

# Teacher Backgrounder

**Title:** Journaling: Logging a New Perspective

**Grades:** 6–8

## Context:

Journaling aids in historical thinking, otherwise known as chronological thinking, which includes such skills as interpretation, analysis, research, and decision-making. Logbooks and journals from the 1800s are some of the most valuable primary sources for us to truly understand the day-to-day experiences of life aboard a whaling vessel. These voyages involved adventure, danger, hard work, and often monotony, all while hunting whales in faraway oceans.

Adeline Heppingstone was the 14-year-old daughter of a whaling captain when she wrote daily entries for half of their 1882 voyage upon the *Fleetwing*. She has provided us with a unique perspective, so different than the “typical” entry logged by the first mate of a ship. Such understanding supports our historical empathy and the role of women on board whaling ships.

Challenge your students to dive into Adeline’s journal. Then invite them to try journaling about their everyday lives for a few days.

## Learning Objectives:

Students will be able to ...

1. Contextualize the value of primary sources from the whaling era.
2. Interpret and reflect upon the actual journal entries of Adeline Heppingstone.
3. Record their real-life experiences in a daily journal over a week’s time.

## Cross-curricular Connections:

- ☒ Social Studies
- ☒ Language Arts
- ☐ Science
- ☐ Math
- ☒ Arts

## Tech It Up:

- Share lesson materials via GOOGLE CLASSROOM or LMS
- Play the suggested video
- Share the handouts digitally
- OPT: Provide recording tools/devices
- Devote time to exploring the recommended resources online

## Materials & Preparation

### INVESTIGATE

The slides are designed for you to use with your whole class or to share directly with individual students. Review the slides and prepare to present or share the link with individual students.

### INQUIRE

Make copies of the corresponding handouts (1 per student) or share the PDFs digitally.

### IMAGINE

Review the Activity Guide. Students may need access to audio and/or view recording software and devices.

NAME: \_\_\_\_\_

## ADELINE HEPPINGSTONE

Adeline was 14-years old when she traveled with her parents on the *Fleetwing*, the ship captained by her father. Adeline kept a handwritten journal for the later half of the voyage, detailing her experiences and leaving a record of the whaling ship's trip to the Arctic in 1882.

### Directions:

Take a look at one of the two entries shared or pick one on your own. Share your reflections below of this first-hand account of life aboard a whaling vessel.

**Can you transcribe part or all of the the handwritten entry on your own?**

**What did you notice first?**

**What surprises you about this entry?**

**What do you wish Adeline wrote more about in this entry?**

# Activity Guide: A Journal of Your Own

## Your Challenge

It's your turn to journal. Dedicate yourself to creating one journal entry per day. When and where might you want to carve out time to write in or record your journal?

What might you want to capture forevermore? Consider documenting the small details as well as the big moments in your daily life. While you might be writing for yourself, what might others -- down the road -- enjoy learning about from your life?

## Time to Create

### Materials

- Pen/pencil and paper
- Brainstorming web PDF
- OPTIONAL:
  - art supplies
  - audio recording devices or software
  - video recording devices
  - editing tools

### STEP 1: REFLECT

- If helpful, begin by creating a brainstorming web that captures moments about your daily activities. What is significant to note? What highs and lows are worth reflecting on?
- Next, find a quiet spot to writing or record your entry. How will you recap your day?

### STEP 2: RECORD

- Now, put a modern twist on the journaling. You may choose to handwrite your entries or you could take a digital approach. You could create:
  - An artistic rendition to represent the day
  - A multimedia entry with text and images
  - An audio recording complete with sound effects
  - A slideshow or animation for a visually-rich entry
  - A video recording of a first-hand account
- Consider how you can capture your voice -- literally or figuratively -- whether that be through artwork, animations, or selfie style.

### STEP 3: SHARE OUT

- Find time at the end of class or in the near future to share select entries. Have a discussion to compare and contrast how each of you approached your entries. How did your creative voices differ?

# TIME TO BRAINSTORM

**What kind  
of day was  
today?**

**What or  
who did  
you see?**

**Where did  
you go?**

**The Date:**

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**What usual  
things  
happened?**

**Anything  
unusual  
happen?**

**What did  
you do all  
day?**