

By Barbara Cole

Imagine shivering on a cold winter's night. The tip of your nose tingles in the frosty air. Finally, you climb into bed and find the toasty treat you have been waiting for—your very own hot brick.

If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold. At bedtime, they heated soapstones, or bricks, in the fireplace. They wrapped the bricks in cloths and tucked them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace. It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

Staying warm wasn't just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near their feet, were small tin boxes called foot stoves. A foot stove held burning coals. Hot smoke puffed from small holes in the stove's lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot stoves, furs, and blankets went with them. The meeting houses had no heat of their own until the 1800s.

At home, colonial families huddled close to the fireplace, or hearth. The fireplace was wide and high enough to hold a large fire, but its chimney was large, too. That caused a problem: Gusts of cold air blew into the house. The area near the fire was warm, but in the rest of the room it might still be cold enough to see your breath.

Reading or needlework was done by candlelight, or by the light of the fire. During the winter, animal skins sealed the drafty windows of some cabins and blocked out the daylight. The living area inside was gloomy, except in the circle of light at the hearth.

Early Americans did not bathe as often as we do. When they did, their "bathroom" was the kitchen, in that toasty space by the hearth. They partially filled a tub with cold water, then warmed it up with water heated in the fireplace. A blanket draped from chairs for privacy also let the fire's warmth surround the bather.

The household cooks spent hours at the hearth. They stirred the kettle of corn pudding or checked the baking bread while the rest of the family carried on their own fireside activities. So you can see why the fireplace was the center of a colonial home.

The only time the fire was allowed to die down was at bedtime. Ashes would be piled over the fire, reducing it to embers that might glow until morning.

By sunrise, the hot brick had become a cold stone once more. An early riser might get dressed under the covers, then hurry to the hearth to warm up.

Maybe you'd enjoy hearing someone who kept warm in these ways tell you what it was like. You wouldn't need to look for someone who has been living for two hundred years. In many parts of the country the modern ways didn't take over from the old ones until recently. Your own grandparents or other older people might remember the warmth of a hearthside and the joy of having a brick to cuddle up to.

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1. You would probably read this article if you wanted to know how the colonists

	A) cooked their food B) traveled in the winter C) washed their clothes D) kept warm in cold weather
2.	After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?
3.	Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.
4.	Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

colonist woul	d probably have used a foot stove when
going on a	ı trip
sleeping i	n bed
	he fireplace
working a	round the house
	ou are an early American colonist. Describe at least three activities you might do during a
	ou are an early American colonist. Describe at least three activities you might do during a . Be specific. Use details from the article to help you write your description.

	NAEP NQT v3.0 Print Output
8.	In writing this article, the author mostly made use of
	A) broad ideas B) specific details C) important questions D) interesting characters
9.	Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.
Q	uestion 2
2	Evidence of full comprehension - Student Response After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

2

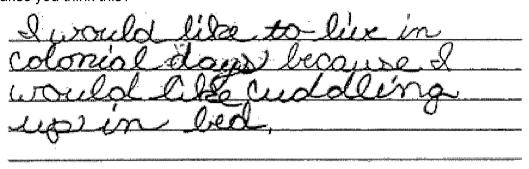
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No. I would not like to have lived in the colonial days. Because nobody I know or me would like to cuddle up to a brick or have to take a both very seldemley. And having to carry Foot warmer
After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?
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from the fineplace and them wrote them in thather to keep them worm.
Scorer Comments: Both responses provide specific details from the article to support an opinion as to why they would not have wanted to live during colonial times.
Evidence of partial or surface comprehension - Student Response After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?
No. I wouldn't like to live in colonial times
because it sounds like its very hand
to live in the winter
After reading this article, would you like to have lived during colonial times? What information in the article
makes you think this?
NO Because they didn't have clothe for the winter pad

Scorer Comments:

Both responses demonstrate a general understanding of the winter as a hard time for the colonists, but do not support their opinion with specific details from the article.

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2 After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?



After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

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Scorer Comments:

Neither of these responses demonstrates an understanding of colonial life during the winter as described in the article. The first response would need to specify cuddling with a brick. "Cuddling up in bed" does not refer specifically to colonial times.

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3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

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blankets.			NOTE AND COME STATE STAT

3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

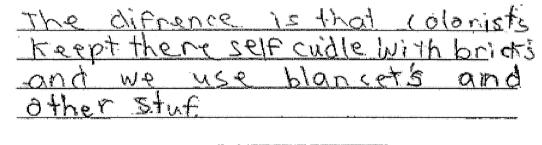
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Scorer Comments:

Both responses connect text descriptions to prior knowledge by comparing two ways by which colonists kept warm during winter to the ways by which people keep warm today.

Evidence of partial or surface comprehension - Student Response

3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.



3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

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there end from the like place
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peal all druttery winesow.
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The first response provides only one difference between colonial and contemporary ways of keeping warm. The second response demonstrates understanding of how colonists kept warm, but does not connect the text description to a contemporary way of keeping warm.

Evidence of little or no comprehension - Student Response

3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

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3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

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Scorer Comments:

These responses provide ways to keep warm today, but neither demonstrates understanding of the ways colonists kept warm as described in the article.

Evidence of full comprehension - Student Response

4 Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

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4 Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

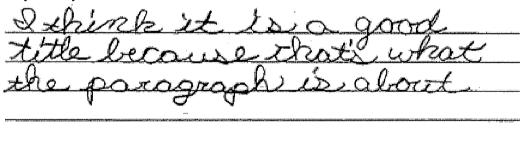
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Scorer Comments:

The first response supports an opinion about the title with a reference to the article's theme and with a specific detail from the article. The second response points out the limitations of the title by providing specific details that the title does not encompass.

Evidence of partial or surface comprehension - Student Response

4 Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.



4 Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

Yes because it describes
Scorer Comments: Both responses support an opinion about the title with a general reason but do not specify how the title relates to the article.
Evidence of little or no comprehension - Student Response Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not. Hud hinh had buddle Up The same and
Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not. Show the first the firs
Scorer Comments: Neither response provides any reason for the title's appropriateness for this article.

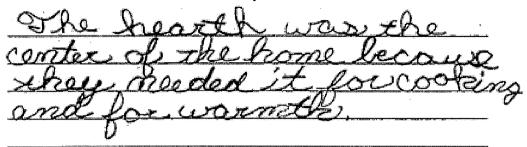
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Question 5

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5 Give two reasons stated in the article why the hea	arth was the center of the home in colonial times.
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5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.

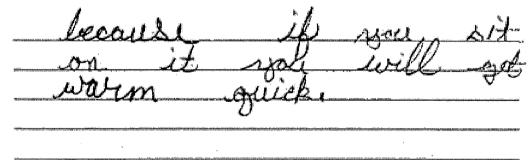
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Scorer Comments:

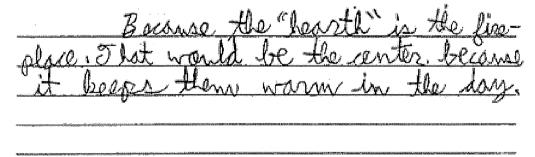
These responses retrieve relevant information as to why the hearth was important and provide two reasons why it was the center of the home in colonial times.

Evidence of partial or surface comprehension - Student Response

5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.



5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.



Scorer Comments:

These responses retrieve relevant information and provide one reason why the hearth was important.

Evidence of little or no comprehension - Student Response

5	Give two reasons stated in the article why the hearth was the center of the home in colonial times.
	Because a girpplace was Fine But
	the chimney was to broatoo.
5	Give two reasons stated in the article why the hearth was the center of the home in colonial times.
	Because a firplace was in coloral
	time, and a blanketta.
	Special Composition
	Scorer Comments: These responses show understanding that the hearth was a fireplace, but provide no reason why it was
	important in the home in colonial times.

Extensive - Student Response

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

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Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

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would put the brick with clother
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COVERS, OF WE could sleep close
to the Fire place, in traveling
we would put bot coal so they
could keep you warm or when
we were going to travel to
were the animals skin or
were covers 50 we could
be warm or pute or clothes
that we were going to were
before we went to sleep clase
to the Fire place
,

The first response begins with activities that are not typical of colonial life as described in the article, but goes on to include three activities related to staying warm. All the ideas in the second response, while less clearly presented, relate to the need to stay warm.

Essential - Student Response

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

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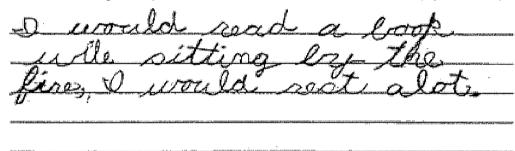
7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

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In the first response, all the activities are text-based, any one of which in connection to being by the fireplace relates to the need to stay warm. In the second response, both sewing a blanket of animal skins and warming up the stone relate to the need to stay warm.

Partial - Student Response

Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.



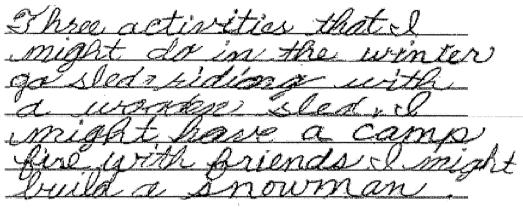
7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

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The first response contains one activity done by the fire. The second response contains activities referred to in the article, but none are connected with the need to stay warm.

Unsatisfactory - Student Response

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.



7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

I would	stay	In th	e bos	154 Wh	en I
would	iet că	1) - I	would	make	tunnles
in the	500W-	5 And VE	1 4/6	-drivew	au-
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Scorer Comments:

These responses provide winter activities; however, none of these activities are text-based examples of what colonists might have done on a cold winter evening.

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- VIUCIIUU L	/			d

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes, She does. She gives specific details a how they did the things they did the things they did to keep worm. She gave the specific details as how a food stove was used. And ward when it was used.

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes. He taught me that the winters were very cold and people had to sleep with hot bricks and take a hot pan and rub the sheets on the bed with it.

Scorer Comments:

The first response supports a statement about the author's use of specific details with an example from the article. The second response provides specific information from the article to illustrate the author's competence in telling about colonial life.

Evidence of partial or surface comprehension - Student Response

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes the author did help explain what the colonials the did that by explaining how the colonials kept warm on cold winter night.

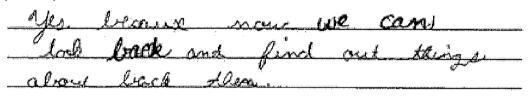
9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

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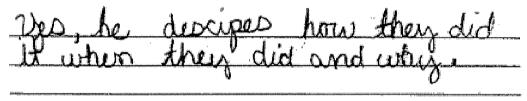
These responses support an opinion about the author's ability to convey information about colonial life with a text-based generalization.

Evidence of little or no comprehension - Student Response

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.



9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.



Scorer Comments:

These responses provide personal opinions with no text-based support.