



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:

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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 _____

_____.