



## Children's Lives at Colonial London Town: The Stories of Three Families

### Jacob and the Brown Family: Comparing the Lives of Enslaved and Free-Born Children

#### HISTORICAL THINKING SKILLS:

Standard 2 - Historical Comprehension, 2.F. Appreciate historical perspectives

#### MARYLAND SOCIAL STUDIES & COMMON CORE STATE STANDARDS:

##### Grade 4 Social Studies

5.A.1.c. History – Describe the establishment of slavery and how it shaped life in Maryland

2.B.1.b. Peoples of the Nation and World – Cite example of how various cultures borrow and share traditions

##### Grade 5 Social Studies

5.B.1.c. History – Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans (and Native Americans during the Revolutionary period)

2.C.1.a. Peoples of the Nation and World – Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people

##### Common Core Standards

RI. 3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### HISTORICAL THINKING SKILL ACTIVITY PROCEDURE:

1. Ask the students to name the children they have met so far in chapters one and two of the storybook, *Children's Lives at Colonial London Town: The Stories of Three Families*.  
Ask students how the children were similar and different.  
Ask how social class (middling) influenced the roles and tasks the children performed in their families.  
Ask what conflicts may have existed in the lives of the children that they had to manage.  
(Possible answers include: level of responsibility children had; having to work so hard; no privacy or room of their own to sleep; having to do what parents wanted them to do not what they wanted to do)
2. Students will read storybook Chapter Three, "Jacob and the Brown Family in 1762."  
Direct students to consider this guiding question as they read: *How did the stated or implied conflicts faced by Jacob affect his relationships with those around him?*  
Focus Questions: Would Jacob have been able to use compromise in any situations and, if so, when and how? How did conflict and compromise affect the relationships in Hannah's and the Holland Pierpoint children's lives?
3. This activity is designed as a post-reading activity. Discuss with students the many conflicting issues presented (or implied) in this chapter.
4. Students will construct a foldable (8.5 in X 11 in paper folded into thirds) to compare and contrast Jacob's daily or weekly tasks to that of Hannah Hill Moore and the Holland Pierpoint children.



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5. Remind students of their earlier discussion of the similarities and differences, but now they need to include Jacob, as well. Allow students time to write several questions they have about the similarities and differences that existed between all the children. Although the storybook children are close in age, they are different in their social and economic class, and, in the case of Jacob, their races. Place students in small groups or pairs so that their questions can guide the discussion about the similarities and differences they identified. Then discuss as a whole group.

### **ASSESSMENT:**

Students will exchange imaginary e-mails (Resource Sheet #1) between themselves and Jacob about the daily/weekly tasks they complete and how they are similar and different.



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#### Resource Sheet #1: E-mail Template

Directions: Imagine that you and Jacob could exchange e-mails today. Write an e-mail to explain the duties/responsibilities you have each day or week and how you feel about performing those tasks. Write an e-mail response from Jacob that summarizes his many duties and include several lines that inform the reader about how he feels about them. Use details from Chapter 3, "Jacob and the Brown Family in 1762," to support your answer.

A screenshot of an email composition window. The window has a light blue header with buttons for Send, Attach, Save Draft, Spelling, and Cancel. Below the header are three text boxes for To, Cc, and Subject. The Subject box is set to Plain Text. Below the text boxes is a rich text editor toolbar with options for font (Arial), size (12), bold, italic, underline, text color, background color, link, unlink, and list. The main body of the email is a large empty white area.



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Send Attach Save Draft Spelling Cancel

To: Show BCC

Cc:

Subject: Plain Text

Arial 12 B I U T [pen icon] [smiley icon] [globe icon] [minus icon] [list icon] [list icon]

[left align icon] [right align icon] [insert icon]

[Empty text area]

Use additional e-mail templates as needed.