



Connecticut
Landmarks

Joshua & Adam

Informational Performance Task / Intermediate Level II



Photo by Tom Bombria



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:

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:

