DATE _____

**More Division Practice** page 1 of 2

- 1** Mr. Arnold's students are going on a field trip to the Art Museum. The 28 students' tickets cost \$161. How much did each ticket cost?

a Solve the problem. Show your work.

b Between which two whole numbers does your answer lie? ____ and ____

c Write an equation to represent the problem and the answer.

d Explain what you did with the remainder, if any, and why.

- 2** Solve. Show your work.

$$1065 \div 39 =$$

$$1953 \div 36 =$$

$$837 \div 45 =$$

(continued on next page)

NAME _____

DATE _____

More Division Practice page 2 of 2**3** Solve each problem. Show your work.

a $270 \div 27 = \underline{\hspace{2cm}}$

b $540 \div 27 = \underline{\hspace{2cm}}$

c $810 \div 27 = \underline{\hspace{2cm}}$

d What strategy or strategies did you use for these problems?**4** Solve each problem. Show your work.

a $430 \div 43 = \underline{\hspace{2cm}}$

b $473 \div 43 = \underline{\hspace{2cm}}$

c $387 \div 43 = \underline{\hspace{2cm}}$

d What strategy or strategies did you use for these problems?**5** Convert each fraction to a decimal.

a $\frac{6}{8} = 0.\underline{\hspace{2cm}}$

b $1\frac{3}{4} = 1.\underline{\hspace{2cm}}$

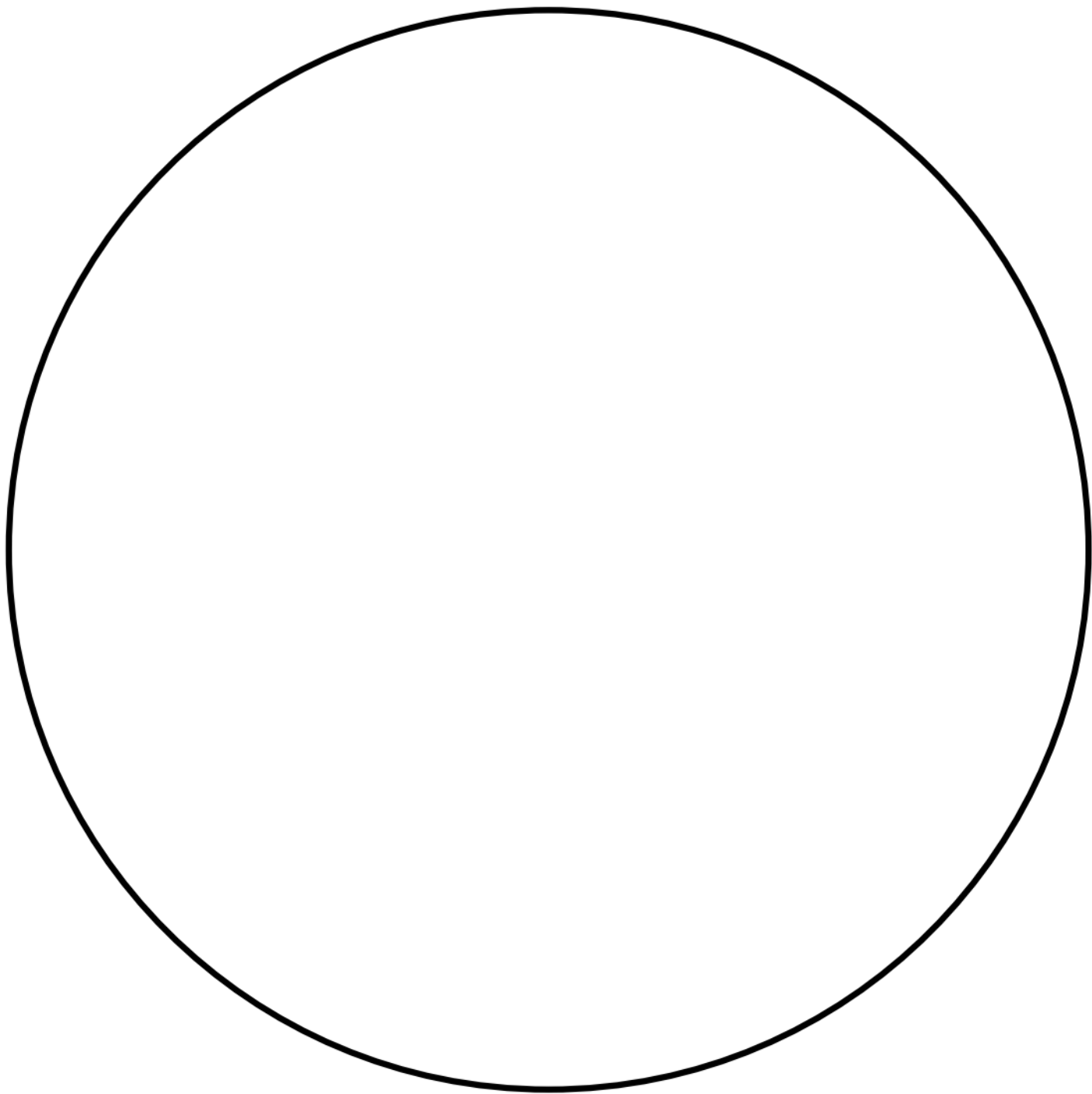
6 Convert each decimal to a fraction.

a $0.6 = \underline{\hspace{2cm}}$

b $1.25 = \underline{\hspace{2cm}}$

7 Round each number to the nearest tenth, whole number, ten, and hundred.

	tenth	whole number	ten	hundred
1,806.51				
8731.89				
603.04				



The Sun

A



B



B

A



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.



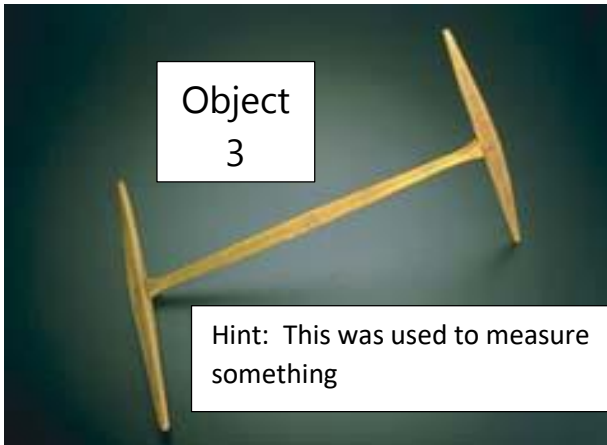
Object
1

Hint: This is not a cooking tool.



Object
2

Hint: This used oil or grease.



Object
3

Hint: This was used to measure something



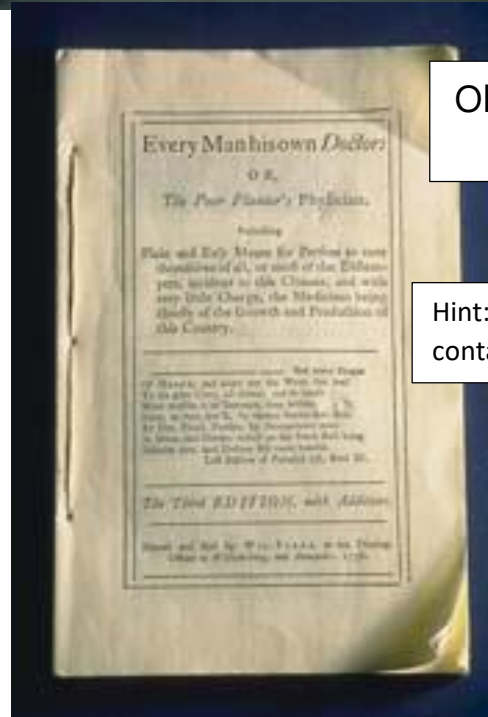
Object
4

Hint: These were used to process wool



Object
5

Hint: These are tools for grinding something



Object
6

Hint: This contained recipes



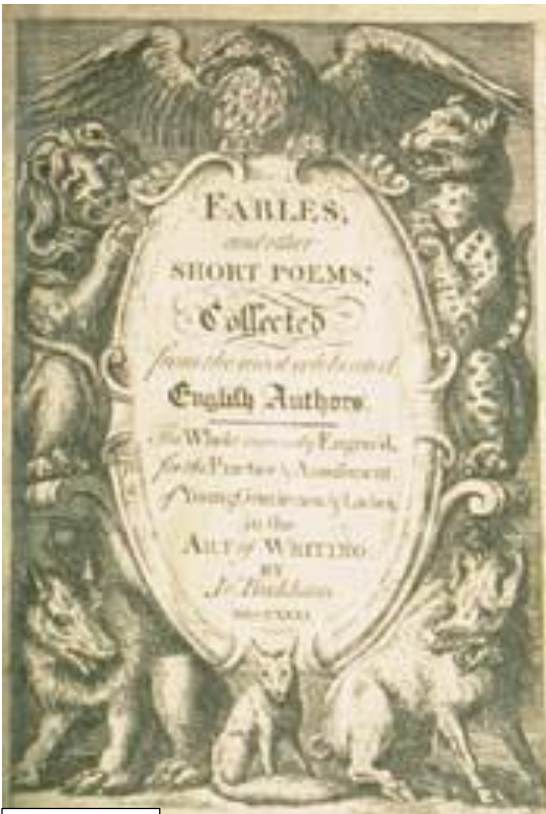
Object
7

Hint: This was used at harvest time.



Object
8

Hint: This was used to process food.



Object
9

Hint: This is a book of stories.



Object
10

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 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 make 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 skein:

"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 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 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 earthern 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