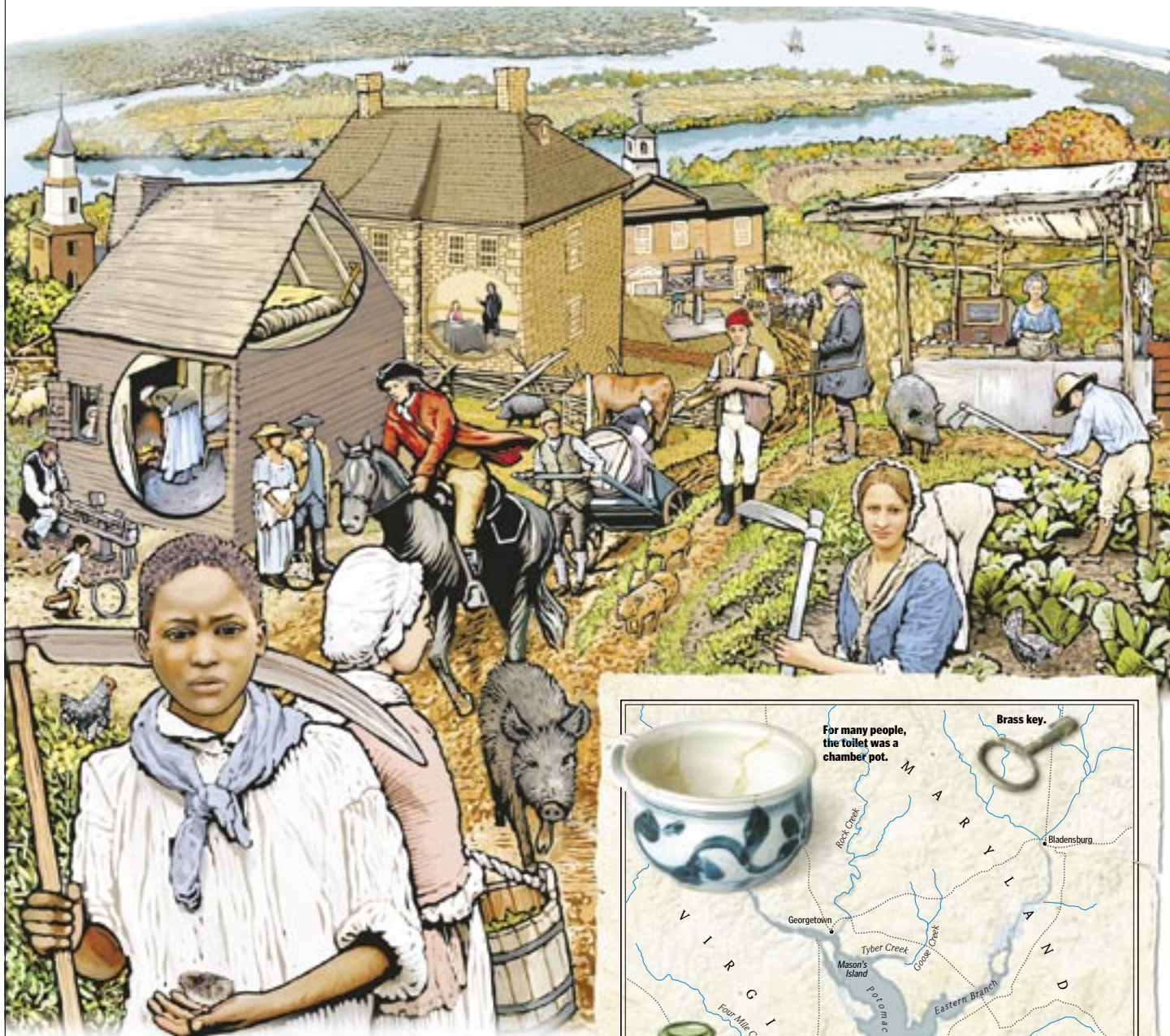


First Towns



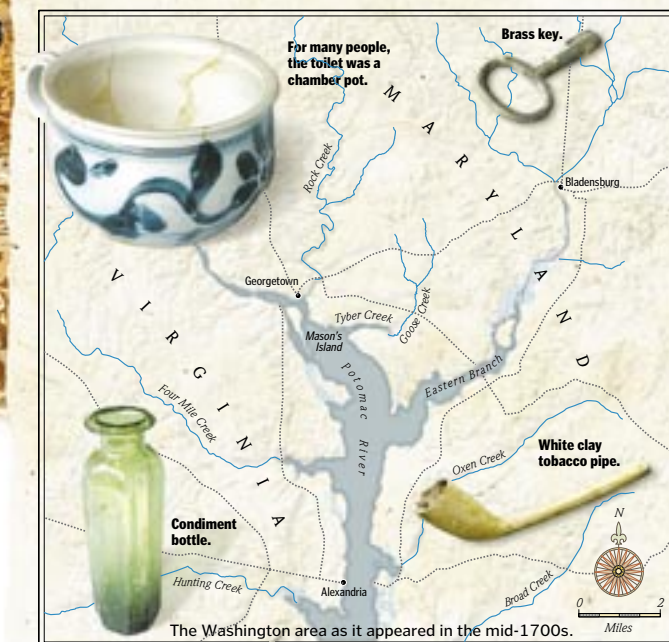
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An Integrated Curriculum For The Washington Post Newspaper In Education Program

First Towns

KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 2"

Lesson: An introduction to early European ventures and settlement along the Potomac River.

Level: All

Subjects: History, social studies

Related Activity: Language arts, art

About This Series

This is the second of nine illustrated segments about the history of the Washington area. The series is meant to be a provocative starting point for young people rather than a definitive history. Its aim is to provide context to where we live, to convey the idea that life here evolved in rich and exciting ways that transcend the conventional portrayal of Washington as only a seat of government. Students in each of the three jurisdictions—Maryland, Virginia and the District—will find something meaningful in it.

October: First Towns: Adventure, Business and Communication

The Native Americans who had lived here in the 1600s were gone, their place (and their land) taken by settlers from across the Atlantic and from other parts of the 13 American colonies. Three small towns grew up along the Potomac and Anacostia rivers—Georgetown, Alexandria and Bladensburg.

Explore the Explorers

Discuss with students the reasons for early explorers' expeditions and the countries that sponsored them. You may wish to use the 1400-1600 timeline found in "First

Families" as well as "Timeline: 1600-1750" found in this guide. These timelines give students a quick reference on world and North American events. Give students "Explore the Explorers" to assign a research project which should give students an understanding of how European colonization and settlement affected the lives of indigenous peoples and perspective on the motivations and accomplishments of early explorations.

You may wish to read the entire Ringle article as an example of the research that can be done. (Download "The Adventures of John Smith" at the address given in In the Know.) The example demonstrates the opening paragraphs of a research project that establishes the subject, introduces its focus and invites further reading.

The Sir Walter Raleigh quotation could stimulate discussion of why expeditions were sponsored as well as the influence of Raleigh on exploration and settlement in this region.

Do a Word Find

You may wish to give younger students "The Age of Exploration and Discovery," a word find. After students have located the 16 words, they may be asked to write an essay on exploration and discovery using as many of the words as possible.

Read and Discuss

Read "Q and A," a reproducible that provides basic information

In the Know

➤ <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A99045-1998Mar11.html>

The Adventures of John Smith: Pocahontas Was a Minor Footnote in His Cosmopolitan Life

Ken Ringle, Washington Post staff writer, in this March 11, 1998, Horizon article takes a closer look at the man and his explorations.

➤ <http://www.yale.edu/lawweb/avalon/cabot01.htm>

The Letters Patents of King Henry the Seventh Granted unto John Cabot and his Three Sonnes, Lewis, Sebastian and Sancius for the Discouerie of New and Unknown Lands. (1)

The Avalon Project at Yale Law School original documents online

➤ <http://www.yale.edu/lawweb/avalon/states/va01.htm>

The First Charter of Virginia; April 10, 1606

The Avalon Project at Yale Law School online resource of original documents in law, history and diplomacy

➤ <http://jefferson.village.virginia.edu/vcdh/jamestown/>

Jamestown and the Virginia Experiment

The Virtual Jamestown Archive, a digital research, teaching and learning project, explores the legacies of the Jamestown settlement and "the Virginia experiment." Good resource to prepare for the four hundred-year anniversary observance in 2007 of the founding of the Jamestown colony.

➤ <http://www.yale.edu/lawweb/avalon/states/va04.htm>

Ordinances for Virginia; July 24-August 3, 1621 (1)

Original document study source



An Integrated Curriculum For The Washington Post Newspaper In Education Program

First Towns (continued)

about life in this era. In what way was life in the mid-1700s different from today's lifestyle? Give students "First Towns Timeline." Alexandria, Bladensburg and Georgetown were the first permanent European settlements in this area. You may wish to combine discussion of why these three were located where they were and were successful with a review of the map of the time period (see "Map It").

Explore Other Areas

Although the disparity between the colonial governor's office and a citizen's home is clear, it is the contrast of the lives of colonists and slaves that is most striking. The economy of the period required all to work, much of it labor intensive. Indentured servants and slaves were accepted parts of life. You may wish to use a chart similar to the one found on the Colonial Williamsburg site (<http://www.history.org/history/teaching/organiz.cfm>). The graphic organizer contrasts "English Colonists" to "African Slaves." An account of the sale of a cargo of slaves, July 4, 1710, Tayloe Family Papers (<http://ci.alexandria.va.us/link/redir.pxe?www.upress.virginia.edu/plunkett/mfp.html>) gives evidence of the slave trade that took place in Alexandria.

Another area of interest to students may be the food, clothing, animals, recreation and transportation of this early period. The Colonial Williamsburg Rare Breeds Program offers a living window on the animals that were present in Williamsburg during the

18th century. If you can't take a field trip to Colonial Williamsburg, visit the program Web site (http://www.history.org/Almanack/life/animals/pr_rare.cfm). Introduce students to Leicester Longwool sheep; American Cream Draft and Canadian horses; American Milking Red Devons; Hamburg, Dorking and Dominique chickens and English Game fowl.

Read Art

Give students "Small Towns." What aspects of emerging town life and commerce are evident? Using the key to the illustration found on page 4, guide students on a close reading of the details.

Check out Geography

A map of Maryland and Virginia in the middle 1700s is provided. Give students "Map It." Note the presence of the first ports as well as topographic features. During this period, water remains the main means of transportation. The rivers were deep. Ferries connected Georgetown to Mason's Island (now Roosevelt Island), Alexandria to Fox Ferry Point (Oxon Hill) and settlements across the Anacostia River.

Examine the First Draft of History

Printing presses were brought to America first for printing government documents, but by 1690 citizens wanted to establish their own newspapers. Give students "First Draft of History" to introduce them to early newspapers in Maryland and Virginia.

Produce a Broadside

A broadside, or broadsheet, is a large sheet of paper, usually

In the Field

➤ <http://www.nps.gov/rocr/oldstonehouse/>

The Old Stone House

Visit the Old Stone House to view everyday colonial life. Maintained by the National Park Service, one of the oldest known structures remaining in the nation's capital, this simple 18th century dwelling was built in 1765 and inhabited by common people. It is open for tours Wednesday-Sunday from 10:00 a.m. to 4:00 p.m. Call 202-426-6851 for group information.

➤ <http://oha.ci.alexandria.va.us/>

Historic Alexandria

Information on visits to historic sites: The Alexandria Black History Resource Center, Alexandria Archaeology Museum, Gadsby's Tavern and the Lyceum.

➤ <http://www.history.org/history/teaching/index.cfm>

Teacher Resources

Colonial Williamsburg supplies assistance to educators in teaching about history. Electronic field trips, hands-on activity kits, maps and lesson plans are among the many resources available. "A Day in the Life" takes students back to the people who populated Williamsburg. Recipes, clothing, manners and politics of the period are provided.

➤ <http://www.history.org/history/argy/argykids.cfm>

Kids Page

Items at this site will introduce students to the findings of the Department of Archaeological Research at Jamestown Island, Yorktown and Colonial Williamsburg.

➤ <http://www.marylandhistoricaltrust.net/nr/NRDetail.asp?HDID=268&FRO M=NRMapCE.html>

Indian Queen Tavern and Black's Store

Two mid-18th century structures in Bladensburg, Md.



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Our First Families (continued)

printed only on one side. Explain to students that this format was especially popular in the 18th century. The broadside was used for official notices, petitions, playbills, news extras and advertisements. Using modern technology or calligraphy, each student is to produce a broadside that conveys information that your community should know—in the 1700s or today.

Learn about Law and Order

Give students a foundation in the legal system that was based on British rule and colonial governance. It was a period of religious influence, common law, salutary neglect and centralized

control when economic conditions required. Give students “Law and Order: British Rule and Colonial Acts.” If time allows, do the activity, “Colonial Law and Order.” Divide the class into five groups to address a typical case. Each group should be assigned one of the following roles: justices, farmers, white married women, artisans, African women and men. Each group should elect a spokesperson to explain the groups’ response to the punishment.

Enrichment

1. The Post NIE program provides “Colonial Chores” at <http://www.washpost.com/nie>. Select

Lesson Plans. The guide includes the KidsPost article, “The Good Old Days? Not Quite” and a research activity that focuses on chores of children who contributed to the economic livelihood of colonial families. More “colonial” field trips are in the resources.

2. Discuss with students the merits of this 18th century British law. When women married, they lost most of their legal identity to their husbands. English law stated, “The husband and wife, are one person ... the very being or legal existence of the woman is suspended during the marriage.”

Answer: The Age of Exploration and Discovery**Key (for use with Page 5)**

1. Young slave with a scythe.
2. Ossabaw Island hog. (Can you find the Leicester Longwool sheep and the Dominique chicken?)
3. Hoops (Colonial style).
4. Father at his carpenter's bench.
5. Mother fixing dinner at the hearth.
6. A simple house.
7. Straw mattress (all three kids slept on it).
8. Church steeple.
9. A fancy house (Georgian style).
10. Latin lesson (E pluribus unum).
11. Courthouse.
12. Crime and punishment (a day in the pillory).
13. Local militiaman with his musket.
14. Delivering a hogshead of tobacco.
15. Justice of the peace.
16. A market stall.
17. A boy's chore.
18. Ferry from Mason's Island (later Roosevelt Island) to Georgetown.
19. Sailing ships.

Credits

Illustration by Patterson Clark, The Washington Post

Map by Gene Thorp, The Washington Post

Q and A, and research and reporting for the KidsPost series by Fred Barbash, The Washington Post

Law and Order by Maryam Ahranjani, Marshall Brennan Fellows, Washington College of Law

Small Towns

1600 1700 1800 1900 2000

First Families Hogs wild

The Unboring, Illustrated True Story of the Washington Area From 1600 to Right Now

PART 2 You are living in the mid-1700s. If you are a typical 12-year-old, you are working by now. You are shucking corn or plucking geese or cleaning tables or cleaning stables. If you are from a wealthy family, a tutor is coming to your home to teach you Latin and Greek.

The small towns—Georgetown, Alexandria and Bladensburg—are not much compared with the big Colonial cities of Philadelphia and New York or even Williamsburg. The roads in the area are a muddy mess when wet and rutted

and bumpy when dry.

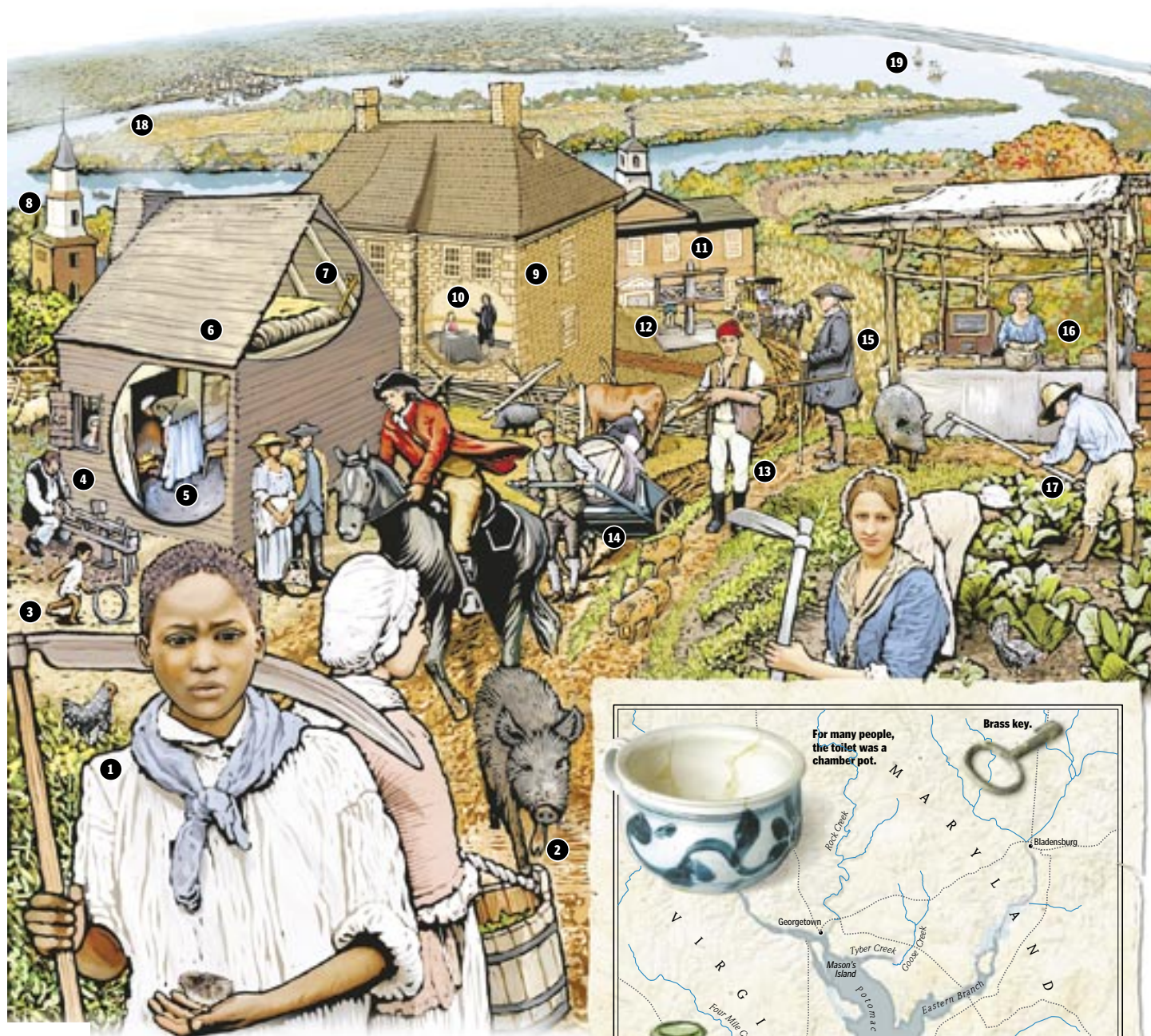
When you get to town, you are greeted by pigs and chickens running freely in the streets; a convicted thief getting 39 lashes near the courthouse; and the sights and sounds of a busy harbor filled with sailing ships being loaded with big, tobacco-filled barrels called hogsheads.

The Native Americans who lived here in the 1600s are gone, their place (and their land) taken by settlers from across the Atlantic and from other parts of the 13 American colonies, now ruled by the King of England.

You might see George Washington himself in the streets of Alexandria. But there is no city of Washington, just its faint beginnings.

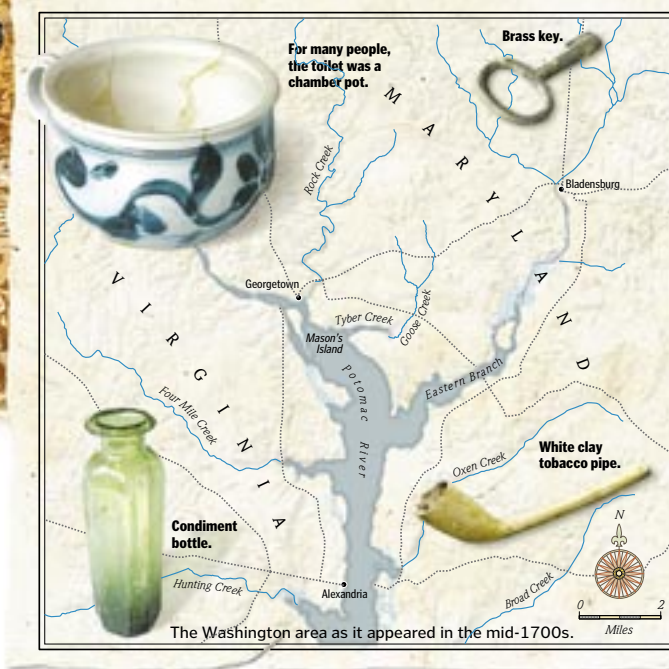
This is the second of nine KidsPost pages on the amazing history of our community. In the background of the drawing below is KidsPost's best effort to show you what the view of the city shore might have looked like from the Virginia side of the Potomac. In the foreground are examples of how people lived in those days.

Next month: 1800 to 1815—Construction zone.



How They Did It

Like molding a piece of clay, Washington Post news artist Patterson Clark planned the page with Post writer and editor Fred Barbash, sketched layouts, adding and subtracting components, photographed models, interviewed local experts and finally transferred all of his research and data, into a computer called an Apple Macintosh. Using illustration software in the computer, Clark created the piece above.



Map It

The first permanent settlements in this area were Alexandria, Bladensburg and Georgetown—all ports that shipped tobacco. Tobacco inspection stations and warehouses were located where Rock Creek meets the Potomac (Saw Pit Landing) and at Hunting Creek in Alexandria. In 1742, Bladensburg was a thriving port that was accessible by ships and second only to Yorktown, Va., in tonnage shipped from its wharves.

1. Locate Alexandria, Bladensburg and Georgetown on the map.
2. Use the scale to determine the distance between these main ports.
Alexandria to Bladensburg:
Bladensburg to Georgetown:
Georgetown to Alexandria:
3. Trace the first roads that appear to connect settlements.





An Integrated Curriculum For The Washington Post Newspaper In Education Program

Q&A

Why were settlers attracted to this area?

The arrival of Europeans here was part of a broader migration to the North American Eastern seaboard and tributaries. The Potomac River was a great highway, providing easy access from the Atlantic and Chesapeake Bay inland. So the very fact that settlers could get here made it attractive.

Who were the first settlers?

They were Europeans, just a few hundred at first, primarily from Great Britain, in search of wealth.

How did they get along with the Native Americans who were already living here?

Not very well. There were many misunderstandings leading occasionally to violence. The Europeans had guns and the Native Americans did not so it wasn't much of a match. Plus, the Native Americans fought among themselves. In the 1700s, most of the original native communities had moved westward.

What were the first towns in the Washington area?

Georgetown, Alexandria and Bladensburg. They were all conveniently located on the river. They came into being as ports for handling tobacco grown on plantations.

Did the plantations use slaves?

Yes. In Maryland and Virginia, they used black people originally brought from Africa as slave labor. They also used white people as "indentured" labor. These were poorer people from Europe who got wealthier people to pay for their voyage and upkeep here in

exchange for a certain number of years of work.

What was life like for children?

Children had to become adults very quickly. Ordinary boys and girls started working on farms or as apprentices by the time they were eight. They were expected to contribute in some way to the functioning of a household. Many girls got married in their early teens.

Did they have schools?

Not at first. Remember, children were supposed to work. Also, distances were so great that it really wasn't possible at first to get many children together. Children of very wealthy people had their own tutors who came to their homes to give them lessons.

How did people get their food and other necessities?

In the towns, shops began to open. Here are some of the early businesses in Alexandria: blacksmith, brewer, bricklayer, butcher, cabinetmaker, carpenter, cooper, doctor, hatter, music teacher, rope maker, ship builder, shoemaker, silversmith, tailor, tanner, tobacconist, weaver, wheelwright, "ordinary" (tavern) keeper. Generally, people in the countryside took care of most of their needs on their own, growing crops and raising animals.

How come there was no District of Columbia?

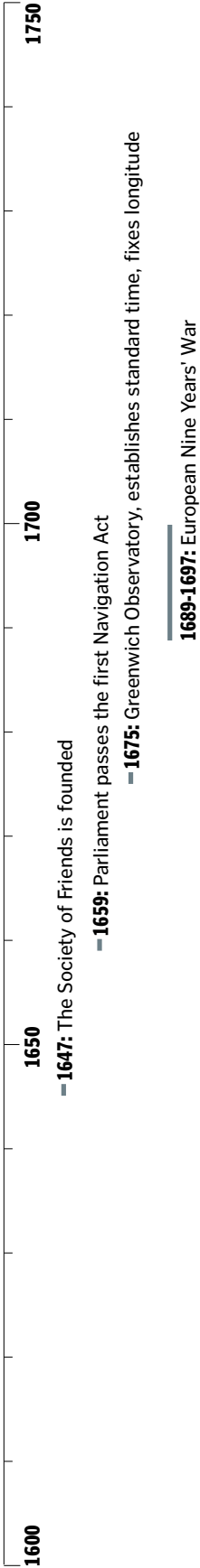
The District came into being in 1788 by an act of the first Congress, carved out of part of Maryland and Virginia. From the 1700s to 1790, there really was no permanent capital of the United States. Remember, the colonies were under British rule until the American Revolution.



Timeline (1600-1750)

WORLD

History



Mathematica

- 1642-1727: Sir Isaac Newton, natural philosopher and theorist: infinitesimal calculus, gravity and planetary motion
- 1668: Sir Isaac Newton builds first reflecting telescope
 - 1683: Sir Isaac Newton explains mathematically the effect gravity has on tidal action
 - 1686: Sir Isaac Newton publishes *Philosophiae Naturalis Principia*

Science

- 1644: Torricelli invents the barometer
- 1683: Leeuwenhoek discovers bacteria
- 1665: Robert Hooke discovers live cells in plants

Literature

- 1608-1674: John Milton, poetry
- 1632-1704: John Locke, essays and political thought

Arts

- 1600-1750: Baroque era in music
- 1685-1750: Johann Sebastian Bach

NORTH AMERICA

- 1607: England establishes the Jamestown settlement in Virginia
- 1608: Capt. John Smith explores Chesapeake Bay
 - 1620: Mayflower Compact, Nov. 21
- 1631: William Claiborne establishes Kent Island trading post and farm
- 1632: Charles I grants land to Cecilus Calvert, 2nd Lord Baltimore, (Calvert names it Maryland)
- 1675-1676: Indian Wars of King Philip in New England
 - 1682: William Penn establishes Pennsylvania
- 1690: *Publick Occurrences, Both Foreign and Domestick*, the first American newspaper, Sept. 25
- 1735: John Peter Zenger wins case for a free press

- 1706-1757: Benjamin Franklin, *Autobiography*
- 1742: Benjamin Franklin invents the open (Franklin) stove





An Integrated Curriculum For The Washington Post Newspaper In Education Program

First Towns Timeline

Alexandria, Bladensburg and Georgetown were the first permanent European settlements in this area. They each were ports situated on the then-deep river waters. Locate them on maps, then see if you can add more important dates in their history.

Use this information to create one timeline or parallel timelines for the three towns.

1654: Royal Governor Richard Bennett issues 700 acres to lawyer Margaret Brent (Gent.) to bring settlers to Virginia; tract includes much of what is now Old Town Alexandria.

1669: Governor William Berkeley issues a 6,000-acre patent, including the Brent property, to mariner Robert Howson, who would later sell the land to Stafford County planter John Alexander.

1677: Indentured servant Ninian Beall gains his freedom and a parcel of land in Terrapin Thicket (now New Carrollton).

1687: Planters settle on land on which the University of Maryland currently stands.

1732: Indian Queen Tavern built in what became Bladensburg

1740s: Scottish merchants, including John Carlyle, John Dalton and William Ramsay, settle in what is now Alexandria, calling it Belhaven in 1749.

1742: The General Assembly of Maryland provides for "layout out and erecting a town on the South Side of the Eastern Branch of the Potowmack River." The town is named after provincial governor Thomas Bladen.

1749: An Act of the Virginia General Assembly establishes Alexandria on May 11; named after the Alexanders, who own the land. Boundaries extend from Oronoco to Duke Street and Royal Street to the waterfront.

1750: On May 15, the Maryland Assembly appoints commissioners to lay a town on the Potomac River, above the mouth of Rock Creek. Sixty acres are purchased from George Gordon and George Beall.

1751: On February 27, the survey and plat of Georgetown is completed.

Source: Web sites of each location, National Park Service and several print sources.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

First Draft of History

Massachusetts was the first colony to establish and sustain a printing press, but it was not the first press in North America. English officials established the press at what is known today as Harvard University 100 years after the Spanish had sent a press to Mexico City in 1535. Public documents and official notices were produced.

Maryland was the second colony to sustain a printing press. William Nuthead had attempted to start a press in Jamestown, but in 1685 he moved his shop to St. Mary's, the capital of Maryland. "The first known Maryland imprint is a printed form dated 31 August 1685 from St. Mary's City, attributed to Nuthead," according to *A History of Printing in Colonial Maryland* (<http://www.lib.umd.edu/RARE/Exhibits/Mdprinting/Index.html>). Nuthead's wife, Dinah, the first female printer in the colonies, continued the business after his death in 1695.

The first newspaper in the colonies was printed in Boston in 1690. Benjamin Harris planned to publish *Publick Occurrences* monthly, "or oftener" if there were "any Glut of Occurrences." His first issue was his last issue. Colonial officials took offense and exercised censorship.

It would be a number of years before another newspaper venture would begin in the colonies. Ben Franklin writes in his autobiography:

"My brother had, in 1720 or 1721, begun to print a newspaper. It was the second that appeared in America, and



was called the *New England Courant*. The only one before it was the *Boston News-Letter*. I remember his being dissuaded by some of his friends from the undertaking, as not likely to succeed, one newspaper being, in their judgment, enough for America. At this time (1771) there are not less than five-and-twenty. He went on, however, with the undertaking, and after having worked in composing the types and printing off the sheets, I was employed to carry the papers thro' the streets to the customers."

William Parks in 1726 established newspapers in Annapolis, Md., and Williamsburg, Va. During a trip to

Colonial Williamsburg, one can visit his restored business.

Six years earlier in 1720, printer John Zenger had won a contract from the Maryland Assembly to print "the Laws for several counties, the Provincial Court, and Upper and Lower Houses of Assembly." In 1722, he moved to New York. Thirteen years later, newspaper publisher John Peter Zenger was jailed for seditious libel. He, as Benjamin Harris before him, had angered colonial officials. Zenger took his case to court. He won and established that speaking and publishing the truth, even if critical of public officials, would be exercised in the colony of New York.



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Law and Order

British Rules and Colonial Acts

BACKGROUND

More than 150 years of our nation's history took place before the colonists gained independence from England in 1776. Each colony was technically governed by the laws of England. The colonies also had individual governments that passed laws appropriate for the people in that colony. For example, Massachusetts had very strict laws, since its legal system was based on the Biblical standards of the Puritan founders of the colony.

Between 1660 and 1760, England sought to centralize control over its New World empire and began to impose a series of imperial laws upon its American colonies. From time to time, when the imperial laws became too restrictive, the colonists resisted. Britain responded with a system of accommodation known as "*salutary neglect*," which means the English government pretty much allowed the colonies to run themselves as they saw fit.

FOCUS: Law in Colonial Virginia

By the middle of the eighteenth century, colonial Virginians had developed a legal system that reflected both the authority of the British Crown and the development of local self-government. The courts enforced English common law, statutory law and the criminal code, with modifications for local conditions. Punishments for crimes were swift and often physical. Colonial Virginia's laws reflected the harshness of the laws of Great Britain. Typical punishments for theft included heavy fines, lashes and hangings.

The most unique aspect of the

eighteenth century Virginia courts is that they were central public meeting places for the exchange of information and goods. Courthouses played an essential social, economic and political role in local communities. The entire community, adult and child, male and female, black and white, gathered at the local courthouse when court was in session.

Virginians went to court in Williamsburg, Virginia's colonial Capitol, to settle boundary disputes with their neighbors, obtain licenses to establish taverns or water mills and to petition for the investigation of suspected wrongdoings, such as nonattendance at church, the use of profanity and the mistreatment of orphans by their guardians or apprentices by their masters.

The justice system included justices (some of whom had legal training and others of whom did not since most of them were busy tobacco planters or merchants) and clerks (who managed court business and were trained professionals). In addition, the justice system depended on the participation of a large number of small planters and middling farmers. Some of these men became lower-level public officials, serving as road overseers or watchmen. Others served as petit jurors called to assess damages in civil cases and to try those accused of lesser crimes or as grand jurors convened to issue indictments in criminal cases.

White women did not participate in the colonial justice system as officeholders or as jurors. In the eighteenth century, voting and office holding were defined as privileges rather than rights. Although unmarried

adult women had the right to own property and enter into contracts independently, they did not have the privileges of full citizenship. Married women participated even less directly in the courts than unmarried women. They could not give property away, make contracts or sue others without their husbands' consent. Most women who set foot in the courthouse came not as plaintiffs or defendants, but as witnesses, or bystanders.

Slaves and free blacks of both sexes also had limited access to the courts. They could not hold office or serve on juries. As defendants in felony cases, slaves were tried by the county courts, unlike free subjects of the King who were tried in the General Court. Slaves accused of crimes did not have the right to a jury trial. As witnesses, slaves, mulattoes and Native Americans could testify against each other but not against whites. As onlookers when court was in session, slaves and free blacks stood outside of the courthouse, listening through the windows. For African-Americans in some counties, courthouses also held the sorrowful distinction of being sites for slave sales.

Name _____

Colonial Law and Order

You are a citizen in colonial Virginia.

A broadside has been posted outside the courthouse. Read it

STATE V. BABATUNDE SMYTHE
PURSUANT TO VIRGINIA LAW, BABATUNDE SMYTHE, AN AFRICAN SLAVE, HAS BEEN CONVICTED OF HOG THEFT FOR THE SECOND TIME. THIS IS A CRIME AGAINST THE COLONY THAT CANNOT BE TAKEN LIGHTLY. WE HEREBY DECIDE THAT SUCH A SERIOUS CRIME CAN ONLY BE HANDLED IN THE FOLLOWING MANNER. FIRST, SMYTHE WILL BE PUT IN A DARK SECLUDED ROOM WHERE HIS EARS WILL BE NAILED TO THE WALL. AFTER TWO HOURS, WHICH GIVES HIM TIME TO APPRECIATE THE SERIOUS NATURE OF HIS ACTIONS, PART OF HIS EARS WILL BE CUT OFF AND HE WILL BE SET FREE. A THIRD OFFENSE WILL RESULT IN DEATH BY HANGING.

Your role: an 18th century _____.

1. Do you agree or disagree with the findings of the court?
2. Explain why you agree or disagree with the punishment.
3. A. If you agree with the punishment, why do you think it is necessary to maintain order?

B. If you disagree with the punishment, what action would you take?
4. In what way is this 18th century case, comparable/not comparable to 21st century justice?

Word Find: The Age of Exploration and Discovery

Baroque music, Cavalier and Metaphysical poets and emerging fields of science abounded in the years 1600-1750. Yet it is the explorers, armed with curiosity, hope of new lands and wealth, and courage whom we think of first. You are to find the 16 words listed below. Each is associated with exploration and discovery. Some will share a common letter. You will need to read left to right, right to left, down and up, and diagonally.

- Bay
- Duty
- Faith
- Liberty
- River
- Voyage
- Colony
- Eagle
- Flag
- Life
- Ship
- Country
- Equality
- Law
- Raleigh
- Settler

F	L	S	L	I	B	E	R	T	Y
L	I	E	D	V	D	L	F	S	R
A	F	T	B	M	U	N	A	A	T
G	E	T	D	A	T	E	H	W	N
C	O	L	O	N	Y	G	T	S	U
D	O	E	C	S	I	A	I	H	O
Q	U	R	K	E	T	Y	A	I	C
E	A	G	L	E	J	O	F	P	W
O	H	A	I	R	E	V	I	R	P
P	R	E	Q	U	A	L	I	T	Y

Explore the Explorers

During the 150 years from 1600 to 1750, Native Americans, explorers, fishermen, fur traders and settlers confronted each other and the environment to alter a way of life in North America and what would become the D.C. metropolitan area. You will focus on the explorers.

THE ASSIGNMENT

Select an individual from the following list. You are to research the voyages made: the routes, purpose, impact on the native and European cultures and its part in the creation of the New World. You are to learn about the explorer's life, its myths and truths. What place names or other evidence remains of the explorer's presence in North America?

Vitus Bering (1681-1741)
Samuel de Champlain (1567?-1635)
Antoine de La Mothe de Cadillac (March 5, 1658-Oct. 15, 1730)
Pierre Francois-Xavier de Charlevoix (Oct. 29, 1682-Feb. 1, 1761)
Henry Hudson (1565-1611)
Louis Joliet (1645-1700)
Rene-Robert Cavelier, Sieur de La Salle (1643-1687)
Father Jacques Marquette (1637-1675)
Peter Minuit (1580-1638)
Christopher Newport (1560?-1617)
Captain John Smith (1580-1631)
Peter Stuyvesand (1592-1672)

AN EXAMPLE

In what passes for American history today, the nation's earliest colonial settlers often emerge as a lily-livered bunch of high-born victimizers, their bloodlines as thin as their justifications for inflicting slavery on a supposedly pristine land. What is rarely appreciated is that the best-known leader of the first permanent English settlement in the New World—the first European to explore Virginia, much of Maryland and what would become the District of Columbia—was himself a former slave.

He also was, at the very minimum, a onetime pirate, soldier of fortune, shipwrecked mariner, apprentice merchant, linguist, surveyor, navigator, ethnographer, cartographer, trader, historian, colonial propagandist and autobiographer.

Alas, Capt. John Smith is best known today as something he almost certainly wasn't: the lover of the Indian maiden Pocahontas.

— Ken Ringle

"The Adventures of John Smith: Pocahontas Was a Minor Footnote in His Cosmopolitan Life"

A POINT OF VIEW

Who so desireth to know what will be hereafter, let him think of what is past, for the world hath ever been in a circular revolution; whatsoever is now, was heretofore; and things past or present, are no other than such as shall be again: *Redit orbis in orbem.*

— Sir Walter Raleigh, 1552-1618



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Academic Content Standards (The main lesson addresses these academic content standards.)

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:

Maryland*Social Studies*

United States History (2.0). 2.3 Students are able to describe how colonies were established and governed including the early democratic ideas and practices that emerged. 2.4 Compare daily life in the New England, Mid-Atlantic and Southern colonies, including the various ethnic and cultural perspectives.

History Skills

In the context of Maryland up to contemporary times and United States history through 1790, students are able to organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals and government documents.

A complete list of State Content Standards of Maryland can be found at <http://www.mdk12.org/mspp/standards/>.

Virginia*History*

United States History to 1877. 5.2 The student will trace the routes and evaluate early explorations of the Americas, in terms of

- the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions ...
- the political, economic, and social impact on the American Indians ...

5.3 The student will describe colonial America, with emphasis on

- life in the colonies in the 18th century from the perspective of large landowners, farmers, artisans, women, and slaves;
- the principal economic and political connections between the colonies and England ...

English

Reading/Literature: The student will demonstrate comprehension of a variety of literary forms.

- Write about what is read.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

Washington, D.C.*Social Studies*

Chronology and Space in Human History. Students understand chronological order and spatial patterns of human experiences, by placing the stories of people and events in the context of their own time and place. By the end of Grade 5, the student will

- identify and describe major political, social and economic changes in American history up to the year 1800;
- develop maps, time lines, graphs, charts, databases to teach history to others;
- demonstrate an understanding of how European colonization and settlement affected the lives of indigenous peoples of Africa and the Americas.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.