



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

The Lives of Hannah Hill Moore and Her Family

HISTORICAL THINKING SKILLS:

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

MARYLAND SOCIAL STUDIES & COMMON CORE STATE STANDARDS:

Grade 4 Social Studies

2.B.1.b. Peoples of the Nation and World - Describe the contribution of individuals and groups

5.C.1. History - Examine the consequences of interactions among groups and cultures in Maryland

Grade 5 Social Studies

2.A.1. Peoples of the Nation and World – Describe the various cultures of colonial societies and how the environment influenced them.

5.B.1.b. History – Compare the political, economic, and social lives of people in (New England, Middle), and Southern colonies

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)

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:

Day 1

1. Teachers, divide the class into same gender student groups of 3-4 students.
2. This pre-reading activity seeks to provide motivation for reading and to create context for understanding this chapter. Same gender student groups will create a graphic organizer (Student Resource Sheet #1A and B) which describe the feelings and/ or reactions they would have given the following circumstances:

Girls, you are 15 years old and...

- Your cousin, who is 15 years older than you, asks your father to marry you, and your father agrees. (Explain that it was not unusual for cousins to marry in the colonial period.)
- Your father has serious financial problems which require major family life style changes.
- Your parents move to Madeira, an island off the coast of Africa.
- Your brothers and sisters, five of them, all younger than you, are left in your care.

Boys, you are 14 years old and ...

- You inherit a very large estate: property, home, slaves, etc. and you are expected to run it.
- Your father has serious financial problems which require major family life style changes.
- Your parents move to Madeira, an island off the coast of Africa.
- Until now your world has been London Town. Now you must move, all alone, to Philadelphia.



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3. Students will read storybook Chapter Two, entitled “Hannah and her Family in 1739.”
4. Student groups will return to their graphic organizer, and using the text, find explanations for the feelings and reactions they detailed. This activity encourages students to develop historical perspective for the circumstances and actions of the Hill family. This post-reading activity encourages student to develop an important historical thinking skill of contextualization. See the example attached (Teacher Resource Sheet #1A and B). The teacher may want to provide examples for younger students.
5. Discuss with students how historical perspective, social expectation and gender differences may influence how we feel about events, actions and responses in history.

Day 2

Distribute Resource Sheet #2. Instruct students that they will assume the role of one of the Hill children (Hannah, Richard, Henry, Deborah, Margaret, or Sarah) and write a letter to their father and/or mother to discuss how the decisions made by the family has impacted you and your future plans. Students will consider what they read in the storybook about the entire Hill family, as well as the actual letter Mr. Hill wrote to his son (Resource Sheet #3), and the “Then & Now” Graphic Organizer they completed. Most important is that students demonstrate historical perspective consistent with context of the historical period.

Extension/Enrichment: Divide students into small groups and direct them to write a 3-minute-long skit that brings to life key points exchanged in the letter between the members of the Hill family and the student-created letters. Resource Sheet #4 can serve as the template. Several key points emphasize how the family maintained their relationships, despite the distance of Madeira and London Town. Also discussed were directions for promoting trade (business) of the Hill wine business and other goods from Madeira. Students should use details from the letter and Chapter Two to support their skit.

ASSESSMENT:

Resource Sheet #2 can serve as an assessment of Chapter Two. Call upon several volunteers to share their letters.



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Student Resource Sheet #1A – Then & Now Graphic Organizer for Girls

Prior to reading Chapter 2, “Hannah and her Family in 1739,” discuss with your group how you would feel and react to the life situations listed in the center column. Complete the left hand column with your group’s responses from your current perspective. After you read the chapter your group will complete the graphic organizer.

21st Century Reaction/Response	This is your life! You are 15 years old and...	18th Century Explanation (Contextualization - Historical Thinking Skill)
	<i>Your cousin, who is 15 years older than you, asks your father to marry you, and your father agrees.</i>	
	<i>Your parents move to Madeira, an island off the coast of Africa.</i>	
	<i>Your brothers and sisters, five of them, all younger than you, are left in your care and the youngest is not even walking yet!</i>	
	<i>Your father has serious financial problems which require major family lifestyle changes.</i>	



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Student Resource Sheet #1B – Then & Now Graphic Organizer for Boys

Prior to reading Chapter 2, “Hannah and her Family in 1739,” discuss with your group how you would feel and react to the life situations listed in the center column. Complete the left hand column with your group’s responses from your current perspective. After you read the chapter your group will complete the graphic organizer.

21st Century Reaction/Response	This is your life! You are 15 years old and...	18th Century Explanation (Contextualization - Historical Thinking Skill)
	<i>You inherit a very large estate: property, home, slaves, etc. and you are expected to make a success of it.</i>	
	<i>Your parents move to Madeira, an island off the coast of Africa, to develop and protect their business interest there.</i>	
	<i>Until now your world has been London Town. Now you must move, all alone, to Philadelphia.</i>	
	<i>Your father has serious financial problems which require major family lifestyle changes.</i>	



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The Lives of Hannah Hill Moore and Her Family Teacher Resource Sheet #1A - Sample Responses for Girls

21 st Century Reaction/Response	This is your life! You are 15 years old and...	18th Century Explanation (Contextualization - Historical Thinking Skill)
Scared that I was too young to get married, especially to a man so old! How could my father have done this to me?	<i>Your cousin, who is 15 years older than you, asks your father to marry you, and your father agrees.</i>	During the 18th Century, it was not uncommon for very young girls to marry and to marry much older men. A marriage in colonial times was an important economic transaction and a way to secure social status.
Sad and afraid that my mother and father are moving so far away and I may never see them again! How will I survive on my own?	<i>Your parents move to Madeira, an island off the coast of Africa to develop and protect their business interest there.</i>	It was not uncommon for colonists to travel to Europe and spend years away from family and friends
Angry that I have to care for my siblings; that's my mother's responsibility!	<i>Your brothers and sisters, five of them, all younger than you, are left in your care and the youngest is not even walking yet!</i>	Children in the 18th Century were expected to help their family be successful so each child had a major responsibility within the family. Members of Hannah's social class could afford some help, and Hannah did own an enslaved girl named Sarah who helped her with caring for her siblings.
Upset as I am just a kid and should not have to worry about money and finances.	<i>Your father has serious financial problems which require major family lifestyle changes.</i>	Although the Hills had inherited wealth and made money through various businesses, they were now facing financial disaster. In the colonial period, a personal fortune could quickly disappear due to crop failure, trade complications or economic depression.



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The Lives of Hannah Hill Moore and Her Family Teacher Resource Sheet #1B - Sample Responses for Boys

21 st Century Reaction/Response	This is your life! You are 14 years old and...	18th Century Explanation (Contextualization - Historical Thinking Skill)
Scared and overwhelmed, I am just a kid. I can't be expected to do this all by myself!	<i>You inherit a very large estate: property, home, slaves, etc. and you are expected to make a success of it.</i>	Children in the 18th Century were expected to help their family be successful so each child had a major responsibility within the family. Being a part of the middling class, you would have one or more slaves, inherited from your Uncle, and may even have an apprentice to help run the property.
Sad and afraid that my mother and father are moving so far away and I may never see them again! How will I survive on my own?	<i>Your parents move to Madeira, an island off the coast of Africa to develop and protect their business interests there.</i>	It was not uncommon for colonists to travel to Europe and spend years away from family and friends
Angry, this is my home and I am only 14 years old!	<i>Until now your world has been London Town. Now you must move, all alone, to Philadelphia.</i>	During colonial times, young men frequently left home and lived elsewhere to study or apprentice (refer to the previous chapter on the Pierpoint children). And young men were expected to make sacrifices to support their families.
Upset as I am just a kid and should not have to worry about money and finances.	<i>Your father has serious financial problems which require major family lifestyle changes.</i>	Although the Hills had inherited wealth and made money through various businesses, they were now facing financial disaster. In the colonial period, a personal fortune could quickly disappear due to crop failure, trade complications or economic depression.



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Resource Sheet #2- The Hill Children Write to their Parents

You will assume the role of one of the Hill children who remained in the Americas (Hannah, Richard, Henry, Deborah, Margaret, and Sarah) and write a letter to your father and/or mother to discuss how the decisions made by the family have impacted you and your future plans. Consider what you read in the storybook about the entire Hill family, the letter Mr. Hill has written to his son, and the graphic organizer you completed. In your letter, you must demonstrate historical perspective that would have been exhibited in the 18th century.

A large, scroll-shaped writing area with horizontal lines for text. The scroll is unrolled, showing a series of horizontal lines for writing. The scroll has a grey shadow on the left side, suggesting it is being unrolled from the left.



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Resource Sheet #3: Letter from Dr. Hill to Richard Hill

Directions: Read the following letter from Dr. Richard Hill to his son, Richard. As you read, think about how the letter explains the economic interest of the Hill family and how the family is attempting to support each other from such a distance apart.

Madeira, Sept. 14, 1742.

Dear Son —

I take very affectionately thy designing to York, Boston, and Virginia, to promote my interest, and hope thy journeys will be attended with success. I wish thou may'st not expose thyself to any danger in such long journeys, and crossing such large rivers. I hope I shall hear from thee from each place. Thy designing us a visit is another instance of thy filial affection; and if it pleases Providence to permit thee to arrive safe here, will give us inexpressible satisfaction; we are all in high spirits on the occasion, and expect by thy next to know when we may look out for thee. I suppose thou can'st not come away before thou art of age, and then, probably, the winter may keep thee till the last of February or later, which will be a safe time of year. I would not have thee straiten thyself or stake thy credit, to bring too large a cargo, at a time when the prospect of advantage is not very great, and I believe if it should suit thee as well to divide what thou intends here, and send a part before thou comes, it will do better than coming all at once, but in this let thy own conveniency govern thee.

I hope thou'll come in a good vessel, not very old, and not overloaded, and that thou'll have a constant care of the fire on board, and not expose thyself in the way of anything that may injure thee, or endanger thy falling or being struck overboard. Many such accidents have happened when least expected; these precautions may not be unuseful to thee, who need not put thy hands to anything but in case of extremity. Many have been lost by wantonly or otherwise throwing the lead, &c.

I desire thee to bring me four boxes of candles, and let the bottoms and sides be securely nailed, and the boxes first packed half full of hard soap, and some brown paper laid between it and the candles. There will be no danger here of the vessels coming to any damage. I also want a frying pan, and about 20 lbs. of hops.

I write now to the persons who sent me goods in the Brig Carpenter, but few others. I therefore desire thee to apologize to Charles "Willing, Captain" Wilcox, and others of my friends, and let them know I directed thee to acquaint them with the state of the markets. (Here follow directions about Virginia customers.)

In thy next let me know what vessel thou designs to come in, the quality and quantity of the cargo, and when thou designs to set out. And I desire thee as soon as thou comes near enough to the Island, that thou'll have a Jack hoisted at the main top-mast head — keeping it up till she is in the port — then taking it down — and I shall not only know the vessel, but will send boats off to tow her in, if there should be occasion, as there often is, through calms and the current setting to the eastward.

We all join in dear love to thee, and respects to our relations and friends.
Thy Loving Father,
Richard Hill

Source: Letters of Dr. Richard Hill and his children at
http://www.archive.org/stream/lettersofdoctorr00smit/lettersofdoctorr00smit_djvu.txt



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Resource Sheet #4: Skit about the Hill Family

Directions: Use details from both letters (student-created and primary source) and storybook Chapter 2, "Hannah and her Family in 1739," to write a 3-minute-long skit that brings key points to life. Be sure to include how the family maintained their relationship and how the children received directions that will help to promote or support the trade (business) of the Hill winery (and other goods) from Madeira.

Dr. Richard Hill: _____

Richard: _____

Hannah: _____

Deborah: _____

Dr. Moore: _____

(continue following this or a similar format)