



Hempsted Houses 11 Hempstead Street, New London, CT

The Joshua Hempsted House, built in 1678, is the oldest surviving structure in New London. Joshua Hempsted is well-known to historians because of the diary he kept from 1711 until his death in 1758 where he documented daily life and work in New London. His diary contains detailed information about the work of Adam Jackson, an enslaved farmer Joshua purchased in 1727, providing a window into early New England slavery. This story of slavery was not rare. Another enslaved woman, Dinah, ran away from the house and her master (the diarist's grandson) in 1803. By the 1840s two strong abolitionist sisters, Mary and Martha Hempstead, were living in this house and speaking out against the pro-slavery sentiments still prevalent in their city and country. The stone Nathaniel Hempsted House was constructed by Joshua's grandson Nathaniel Hempsted. He was a merchant and one of three rope makers in maritime New London.

Hempsted Houses School Programs

We are building a new school program that focuses on Language Arts and Common Core testing. The program will reach students in grades two through eight. We want to market the program so that school districts will send students to the Hempsted Houses for field trips throughout their schooling so that students and teachers can build relationships with the site and its staff. Students can have more in-depth learning during their visits instead of trying to learn the entire history of the site in one visit. The idea behind the field trips is to help us meet our goals of being a community resource and collaborating with local schools.

Each field trip for the site is based on an Essential Question developed by area teachers with us. There are Learning Objectives that show the skills and knowledge students are to obtain from the classroom performance task and the actual field trip to the site. The Performance Tasks have been created by local teachers and help with classroom preparation for PARCC testing. PARCC assessment is based on the core belief that assessment should work as a tool for enhancing teaching and learning and is used to measure how students are succeeding in school based on the Common Core curriculum standards.

Living in New England in the Late 17th and Early 18th Centuries

Grades 2-3



Essential Question: What was life like for people in the late 17th and early 18th centuries?

Skills	Knowledge
<ul style="list-style-type: none">• Write informative/explanatory texts to examine a topic• Convey ideas and information clearly• Organize written work appropriately• Gather information from print resources• Create chronological series of events• Make connections between historical context and people's perspectives at the time	<ul style="list-style-type: none">• Chores of New England children in the late 17th and early 18th centuries• Family life of people in the late 17th and early 18th centuries• Games and entertainment in late 17th and early 18th century New England• Food common in late 17th and early 18th century New England

Goal – The goal is to compare typical experiences in the late 17th and early 18th centuries to those of today.

Performance Task Activity – You have discovered a secret doorway that can bring people to 18th century New London, Connecticut. Upon using the time portal, you made some discoveries about life there and then. You will create an entry for your blog describing your discoveries about late 17th and early 18th century Connecticut.

OR

Performance Task Activity You are a child living in the 18th century (the 1700s) in New London, CT. You want to remember what a typical day is like here, so you are going to write a story about one in your diary. You have some stories from other people to help you too.

Field Trip Pre-Visit – This trip starts with a 45 minute pre-visit to the classroom where artifacts are brought to the classroom to provide students with some background to life in late 17th and early 18th century New London.

Field Trip Visit – Students are engaged with hearth cooking in the Nathaniel Hempstead House. Students will help with chores such as getting wood from the wood pile, carting water with the yokes, and churning butter. They will also learn about food preservation and preparation. In the Joshua Hempstead House students learn about some of the chores related to fiber. They card the wool, see the spinning wheel, and go to the garret where more food would have been stored. They see a page from Joshua's diary and talk about how his diary can teach us about life in the 18th century. Outside there is a fire pit with a hanging pot on a tripod. Students learn about the work of making candles and soap.

Who Were Adam Jackson and Joshua Hempsted?

Grades 4-6



Essential Question – What can the use of primary and secondary sources tell us about the lives of Adam Jackson and Joshua Hempsted in New London, Connecticut during the 18th century?

Skills	Knowledge
<ul style="list-style-type: none">• Reading and interpreting primary and secondary source documents• Questioning• Determining evidence from texts• Synthesizing information• Organizing information• Summarizing information in written form	<ul style="list-style-type: none">• Slavery overview in New London in the 1700s• Knowledge of 18th century currency• The differences between primary and secondary sources• Using text evidence to formulate ideas about life in the 18th century• Knowledge of Adam Jackson and Joshua Hempsted from a field trip before or after the performance task

Goal – The goal is to conduct research and collect evidence on the 18th century life of Adam Jackson and Joshua Hempsted by using the primary and secondary sources provided.

Performance Task Activity – As a museum director, you are preparing an exhibit comparing the typical day of an enslaved worker and a slave owner in New England. You have spent some time researching the lives of Joshua Hempsted, a slave owner in New London, CT and Adam Jackson, Joshua’s enslaved farmer as examples for this exhibit. To go along with your exhibit, you have decided to create an informational brochure that includes a comparison of the lives of Joshua and Adam. Visitors to the museum will read your brochure so that they can learn about these two men. Using more than one source, choose the best information to develop a comparison of Joshua’s and Adam’s lives. Then, write an informational brochure – you can include drawings – that shares what you have learned about how the lives of a slave owner and an enslaved man were different.

Field Trip Visit – A Day in the Lives of Adam and Joshua – Students split into two groups and go through the activities of Joshua and/or Adam and then switch roles. What do their days look like? What do their days have in common and what is different? For example, Joshua wakes up in his room and Adam wakes up in the garret. Adam starts off his day working with the livestock outside while Joshua starts off his day working indoors in his office. The two men work together in the garret shucking and storing corn in the evening. At the end of the day, Adam goes to sleep and Joshua ends his day writing in the diary.

Slavery in 19th Century New England

Grades 6-8

Essential Question – How did 19th century Americans determine and support their positions on abolitionism?

Skills	Knowledge
<ul style="list-style-type: none">• Use historical context to determine and support a claim.• Use evidence from text to support a claim• Address opposing claims using evidence from text	<ul style="list-style-type: none">• Visit the Hempsted House to build background knowledge• Use information from sources to substantiate a position on abolitionism• Use information from sources to counter opposing positions

Goal – The goal is to learn and investigate the pro and anti-slavery arguments prevalent in nineteenth century New London and formulate and create an argument of your own.

Performance Task Activity – You are an adult living in New London during the 1840s. Slavery and abolition have become important issues of the day. Your neighbors, the Hempsteads, have been talking with people in New London about creating an abolitionist group. Some in your community support the abolitionist efforts to end slavery, but others oppose their efforts to “interfere” with slavery. You decide to research both sides of this issue and write a letter to the editor of your local newspaper urging people to support one side or the other.

Field Trip Visit – Use the house to share with students what slavery looked like in New England. Have students go through the rooms and figure out what in the room was brought to the house through the slave trade. For example, cotton cloth, sugar, rum, ivory, the livestock Joshua sends to the islands, etc.



Connecticut
Landmarks

Children in 18th Century 1700-1799 New England

Narrative Performance Task / Grades 2-3



Photo by Philip Medbery



THE JOSHUA HEMPSTED HOUSES

This performance task is aligned to the Connecticut Core Standards and the Smarter Balanced Assessment Consortium's practice test. Much of the structure and language come directly from the activities freely available on the company's website. The content of this task is based on a visit to the Joshua Hempsted Houses and the corresponding program.

Student Directions

TASK:

You are a child living in the 18th century, the 1700s, in New London, CT (remember a century is 100 years long, and we are in the 21st century now, so you are living about 300 years ago!) You want to remember what a typical day is like here, so you are going to write a story about one in your diary (a diary is similar to the writing notebooks you use in class). You have some stories from other people to help you too. Follow instructions very carefully, raise your hand to ask questions after we have read the instructions together, once the activity has started, do the best you can. You will do great!

First, you will read the stories from other people. After you have reviewed these other stories, you will answer some questions about them.

Look over the sources and the two questions (a source is something that provides information). Then, go back and read the sources again carefully. Take notes on the information you find in the sources as you read. You may also use one of the graphic organizers provided to help you organize your story and/or your notes. Also fill in the vocabulary boxes with the important or key words you find. The vocabulary boxes are a way to earn extra points!!

In Part 2, you will write a narrative diary entry (a narrative is a story) using your own experiences and the information you have read. You can add drawings if you have time and if you think it will help your writing, but you will not be scored on the drawings.

SOURCES SHEETS

SOURCE #1 Photo of the Joshua Hempsted House



Photo by Philip Medbery

SOURCE #2????????????????????????????????



Photo by Connecticut Landmarks

SOURCE #3

You have a diary entry from a local man named Joshua Hempsted that describes the life of his family. Joshua had nine children and lived in the house we visited on our field trip. Molly was the youngest daughter. In his diary, Joshua writes about some of the events of her life.

ADAPTED Excerpt from Joshua's Diary

April 1, 1722. Sunday...Molly is burned on her back and neck. Nathaniel [her brother] spilled a dish of hot milk on her.

April 4, 1722. Cloudy. I was at home all day making a plow and looking after Molly who is bad with her burn.

May 8, 1729. Thursday...I was home all day. I got hurt when a mother cow hit me in the face. My lip was cut and I hurt my arm and leg. Molly was with me. Her gown was ripped, but she did not get hurt.

SOURCE #4

You have a diary entry from a local man named Joshua Hempsted that describes the life of his family. Joshua had nine children. They often worked with Adam to help with the work in the fields.

ADAPTED Excerpt from Joshua's Diary

October 2, 1736...I was at court all day. Adam and my sons gathered corn.

July 23, 1737...There was some rain in the morning. The afternoon weather was fair. I was home all day making hay. Adam and my grandsons pulled flax plants.

April 21, 1739 Showery day of April weather. I went out with my grandsons, Adam, and the team of horses with 52 apple trees to plant on my Millpond farm. The rain made it so that we only planted 20 trees.

Research Questions:

After reviewing the research sources, answer the questions about them below. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your narrative story.

You may look at your notes when you think it would be helpful. Answer the questions in the spaces below the items. Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

QUESTION 1:

Why is it difficult to be a kid in this time period? Give two reasons, one from each of the written diary sources. For each reason, include the diary's source date, title, or number.

REASON NUMBER 1

SOURCE #1

REASON NUMBER 2

SOURCE #2

QUESTION 2:

Which diary source or photo makes being a child in this time period sound dangerous? Use details from the source to explain your answer. Be sure to include the source's date, title or number.

Part 2:

Student Directions:

Children in 18th Century New England Narrative Performance Task

YOUR ASSIGNMENT:

You may use your notes from Part 1 and go back to the sources for this assignment. You want to remember what it is like for kids during this time period so you are going to write a story about one ordinary day in your diary. In your story, you have just woken up in the morning. Write a story about what happens next. When writing your story, find ways to use information and details from the sources to make a great story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and descriptions.

NARRATIVE STORY SCORING:

Your story will be scored using the following:

1. Organization/purpose: Does your sequence of events from beginning to end make sense? How well did you describe the setting and characters? Did you have a good opening and closing?
2. Development/elaboration: How well did you use description, details, and dialogue? How well did you use information from the sources in your story?
3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your story. Manage your time carefully so that you can

- Plan your multi-paragraph story.
- Write your multi-paragraph story.
- Revise and edit the final draft of your multi-paragraph story.

You may want to use the graphic organizer on the next page to get started.

NAME _____

TOPIC SENTENCE:



DETAIL 1:

DETAIL 2:

DETAIL 3:



CLOSING SENTENCE:



ALTERNATE TASK FOR STUDENTS WHO COULD USE A BASIC WRITING TEMPLATE.

Student instructions:

Use the following photographs of two rooms from the Joshua Hempsted House in New London. First fill in the vocabulary boxes. Then complete the story below by filling in the blank spaces with words.

PHOTO #1 Joshua Hempsted's Upstairs Chamber



Photo by Connecticut Landmarks



Photo by Connecticut Landmarks

ADJECTIVES
(DESCRIBING WORD)

VERBS
(ACTION WORD)

NOUNS
(PERSONS, PLACES,
THINGS OR IDEAS)

The story takes place _____.

_____ is a character in the story. This character is

_____ and _____. In this story first _____

_____, then, _____

_____ and _____

_____ so _____.

The story ends when _____

_____.



Connecticut
Landmarks

Living in 18th Century New England

Narrative Performance Task / Grades 2-3



Photo by CT Landmarks



THE JOSHUA HEMPSTED HOUSES

This performance task is aligned to the Connecticut Core Standards and the Smarter Balanced Assessment Consortium's practice test. Much of the structure and language come directly from the activities freely available on the company's website. The content of this task is based on a visit to the Joshua Hempsted Houses and the corresponding program.

Student Directions

TASK:

You have discovered a secret doorway that will bring you to 18th century, the 1700s, (remember a century is 100 years long, and we are in the 21st century now, so you are living about 300 years ago!) New London, CT. Before you try the doorway, you have decided to learn more about this time and place to be sure you will like it there. You have visited a local museum and found a few sources (a source is something that provides information) about life in early New London.

After you have reviewed the sources, you will answer some questions about them. Briefly scan the sources and the two questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may use scratch paper to take notes on the information you find in the sources as you read.

In Part 2, you will write an informational paper using the information you have read. Before going through the doorway, you want to leave a note for your family so they know where you have gone and what you expect to find and do there.

DIRECTIONS FOR BEGINNING:

You will now review several sources. You can review any of the sources as often as you like.

RESEARCH QUESTIONS:

After reviewing the research sources, use the rest of the time in Part 1 to answer two questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your informational paper.

You may look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part I

QUESTION 1:

How is your house like that of Joshua Hempsted's? Give two similarities (things that are alike) and explain how they are similar in detail.

QUESTION 2:

Which of the sources that you read makes Joshua's time sound most like today? Use details from the source to explain how this is like life today. Be sure to include the title or date of the source that you are using in your example.

SOURCES FOR PERFORMANCE TASK: (ATTACHED)

SOURCE #1 You have found

JOSHUA HEMPSTED ESTATE INVENTORY by Appraisers Sir Champman and Titus Hurlbut

(Part of) An Inventory of the Estate of Joshua Hempsted Esq. Late of New London deceased. Taken by us the Subscriber January 5th, 1759 being sworn to that Service.

**Appraisers Sir Champman Titus Hurlbut
Sworn to by John Hempsted Feb 1759 (marked with an X)**

Transcribed: (Today's language)

These are some of the many items left by Joshua Hempsted when he died in 1759, including lots of land. This list was made by Sir Champman and Titus Hurlbut whose job it was to list anything of value when someone died. Joshua Hempsted's son, John, signed the list with an "X".

The value of the items is marked in £ (or pounds, shillings and pence) which was the money at the time. Today we use dollars. The value of a pound went up and down but in 1757 could have been about \$1.48 in dollars today.

For example: £9.1.6 = 9 pounds, 1 shilling, 6 pence could = about \$20.00 today

12 pence (pennies) = 1 shilling

20 shillings = 1 £ (pound)

(Items)	(Value : £ pounds. shillings. pence)
Silver watch 2 Canes Silver mounted sword	9.1.6
A Musket (gun) £45 Cutlas (Sword) £10 Small sword	63.7.6
Iron pots and boxes & s. Surveying Instruments	1.16.6
Large chest old desk 4 of	2.14.0
large Bible smaller broken D 2 dutch	1.10.0
2 law books Sundry bound books	0.15.0
Sundry (many types) of Household Stuff	26.7.10
Crop Cut Saw Cart wheels Clovis Spin Se	4.13.0
Sundry tools to Cutt gravestones	4.0
Sundry Shoemakers tools	6.0
Sundry Carpenters Chizzles & Joyners tools	1.5.0
Old Saddle bridle	1.0.9
young Cow 45 11 geese 11cow heifer	8.6.0
branding iron hogs	0.12.7
pyed cow 55/ red. calf 23	6.13.0
year old Steer 6 Sheep	9.3.0
a mair (female horse) 3 3year-old horses	10.15.0
a two year-old horse year old	4.0.0
one Crop Land horse a year old	10.5.0
Dwelling house and Land Containing about 14 acres	4000.0.0
8 acres of land in Groton Near Peter Carasys	28.0.0
An old Negro man Named Adam	2.0.0

SOURCE #2 You have found

ADAPTED Excerpt from Joshua's Diary
by Joshua Hempsted

April 13, 1728. Saturday...Rainy and stormy. I stayed home all day.

June 7, 1728. Friday...The weather was fair. I went to town with the rest of the people to discuss a highway being built. Then I went and back to work.

September 21, 1728. Wednesday...I was at home all day. Richard Beebee, Jonathan Hamilton, Thankful Harris and Mary Hamilton were brought before me on suspicion of stealing watermelons from Mr. Boles. I found them not guilty and dismissed them without cost.

SOURCE #3 You have found
Photograph of the kitchen in the Joshua Hempsted House



Photo by Connecticut Landmarks

SOURCE #4 You have found
Photograph of the bed in Joshua's downstairs chamber (room).



Photo by Connecticut Landmarks

Part 2:

Student Directions:

Living in 18th Century New England Informational Performance Task

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

YOUR ASSIGNMENT:

Before walking through the doorway with you, your friend's mom wants an informational article that explains what you will find when you enter 18th century New London. Your article will be read by your friends and their parents.

Using more than one source, develop a main idea about life in 18th century in New London. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your informational article. Manage your time carefully so that you can

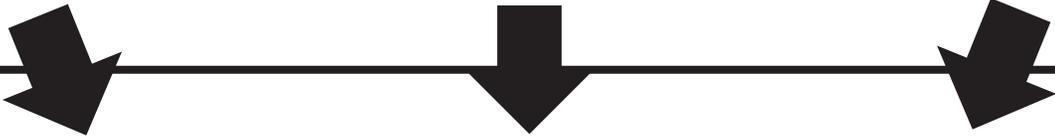
1. Plan your informational article.
2. Write your informational article.
3. Revise and edit the final draft of your informational article.

Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.

You may want to use the graphic organizer on the next page to get started.

NAME _____

TOPIC SENTENCE:



DETAIL 1:

DETAIL 2:

DETAIL 3:



CLOSING SENTENCE:





Connecticut
Landmarks

Joshua & Adam

Informational Performance Task / Intermediate Level II



Photo by Tom Bombria



THE JOSHUA HEMPSTED HOUSES

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Student Directions

TASK:

As a museum director, you are preparing an exhibit comparing the typical day of an enslaved worker and a slave owner in New England. You have spent some time researching the lives of Joshua Hempsted, a slave owner in New London, CT and Adam Jackson, Joshua's enslaved farmer as examples for this exhibit.

After you have reviewed the sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may use scratch paper to take notes on the information you find in the sources as you read.

In Part 2, you will write an informational paper using information you have read. To go along with your exhibit, you have decided to create a brochure that includes a comparison of the lives of Joshua and Adam.

DIRECTIONS FOR BEGINNING:

You will now review several sources. You can review any of the sources as often as you like.

RESEARCH QUESTIONS:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your informational paper.

You may look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part I

QUESTION 1:

How is Joshua's day different from Adam's? Give at least two differences and explain the details. The T chart on the next page can help you plan your answers for Questions 1 and 2.

QUESTION 2:

Which source makes Adam's life sound most like Joshua's? Use details from the source to explain your answer. Be sure to include the source title or number.

How are Adam and Joshua's Days Alike?
List a source for each example.

How are Adam and Joshua's Days Different?
List a source for each example.

SOURCES FOR PERFORMANCE TASK: (ATTACHED)

SOURCE #1 You have found an article written by Allegra di Bonaventura. She wrote a book about Joshua Hempsted and Adam Jackson. She explains her research on these two men in this article.

SECTIONS FROM THE CHRONICLE OF HIGHER EDUCATION

Finding Adam

A historian's journey into the world of slavery in colonial America

Allegra di Bonaventura APRIL 08, 2013

Fifteen years ago, I began a study of Joshua Hempstead, of New London, Conn., and the diary he kept for nearly 47 years during the first half of the 18th century.... Joshua's diary is one of the great private documents of early New England, but it is especially rare for the modest background...of its writer. Born in 1678, Joshua was the son of a wheelwright from the colonial provinces. His only formal education was a shipwright's apprenticeship, and yet, from the age of 33, this devoted father of nine sat down nearly every day to document his work, his family, and his town. And his diary is not all that has survived the centuries: Joshua wrote reams of other documents, now in state and local archives, and even his house still stands—having become a historic site and museum after the last Hempstead descendant to occupy it died, in 1937. [...]

I set to work trying to recapture life inside the Hempstead house, spending months indexing the diary's entries to identify patterns and changes. It was detailed and fascinating work. As I did, however, I kept bumping up against one particular member of the Hempstead household, a man called Adam. At first glance, he might easily be mistaken for a relative, neighbor, or simply one of the many hired workers Joshua employed during his lifetime. But Adam was none of those: In 1727 Joshua purchased Adam Jackson, a fellow New Londoner, as his slave. Adam subsequently spent nearly three decades in the Hempstead household, living and working in proximity to his master. [...]

For Adam's sake, I needed to read between the lines of Joshua's entries and look beyond the clapboards of his house to find out more about Adam Jackson and others like him.

It is no secret that even New England households of modest means held servants. Less recognized is that many also held slaves in small numbers, especially along the region's coastline and in its urban centers. When most Americans think of slavery, they generally conjure up images of plantations in the 19th-century South. But there were other slaveries—even in the North—and the “forgetting” has been purposeful. New Englanders in the 19th century studiously erased and omitted inconvenient and unsavory aspects of their region's collective past in favor of a more heroic and wholesome narrative.

While most of the English New Englanders who appear in Joshua's diary are identifiable through probate, church, land, or town records, African New Englanders like Adam are much harder to find, usually not permitted to leave their own definitive marks on the written record, in the form of a will or a purchase of property. Most are discernible only through the chance bill of sale, advertisement about a runaway, or brief remark in local records.

Adam and Joshua would spend the next three decades together in the field and in Joshua's house, each becoming the other's most consistent companion—a relationship dutifully recorded in Joshua's diary. As a worker and servant, Adam distinguished himself for his diligence and skill—prized qualities that permitted him, over time, to assume a supervisory role on the farm. In later years, when Joshua took on the guardianship of two orphaned grandsons, he could count on Adam to accompany and train the boys in the work of men. Providing such fatherly guidance, Adam became an important male figure in the lives of Joshua's "boys."

SOURCE #2 You have found

ADAPTED Excerpt from Joshua's Diary
by Joshua Hempsted

1728 April

Monday 8...Fair. I was at home. In the afternoon. The business owners committee met at the courthouse to listen to complaints. At night the town council met. Adam carded 3 units of wool for the Hobard family and finished one unit on the loom for the Stewards.

Tuesday 9...Fair. I was at William Beebees dividing his land. Adam finished 3 units on the loom for the Stewards and gathered 2 units of dung for Sister Mary.

Thursday 11...Fair. I was at home all day making a map of Joe Lester's land. Adam was sick all day.

SOURCE #3 You have found

ADAPTED Excerpt from Joshua's Diary
by Joshua Hempsted

1728 April

Thursday 18...Fair. I was in town. Adam plowed at the Mamacock farm for William Holt.

Friday 19...Fair. I was at home finishing William Beebee's deeds for their land. Adam was at Mamacock farm.

Sunday 21...Fair. A sacrament day me. Adam prayed all day.

SOURCE #4 You have found
Photo of the garret where Adam Jackson probably slept at night.



Photo by Tom Bombria

SOURCE #5 You have found
Joshua's Upstairs Chamber where he slept and wrote in his diary



Photo by Connecticut Landmarks

Part 2:

Student Directions

JOSHUA & ADAM INFORMATION PERFORMANCE TASK PART 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

YOUR ASSIGNMENT:

To go along with your exhibit, you have decided to create an informational brochure that includes a comparison of the lives of Joshua and Adam. Visitors to the museum will read your brochure so that they can learn about these two men.

Using more than one source, choose the best information to develop a comparison of Joshua and Adam's lives. Then, write an informational brochure – you can include drawings – that shares what you have learned about how the lives of a slave owner and an enslaved man were different. Clearly organize your comparisons and support them with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or source number when using details from the sources. Remember to look back and use your comparisons and T chart from Part 1.

REMEMBER: A well-written informational article

- is well organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your informational article. Manage your time carefully so that you can

1. Plan your informational article.
2. Write your informational article.
3. Revise and edit the final draft of your informational article.

Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.

You may want to use the graphic organizer on the next page to get started.

NAME _____

TOPIC SENTENCE:



DETAIL 1:

DETAIL 2:

DETAIL 3:



CLOSING SENTENCE:

