



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:

