

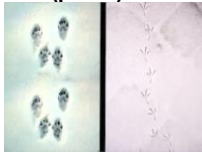
STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 3

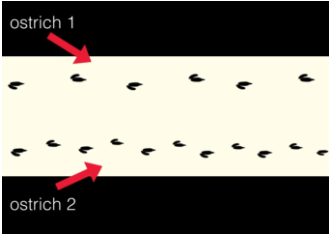
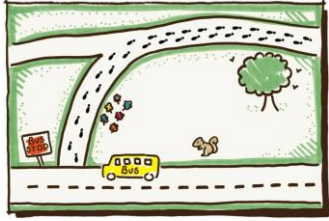

Week 7 (5.18.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Text and graphic features provide additional information and make the author's ideas clearer. Examples include captions, headings, and bold print. Read <i>What's Your Cycle Style?</i> Circle the text and graphic features.	Read <i>What's Your Cycle Style?</i> again to increase fluency. Answer questions 1-4.	Read <i>What's Your Cycle Style?</i> again to increase fluency. Answer questions 5-8	Read the Word Study sheet. Use the words to write your own sentences.	An abstract noun is a thing you can think about, believe in, or imagine but cannot see, hear, or touch. Examples include fear, dream, freedom, etc. Circle the abstract nouns you find in the paragraph, Biking and Its Benefits.
Math	Multiplication Review <i>Please complete the activity titled Multiplication Review</i>	More Multiplication Review <i>Please complete the activity titled More Multiplication Review pgs 1 and 2</i>	Multiplication Equations <i>Please complete the activity titled Multiplication Equations</i>	Problem String: The Associative Property Solve each problem using strategies you know. How does each problem help you solve the next one? What patterns do you see? Part 1 1. 4×10 2. 4×8 3. 4×18 4. 4×80 5. 4×800	Problem String: The Associative Property Solve each problem using strategies you know. How does each problem help you solve the next one? What patterns do you see? Part 2 1. 6×9 2. 6×10 3. 6×19 4. 6×90 5. 6×900
Science	What Can Animal Tracks Tell Us? (part 1):  We can often figure out things about animals in the past by looking at animals	What Can Animal Tracks Tell Us? (part 2):	Can You Outrun a Dinosaur? Write your name on your handout. Write your family member helper's name either on a sticky note or right on the paper where indicated. Runner: Sit on the floor. Helper: Measure the Runner's leg from hip to foot. Record their leg length in ruler lengths and inches (or cm). Switch and measure helper's leg	Future Scientists Find Your Footprints: Suppose some scientists in the future found fossil footprints that you left behind on a muddy path. Draw a picture of what your footprints might look like and write your answer to the following: What do you think those future scientists could figure out about you? Why	Dinosaur Tracks Review: Write your best answers to the following: a) How do scientists know if fossilized footprints they find belong to dinosaurs? (Hint: What else might they find?) b) How can you tell if someone was walking or running just by looking at their footprints?

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

	<p>today. Look at these footprints of animals that live today. Write down what you can figure out, just by looking at their footprints (Hint: Can you notice how many legs that animal walks on: two or four? How many toes it has? What shape feet it has?)</p>	 <p>Write your answer: Which ostrich do you think was moving faster? How do you know?</p>  <p>Look at this image and write your answers: Where was Pat walking? Where was Pat running? Why do you think that?</p>  <p>Write your answers: Dinosaurs died out a long time ago. You can't race a living one. How could you figure out if you could run faster than a dinosaur?</p>	<p>length. Do the math to calculate leg length. Write on handout. Look at the 4 dinosaurs. Circle the one that has legs the size of yours - or a little shorter. Find a space where you can run for 8 steps. Create a starting line. Runner: Run for 8 steps. Count each step out loud. Helper: Put sticky note or tape where Step #8 lands. Then, see who wins! You'll use a string (or just measure according to dinosaur print handout) that's the length of your dinosaur's step to measure 8 steps. You'll mark step #8 for each dinosaur. Did you outrun your dinosaur? Try it for the other dinosaurs as well. Who runs the fastest? Switch roles and see if your helper can outrun a dinosaur!</p>	<p>do you think that? What clues in your footprints might make them think that?</p>	<p>c) What can you do to figure out if you can run faster than CeeLo?</p>
Social Studies	Complete Activity 3 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 4 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 1 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 2 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 3 from the document titled, "Writing the Story of the Past-PART 3"

What's Your Cycle Style?



Biking offers you many ways to have fun while pedaling around!

"C'mon, Devon, let's go for a ride," Janey said, snapping the chin strap of her bike helmet.

Devon eyed Janey's mountain bike. "Where do you want to go?"

"Somewhere bumpy and hilly and fun," Janey grinned.

Devon frowned. "I can't go to Monster Trails Park, Janey. My bike isn't made for that."

Janey sighed as she shook her head and stared at the skinny tires on Devon's 18-speed road bike. "Why don't you get a mountain bike like mine? You'd have more fun. I'm going to be the next girl star of mountain biking. I'm going to race, and I'm going to get into the Olympics. Don't you want to do that?"

Devon shook his head. "I like road racing that's smooth and fast. I could race in the Tour de France like Lance Armstrong. And this kind of biking is in the Olympics too."

Janey sighed. "See you around."

Devon shrugged. "I'll see you at the Olympics."

Biking and Its Benefits

What do you like best about biking? Is it the freedom of riding over to your best friend's house? Is it the strong, confident feeling you get by using your muscles to power a piece of metal and rubber down the road? Or is it the thrill you get from barreling down a bumpy mountain trail that jolts your bones and sprays you with mud?

Riding a bike can be fun, good for you, and exciting too. A bike can also be your main mode of transportation. The Bicycle Council says that the main reason Americans use bikes is for recreation. The use of bikes for fitness and transportation to school or work rate much lower. If you've ever been in Europe, you know that thousands of people use bicycles to get to and from work. Those who ride bikes to and from work or school tend to be more fit than those who ride in cars and buses. Also, biking doesn't cause air pollution or use up any natural resources.

Types of Bikes and Biking

The most important type of bike is one that you can use safely. Get a bike that will suit the activity you plan to use it for. Your choices include the following:

Mountain bike. Fat, knobby tires grip dirt trails and uneven surfaces. Up to 27 gears. Straight, level handlebars.

Road bike. Sleek, lightweight racing bikes made for speed and long distance. Very skinny tires, lots of gears, and handlebars that curve downward so you bend forward when riding.

Street bike. Cruiser bikes that usually have one gear. Used most often by adults for basic transportation.

BMX bike. Used in Bicycle Motocross (BMX) racing. Includes racing, tricks and stunts, and jumping. Also called dirt jumping.

Runt bike. Very small bike that looks like a cross between a bike and a scooter.

Cyclo-cross. Used for a sport that combines road and mountain bike racing. Contestants run and carry the bike during the race.

Hybrid bikes. Have features of different types of bikes.

Physical and Mental Exercise

Janey likes biking excitement. Devon enjoys endurance biking. Both styles are fun. And both make you strong by exercising your muscles, heart, and lungs.

Biking exercises your brain too--you need to learn safety rules, and the rules of the road. And if you do compete, there are even more rules to learn. Working out a winning strategy is also brain exercise.

Finding Other Bikers

The great thing about biking is that you can do it by yourself. But it's also fun to do with others. Here are a few places to meet other bikers:

Bike rodeos. Learn safety and road rules, practice safe cycling, and have your bike safety-checked.

Bike clubs. There are mountain biking clubs, touring clubs, racing clubs, and more.

Races. Many clubs hold races, and you don't have to be a member to enter.

Check with your local newspaper, bike shop, school, the YMCA, or a recreation center for information about these events and clubs.

Devon and Janey know what kind of biking they want to do. If you plan on general biking fun, a hybrid bike will be fine. Visit a bike shop and talk with someone who knows a lot about the different types of bikes. Then have fun with your cycling!

Cycle Safely

May is National Bicycle Safety Month. The National Bicycle Safety Network works to improve biking safety. They offer these tips:

Wear a helmet. Learn how to wear it correctly. Be sure it meets the Consumer Product Safety Commission standards.

Obey stop signs. And learn the other rules of the road.

Do regular bike safety checks. Be sure everything works properly, especially the brakes.

Avoid night riding. If you must ride at night, use a headlight. Wear reflective clothing. Your bike should have reflectors on it.

Make sure your bike fits. Here's how:

1. Sit on the seat with your hands on the handlebar. The balls of both feet should touch the ground.
2. If it's a boy's bike, straddle the center bar. Keep both feet flat on the ground. There should be an inch between your crotch and the bar.
3. Sit on the seat with one pedal down. Place your foot on the pedal. Your knee should be slightly bent.

Name: _____ Date: _____

1. According to the author, which of the following is a benefit that bicycling offers?

- A. You win money becoming a bike racer.
- B. You can learn bike tricks, and impress your friends with them.
- C. You can go as fast as a car, without having to spend a lot of money.
- D. You can become strong by exercising your muscles, heart, and lungs.

2. How does the author begin the passage?

- A. She gives us an introduction to biking through a short introductory dialogue.
- B. She writes an introduction about the history of biking.
- C. She starts the passage with safety tips.
- D. She begins by listing bikes.

3. Read the following selection from the passage: "The Bicycle Council says that the main reason Americans use bikes is for recreation. The use of bikes for fitness and transportation to school or work rate much lower. If you've ever been in Europe, you know that thousands of people use bicycles to get to and from work."

What is the author suggesting in this selection?

- A. Europeans are more skilled at bicycle riding.
- B. Americans cause less pollution than Europeans, and therefore do not have to worry about bicycling for environmental reasons.
- C. Europeans have more money than Americans and can therefore afford the hobby of bicycling.
- D. Europeans use their bikes for transportation more frequently than Americans.

4. Read the following sentence: "Or is it the thrill you get from barreling down a bumpy mountain trail that jolts your bones and sprays you with mud?"

In this sentence, the word "**barreling**" means.

- A. moving slowly
- B. flipping over
- C. falling
- D. moving quickly

5. The author's main purpose in writing this passage was to

- A. Tell us to protect the environment.
- B. Provide an introduction and overview of bicycling and the reasons why we should bike.
- C. Encourage children to become professional bicyclists like Lance Armstrong.
- D. Provide a thorough explanation of BMX bikes.

6. What are two different kinds of bikes that the author discusses?

7. In her safety tips, the author says that helmets should meet the Consumer Product Safety Commission standards. Why might this be?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Running offers many of the same benefits as bicycling, _____ bicycling also offers the ability to travel farther distances with less effort.

- A. but
- B. since
- C. therefore
- D. if

Word Study Warm Up (1-2 minutes)

When a word has the vowel-consonant-vowel spelling pattern, divide the word into syllables between the two consonants. Look for spelling patterns you know in each syllable.

person	helmet	until
carpet	Monday	enjoy
forget	problem	mistake

Fluency sentences (1-2 minutes)

1. That person lives next door to me.
2. Wear a helmet for safe bike riding.
3. I can't wait until my birthday!
4. My juice spilled on the carpet.
5. School begins on Monday.
6. Did you enjoy the weekend?
7. Don't forget to brush your teeth.
8. I'm having a problem with my computer.
9. If you make a mistake, correct it.

NAME _____

DATE _____



Multiplication Review

1 Complete the multiplication facts.

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 4 \\ \hline \end{array}$$

2 Fill in the missing number to complete each multiplication equation. Then write a related division equation.

$$4 \times 5 = 20$$

$$20 \div 5 = 4$$

$$\square \times 2 = 16$$

$$\square \div \square = \square$$

$$5 \times \square = 35$$

$$\square \div \square = \square$$

$$\square \times 9 = 18$$

$$\square \div \square = \square$$

3 Jenny made 3 bracelets with 8 beads each. Then she made 4 bracelets with 9 beads each. How many beads did she use in all?

a Write an equation to represent this problem. Use a letter to stand for the unknown quantity.

b Solve the problem. Show all your work.

4 **CHALLENGE** Solve the following:

$$\begin{array}{r} 21 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ \times 2 \\ \hline \end{array}$$

NAME _____

DATE _____



More Multiplication Review page 1 of 2

1 Complete the multiplication facts.

$$\begin{array}{r} 70 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 60 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 90 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 4 \\ \hline \end{array}$$

2 Fill in the missing number in each fact. Then write a related division equation.

$$4 \times 5 = 20$$

$$20 \div 5 = 4$$

$$\square \times 3 = 21$$

$$\square \div \square = \square$$

$$5 \times \square = 25$$

$$\square \div \square = \square$$

$$\square \times 7 = 14$$

$$\square \div \square = \square$$

3 **CHALLENGE** Solve the following:

$$\begin{array}{r} 24 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 60 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 4 \\ \hline \end{array}$$

4 Sarah says you only need to measure one side of a square to figure out its perimeter. Do you agree with Sarah? Why or why not? Use labeled sketches, numbers, or words to explain your answer.

(continued on next page)

NAME _____

DATE _____

More Multiplication Review page 2 of 2

Use labeled sketches, numbers, or words to explain your answers when you solve these problems.

- 5** Andrea got some free carpet squares at a carpet store. She got enough blue squares to cover 2 feet by 8 feet and enough red squares to cover 5 feet by 8 feet. How many total square feet can be covered if Andrea puts these carpet squares together?

- 6** Mark the two equations below that could be used to help solve Problem 5.

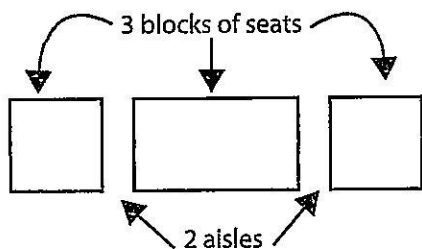
☐ $(2 + 8) \times (5 + 8) = a$

☐ $(2 \times 8) + (5 \times 8) = a$

☐ $(2 + 5) + 8 = a$

☐ $(2 + 5) \times 8 = a$

- 7 CHALLENGE** The movie theater in our town has 2 aisles and 3 blocks of seats. Two blocks of seats each have 24 rows of 7 seats. The middle block of seats has 24 rows of 14 seats. How many seats are in the theater in all? Show all your work.



NAME _____

DATE _____



Multiplication Equations

1 Multiply.

$$\begin{array}{r} 20 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 20 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 40 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 2 \\ \hline \end{array}$$

2 Circle T or F to show whether the equations below are true or false.

ex $4 \times 5 = 5 \times 4$ ☒ T F

a $3 \times 20 = 3 \times 2 \times 10$ T F

b $6 \times 30 = 6 \times 3 \times 30$ T F

c $(2 \times 5) \times 4 = 2 \times (5 \times 4)$ T F

d $(2 \times 4) \times 6 = 2 + (4 \times 6)$ T F

3 Solve each pair of equations, and circle the one that seemed easier to solve.

a $(2 \times 5) \times 8 = \underline{\hspace{2cm}}$ $2 \times (5 \times 8) = \underline{\hspace{2cm}}$

b $(5 \times 2) \times 4 = \underline{\hspace{2cm}}$ $5 \times (2 \times 4) = \underline{\hspace{2cm}}$

c $(5 \times 4) \times 3 = \underline{\hspace{2cm}}$ $5 \times (4 \times 3) = \underline{\hspace{2cm}}$

d $(10 \times 3) \times 5 = \underline{\hspace{2cm}}$ $10 \times (3 \times 5) = \underline{\hspace{2cm}}$

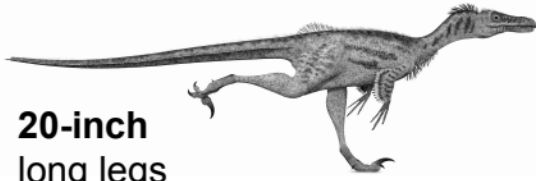
4 Rob says 4×14 is the same as $(4 \times 10) + (4 \times 4)$. Is he right? Explain why or why not.

5 Solve each equation below. Show all of your work.

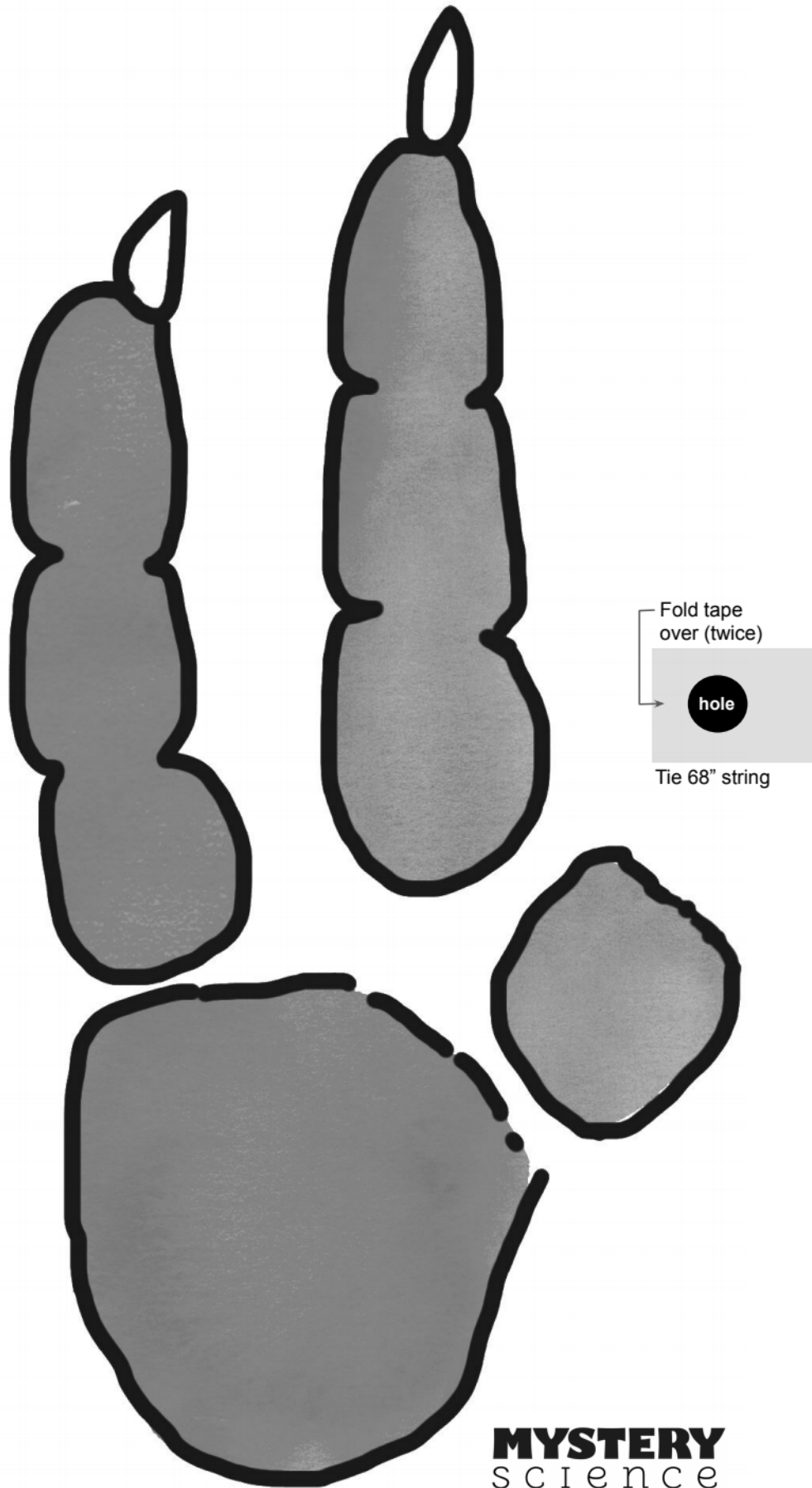
$(5 \times 10) + (5 \times 3) =$	$(6 \times 20) + (6 \times 2) =$	$(3 \times 50) + (3 \times 2) =$

VeeLo

(Velociraptor)



20-inch
long legs



60-inch
running step

MYSTERY
science

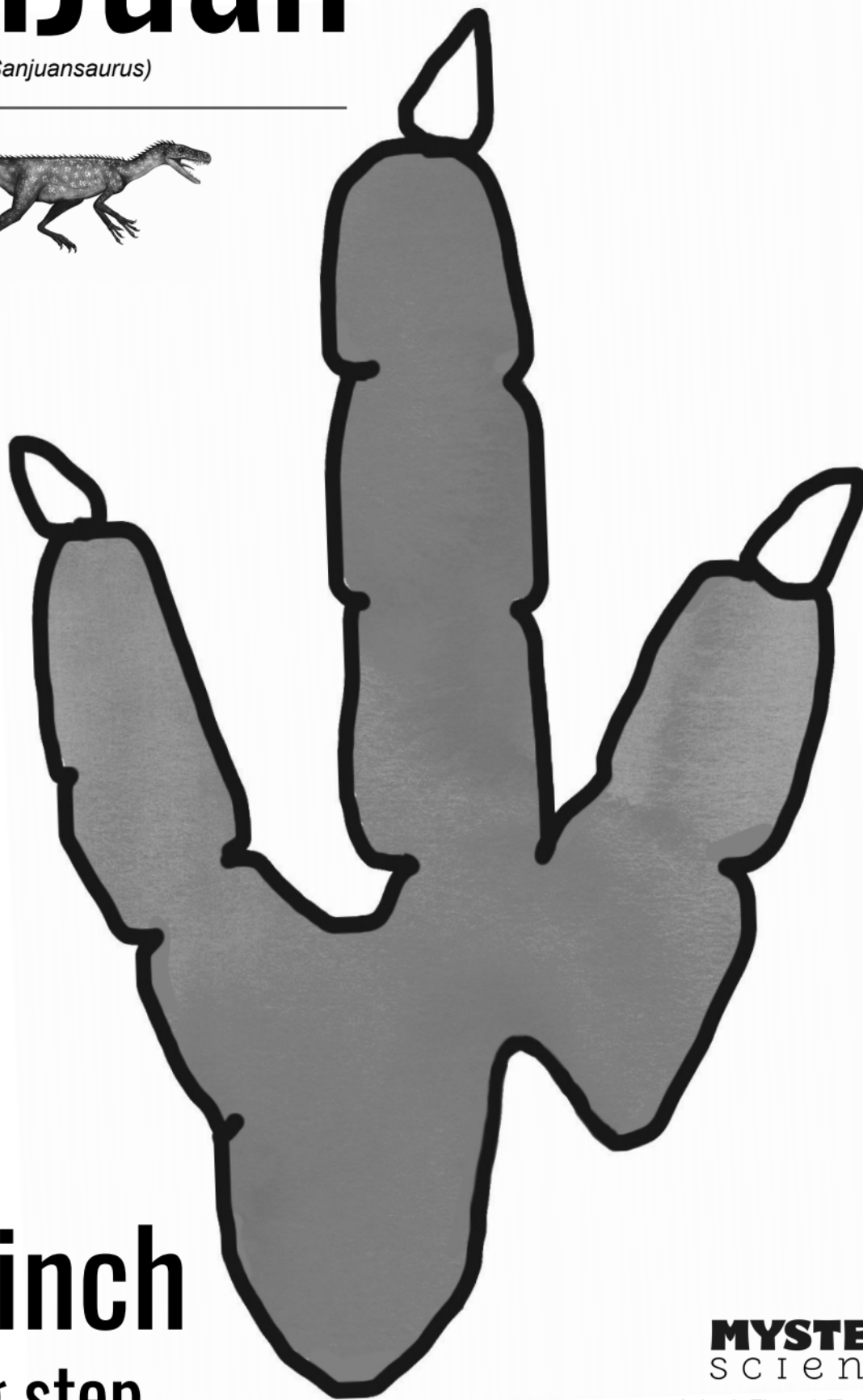
Animals Through Time | Mystery 3

SanJuan

(*Sanjuansaurus*)



25-inch
long legs



Fold tape
over (twice)

hole

Tie 68" string

60-inch
running step

MYSTERY
science

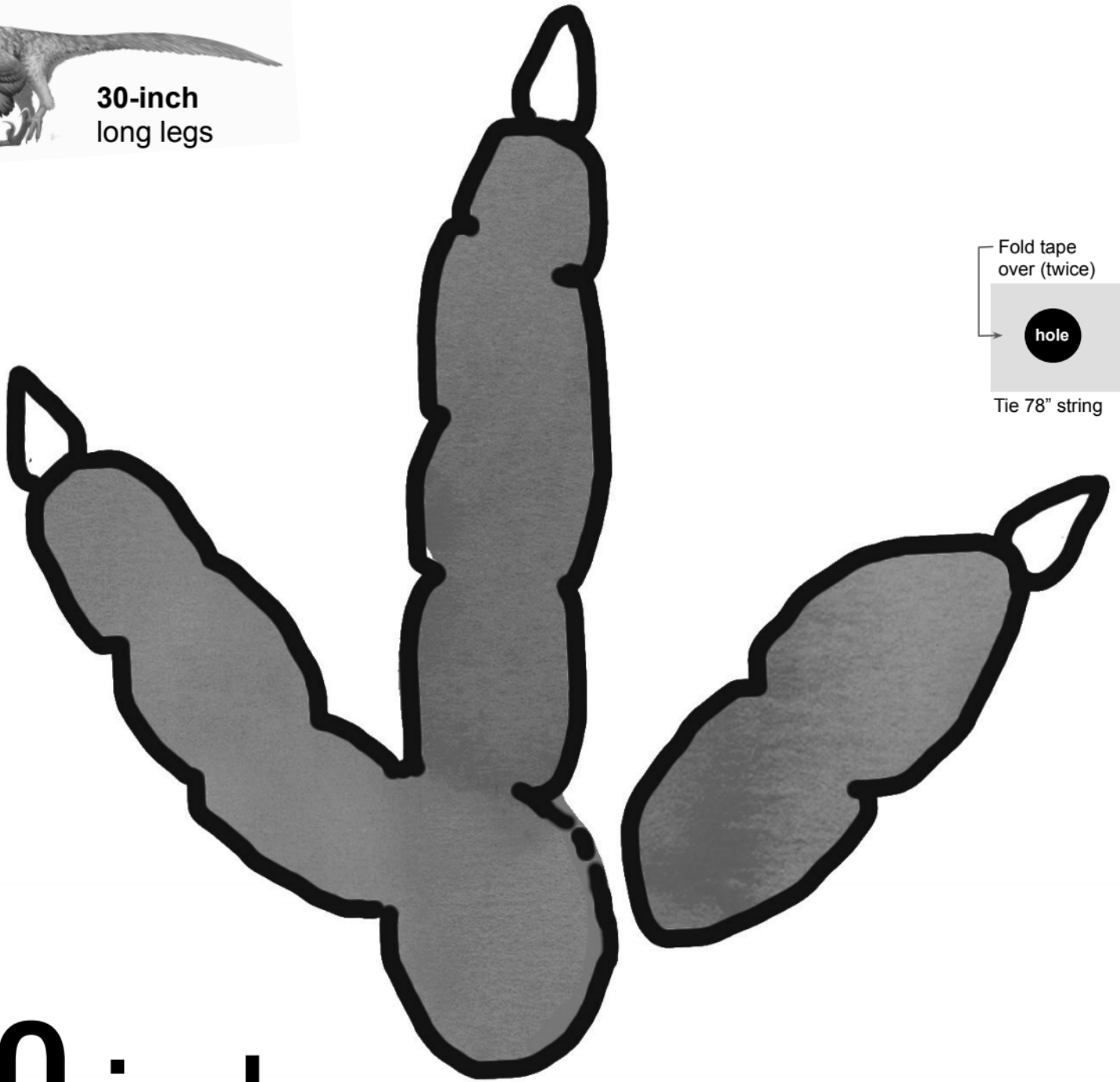
Animals Through Time | Mystery 3

DeeNo

(*Deinonychus*)



30-inch
long legs



Fold tape
over (twice)

hole

Tie 78" string

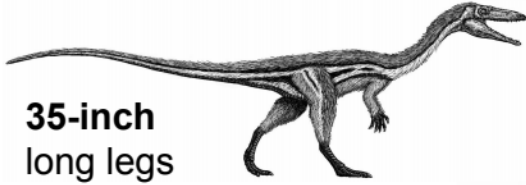
70-inch
running step

MYSTERY
science

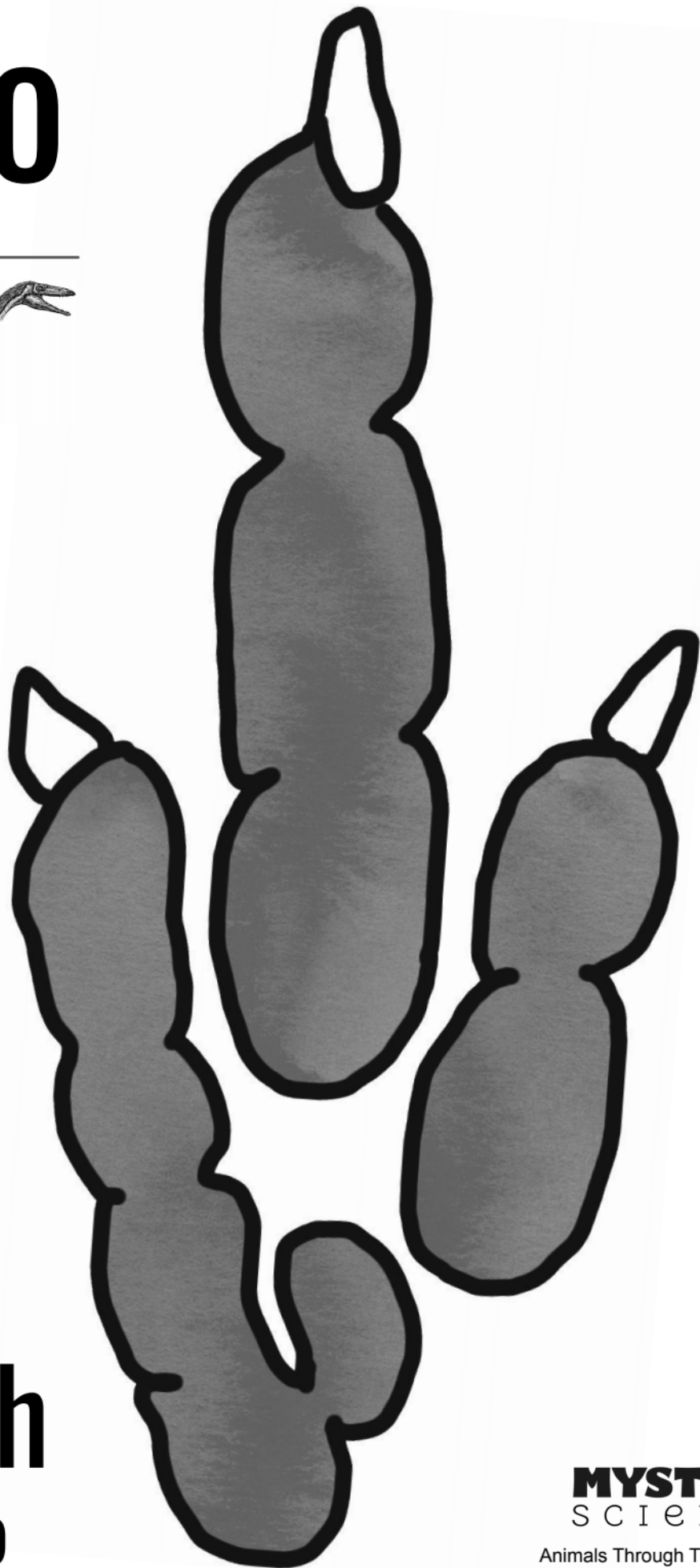
Animals Through Time | Mystery 3

CeeLo

(*Coelophysis*)



35-inch
long legs



Fold tape
over (twice)

hole

Tie 88" string

80-inch
running step

MYSTERY
science

Animals Through Time | Mystery 3

Run for your life!

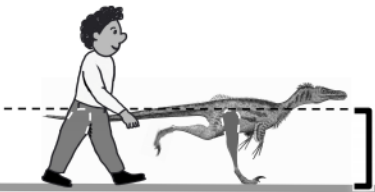
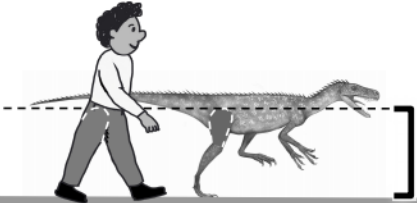
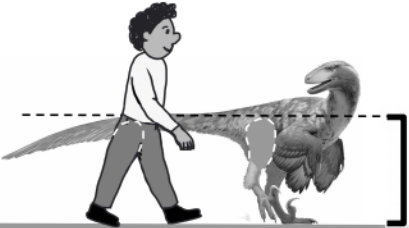
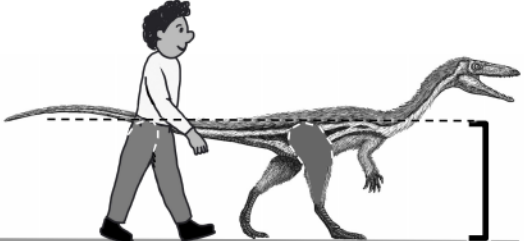
MYSTERYscience
Animals Through Time | Mystery 3

Name: _____

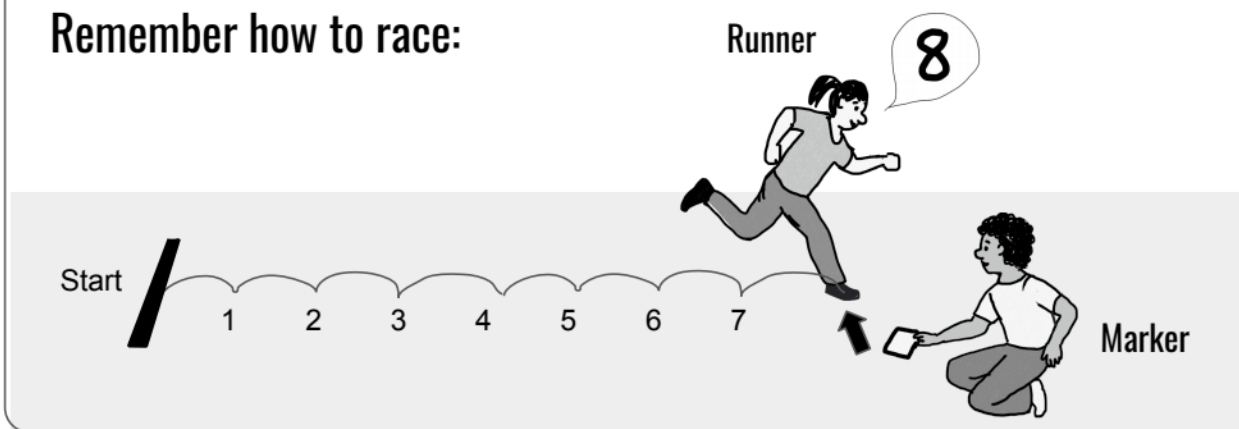
Find out which dinosaur you'll race:

1. Calculate your leg length: $(\frac{\text{number of whole ruler lengths}}{\text{number of whole ruler lengths}} \times 12 \text{ inches}) + \text{_____ inches} = \text{_____ inches}$

2. Circle the dinosaur that's your leg length or **less**:

			
VeeLo (<i>Velociraptor</i>) Leg length: about 20 inches	SanJuan (<i>Sanjuansaurus</i>) Leg length: about 25 inches	DeeNo (<i>Deinonychus</i>) Leg length: about 30 inches	CeeLo (<i>Coelophysis</i>) Leg length: about 35 inches

Remember how to race:



PARTNER'S NAME
on sticky note

Run for your life!

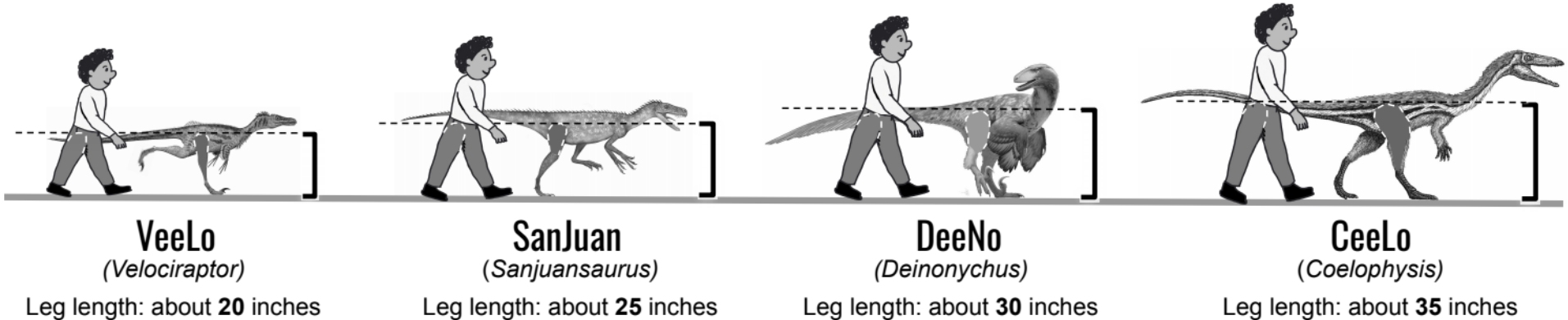
MYSTERYscience
Animals Through Time | Mystery 3

Name: _____

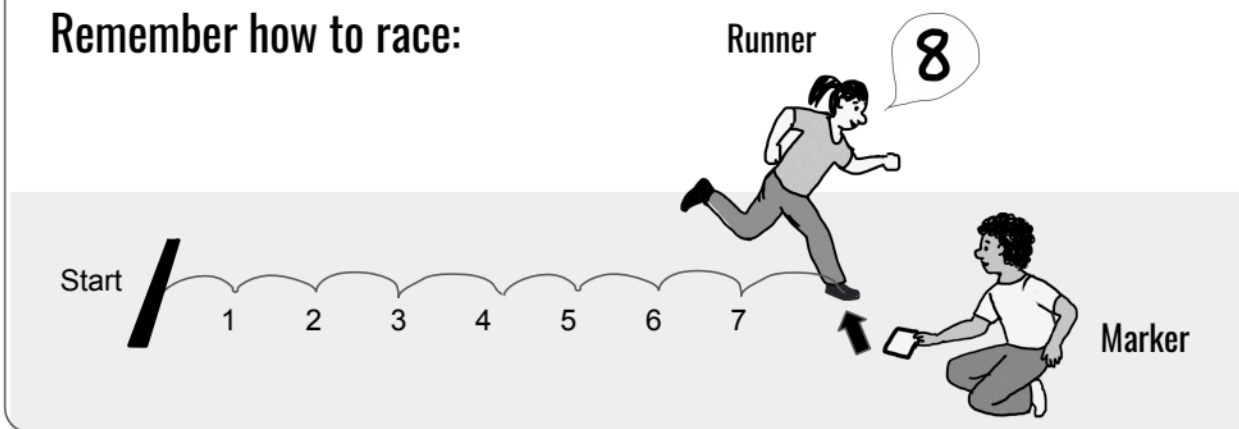
Find out which dinosaur you'll race:

1. Calculate your leg length: $(\frac{\text{number of whole ruler lengths}}{\text{number of whole ruler lengths}} \times 12 \text{ inches}) + \text{_____ inches} = \text{_____ inches}$

2. Circle the dinosaur that's your leg length or **less**:



Remember how to race:



PARTNER'S NAME
on sticky note

Writing the Story of the Past - PART 3

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

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

ACTIVITY 1

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



PHOTOGRAPH 1

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

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



PHOTOGRAPH 2

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

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



PHOTOGRAPH 3

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

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



PHOTOGRAPH 4

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

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

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK
AND
WHITE

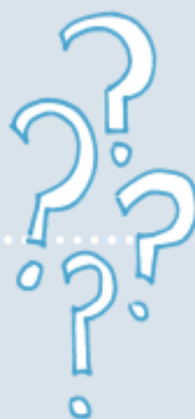
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

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



ACTIVITY 2

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

1. What do these photographs have in common?

2. Why do you think these photographs were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 3

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

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

ACTIVITY 4

Check for Understanding:

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

ACTIVITY 5

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

LETTERS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Analyze a Written Document



Meet the document.

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



STAMP



POSTMARK



HANDWRITTEN
NOTE



OFFICIAL
SEAL



SPECIAL
LETTERHEAD



OTHER

Is it handwritten or typed?



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



Try to make sense of it.

What is the main idea of the document?

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

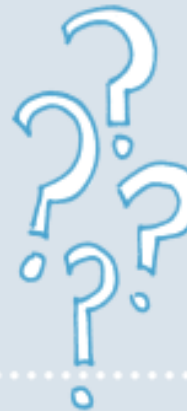
Why do you think this document was written?

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



Use it as historical evidence.

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

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



ACTIVITY 6

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

1. What do these documents have in common?

2. Why do you think these documents were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 7

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

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

ACTIVITY 8

Check for Understanding:

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

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

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