

# History of Measurement

## Procedure

Today you and your partner will have a chance to use some of the early forms of measurement and explore why many are considered inaccurate.

1. With your partner determine the best ways to measure each of the objects on the chart. Measure each item three different ways (not all seven ways).
2. Use each type of measurement at least three times to complete the chart. Place your answers above the dotted line.
3. Find another group in your class that measured an item with the same method that your group used. Record their answers below the dotted line on the chart.
4. Compare your measurement to their measurement. If the results were exactly the same, circle them.
5. Answer the conclusion questions and staple into your science notebook.

## Early Measurement Chart

	Palm	Fathom	Hand	Cubit	Foot	Stride	Girth
Lab Table Width							
Lab Table Length							
Textbook Width							
One Partner's Height							
Class-room Width							

<b>Book-case Width</b>							
<b>Lab Door Height</b>							

## Conclusion

1. Your group should have taken 21 measurements and compared them to measurements of other groups. How many measurements were the same when compared (how many did you circle)?
  
2. Of the 21 measurements that your group recorded, how many of the measurements could you compare with the other groups in your class?
  
3. What percent of your measurements match another group's measurements?  

$$\frac{\text{Same measurements (answer to \#1)}}{\text{Comparison group (answer to \#2)}} \times 100 =$$
  
4. Why do you think we have a standardized measurement system now?