



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

The Lives of the Holland Pierpoint Children

HISTORICAL THINKING SKILLS:

Standard 3- Historical Analysis and Interpretation; 3b-Consider multiple perspectives

MARYLAND SOCIAL STUDIES & COMMON CORE STATE STANDARDS:

Grade 4 Social Studies

4.B.1.a. Economics - Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families

Grade 5 Social Studies

5.B.2.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 (colonial) 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:

1. As a pre-reading activity, students will complete a day planner (Resource Sheet #1) for one 24-hour period in their lives. Students should include: sleep, school, sports, homework, chores, video time, etc. Ask them to predict how they think the daily lives of colonial children may be different.
2. Students will read storybook Chapter One, entitled "Mehitable, James, Thomas, and Larkin in 1709."
3. After reading Chapter One, students will complete the right-hand side of the day planner as one of the Holland Pierpoint children. A brief discussion of the reading should follow, in which students consider:
What was it like to be responsible for the various daily responsibilities in the Holland Pierpoint family?
What tasks would be considered dangerous (for children of today) to complete?
What tasks most surprised you and why?
How were the tasks divided by male and female roles?

ASSESSMENT:

Students will respond to a writing prompt (Resource Sheet #2): Was life more difficult for the Holland Pierpoint children in the 18th Century or for today's 21st Century kids? Remember to justify your opinion by considering the role of children then and now. Use both details from your text and your life experiences. Think about the expectations of parents, school requirements, time spent on chores, sports, and activities as well as personal responsibilities then and now-



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Extension/Enrichment: Distribute Resource Sheet #3 that includes primary source excerpts from Mary Cooper's diary from the 1760s (Part A). Despite the differences in age and circumstance, the emotions depicted in Cooper's diary may have been similar to those of the children living in an ordinary in London Town. The teacher may have students read the excerpts aloud.

Based on the diary excerpts written by Mary Cooper and the content of Chapter One about the Holland Pierpoint children, write a dialogue between Mary Cooper and one of the Holland Pierpoint children. Imagine they met at a meeting, market, or in London Town (Part B). What kind of conversation might they have had? Call upon several pairs of volunteers to read their dialogue aloud.



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Resource Sheet #1

DAY PLANNER

20th Century Child: _____

18th Century Child: _____

12:00AM _____

1:00AM _____

2:00AM _____

3:00AM _____

4:00AM _____

5:00AM _____

6:00AM _____

7:00AM _____

8:00AM _____

9:00AM _____

10:00AM _____



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11:00AM	_____	_____
	_____	_____
12:00PM	_____	_____
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1:00PM	_____	_____
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2:00PM	_____	_____
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9:00PM	_____	_____
	_____	_____
10:00PM	_____	_____
	_____	_____
11:00PM	_____	_____
	_____	_____



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Resource Sheet #2 Assessment

Was life more difficult for the Holland Pierpoint children in the 18th Century or for today's 21st Century kids? Remember to justify your opinion by considering the role of children then and now. Use both details from your text and your life experiences. Think about the expectations of parents, school requirements, time spent on chores, sports, and activities as well as personal responsibilities then and now.



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Resource Sheet #3 (Part A): The Diary of Mary Cooper

Directions: Read the following excerpts from the diary of Mary Cooper, who was a wife on a farm on Long Island (New York) in the second half of the 18th century. As you read each journal entry, think about how Mary and the Holland Pierpoint children may have had similar or different feelings, despite the differences in their ages and circumstances.

July the 13, 1769, Thirsday. This day is forty years sinc I left my father's house and come here, and here have I seene littel els but harde labour and sorrow, crosses of every kind. I think in every repect the state of my affairs is more then forty times worse then when I came here first, except that I am nearer the desierered haven. A fine clear cool day. I am un well.

August 5, 1769 Saturday. A fin clear cool day. Much hard worke cleaneing the house. An old Indian come here to day that lets (gives) fortunes and uses charms to cure tooth ach and drive away rats. O Lord, thou knowest that my soul abhors these abominations. Lay not this sin to my charge. On Thirsday I had an extreme pain in my back and hip so that I could not go with out cryin out.

Febeaury the 1, 1771, Friday. Clear but a harde west wind. The Lord has brought my daughter home to me, well of the small pox. What shall I render to the Lord for all his mercys?

May the fifth, 1771, Sabbath. Very cold with a west wind. I went to town and found Ester in the Cove. I took her with me. We went by the New Lite meeten and so along til we come to the Quaker meeten ho[use] where we went in and hear so[me] poor preaching. O Lord, grant some lite to these poore benighted peopel. I spoke with those that I wanted to so we come back and went to the New [] Lite [] meeten and then home at night. O, I sik with the cholic.
We had some showers of rain as we went.

Source: Diary of Mary Cooper at <http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text5/marycooper.pdf>



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Resource Sheet #3 (Part B): A Dialogue Between Mary Cooper and a Holland Pierpoint Child (Mehitable, Thomas, James, or Larkin)

Directions: Use details from the text to write a dialogue between Mary Cooper and one of the Holland Pierpoint children.

A large, rounded rectangular writing area with a grey tab at the top left and a grey tab at the bottom left. The interior of the box is filled with horizontal lines for writing.

Use additional paper (or word processor) as needed.