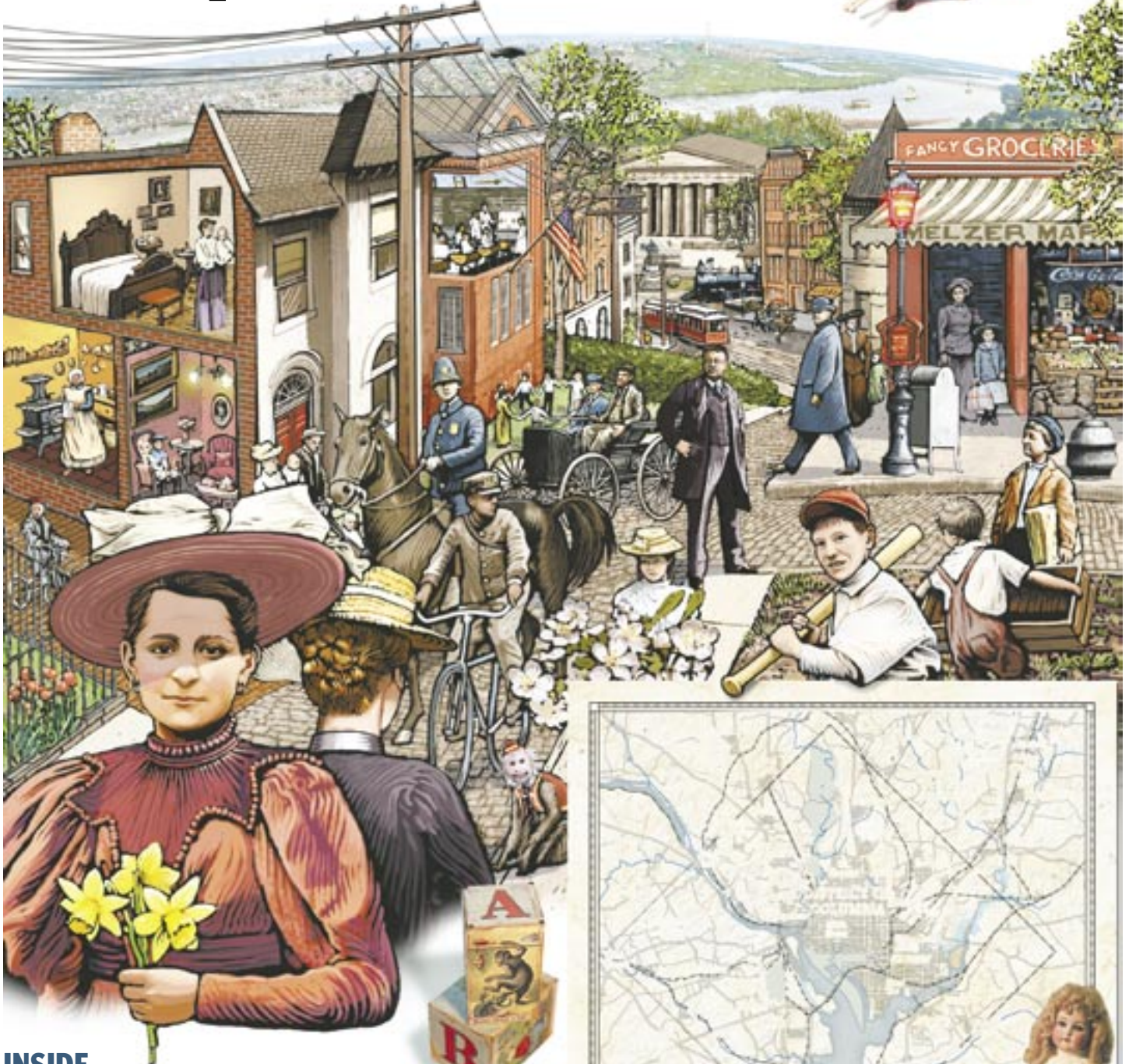


The Capital Transformed



INSIDE

9 Map It

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

The Capital Transformed

KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 6"

Lesson: Turn-of-the-century D.C. reflected the industrial revolution's improvements in transportation, art movements and the changing lifestyles of Americans

Level: All

Subjects: History, social studies, technology, economics

Related Activity: Language arts, art, geography

About This Series

This is the sixth of nine parts of KidsPost's illustrated look at the history of the Washington area. Each installment treats a different period—European settlement, the creation of the nation's capital, the Civil War era, the turn of the century, up to the present.

March: A City in Transition

Before 1880, most people walked or used a horse to get around. In cities, the introduction of electric streetcar (trolley) systems changed the way people traveled and where they shopped and worked. Dirt roads were beginning to be paved with gravel and concrete. People moved from the core of D.C. to new trolley suburbs.

In 1885 President Grover Cleveland bought a stone farmhouse (on land that was part of the 1723 George Beall land grant) on the eve of his marriage to Frances Folsom. Oak View was remodeled in the Victorian style and became the summer White House. Cleveland Park, as it became known, was a cool retreat from the heat of the former swamp area where the White House was built.

In 1885 one board of trustees replaced four boards (Washington, Georgetown, "the county" and "colored schools") that had supervised education of the District's white and black children. It established eight years of elementary school with music and art instruction and high schools with courses in chemistry, physics and botany as well as business, manual training and home economics. Central was the first high school for white students and M Street High the first for black students.

Georgetown's government merged with Washington. Streetcars, light industry and a working class area filled some of the gap between them. It was natural that a bridge should connect the two parts of D.C. at Q Street.

Read and Discuss

Give students "Q&A," a reproducible that provides information about the lifestyle of children, 1880-1915.

In the early 1900s, residents in the D.C. area could purchase ready-made clothing and sewing machines; watches, linens and silverware; dry, sporting and optical goods; bicycles, children's wool mittens and corduroy boys' suits; saddlery, talking machines and surveyors' instruments from the Sears, Roebuck & Co. or Montgomery Ward catalogues. In its 1897 catalogue, Sears boasts "It is the Policy of Our House to Supply the Consumer Everything

In the Field

America on the Move, Smithsonian National Museum of American History, Transportation Hall

Multimedia technology and artifacts are used to create settings and tell the story of transportation's impact on America's history. See D.C. as a streetcar city and a 1903 Winton, the first car driven across the U.S.

Piney Branch Bridge

16th Street at Rock Creek
Proctor's tigers and parabolic arched bridge

Q Street Bridge

Q at Rock Creek, Georgetown
Proctor's buffalo, Earley's 56 Indian-head reliefs and curved bridge

➤ <http://www.nga.gov/education/schoolarts/gaudens.htm>

Augustus Saint-Gaudens: The Shaw Memorial

Background on the artist and work, pictures of the sculpture and activities for elementary to high school classes.

➤ <http://www.homestead.com/hereibe/Adams.html>

Adams Memorial, Rock Creek Cemetery
Augustus Saint-Gaudens memorial to wife of Henry Adams

➤ <http://www.dctrolley.org/>

National Capital Trolley Museum

Museum and rides, online historic photos and map of routes

Smithsonian galleries

Visit the art galleries of the Smithsonian Institution. Their collections of artists of the period range from James McNeill Whistler (1834-1903), Mary Cassatt (1844-1926), Claude Monet (1840-1926) to Picasso (1881-1973).



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on which we can save him money ...” and “There is not a town in the United States where we have not sold goods.”

“Like many big cities, D.C., had several large markets where residents shopped daily for foodstuffs,” according to the National Museum of American History. “Center Market, Washington’s largest, was built in 1871. Located at 7th Street and Pennsylvania Avenue, N.W., (where the National Archives stands today), Center Market attracted food wholesalers and retailers to the area.” There were also many small neighborhood stores.

When Grant was President, Alexander “Boss” Shephard, lead the Board of Public Works in constructing graded (and some paved) streets, bridges, water and sewer systems.

Examine the Time

This is a period of modernization with invention and communication moving the country and influencing daily life. Give students “Toying with Money.” If time allows, students could research the people and companies that emerged in this time period. How did they impact the local and national economy and way of life? Analyze the advantages and disadvantages of early industrialization on the economy and society. How were the lives of students impacted by inventions and industry?

This is a period in which the arts are expanding and artists are experimenting. Review “Timeline: 1880-1915.” Find examples and discuss Fauvism, art nouveau and

cubism. Contrast selections by Debussy, Stravinsky and Duke Ellington.

This is also a period of anarchy. Review “Timeline: 1880-1915.” Highlight examples of revolution and assassination. What influenced these events? A third U.S. President was assassinated by the end of this period.

Read Art

Give students copies of the illustration “Turn-of-the-Century City.” Find examples of children’s toys, schooling and dress. What changes in transportation are apparent since the Civil-War era D.C.?

What does the artist think is important to know about the era?

Check Out Geography

Give students “Map It.” This map shows the Washington area in 1910. In the decades after the Civil War and the turn of the century, bridge construction, streetcar line extension and railroad service expansion changed D.C., as did the settlement of former slaves and Civil War veterans.

After looking at the natural features that would make this an ideal location for the zoo, you might discuss the exhibits. What wildlife native to the North American continent would students recommend be given “refuge” in the zoo?

Comparisons should be made by using the Civil War-era map in the previous guide in this series. What has taken the place of the Washington Canal? (The canal had become an open sewer;

Times and Toys

➤ <http://www.historychannel.com/exhibits/toys/toysandgames.html>

Toys and Games

Inventors, timeline and video from the American History Channel

➤ <http://www.toymuseum.com>

Advertising Icon Museum

Provides an introduction to product spokespersons and symbols that became toys, salt shakers and cookie jars.

➤ <http://www.crayola.com>

Crayola Crayon

History, lesson plans, activities

➤ <http://www.emporia.edu/cgps/tales/m95tales.htm>

Turn of the Century Games and Toys

A quick description of popular games and toys

➤ <http://www.bbc.co.uk/schools/victorians/index.shtml>

Children in Victorian Britain

British Broadcasting Company
Interactive site for 9- to 11-year-olds; includes resources for parents and teachers

➤ <http://www.americasstory.com/cgi-bin/page.cgi>

America’s Story from America’s Library

For younger students in the American Memory collection. Features “A Perfect Partnership,” “Meet Amazing Americans” (includes Jane Addams, W.E.B. DuBois, Thomas Edison and Andrew Carnegie from this period) and “Jump Back in Time” (Gilded Age and Progressive Era). In “The First Coca-Cola Served: May 8, 1886” learn whose penmanship is used for the Coca-Cola trademark.



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Shepherd created a wide street. (<http://www.exploredc.org/index.php?id=4>) Takoma Park, Petworth and Chevy Chase are among the communities that developed in this period.

After discussing the questions, you might take a closer look at the influence of transportation. Visit “1900 Streetcar City,” part of the Smithsonian’s America On the Move online exhibit.

Read a Letter

An 1896 map of Washington, D.C., and “My dear Charles—,” a fictional letter written in 1902, are provided. Give students a copy of both. In the letter, 25 businesses and landmarks appear in boldface with their addresses in parentheses. Students are to locate the places on the map and place the numbers 1-25 in the correct location. Sources for the information in the letter include The Washington Post 125th Anniversary Section, June 5, 2002; the 1902 *Boyd’s Directory of the District of Columbia*; and *On This Spot: Pinpointing the Past in D.C.* by Douglas E. Evelyn and Paul Dickson that is available at the City Museum.

Contrast Kids’ Lives

This was the time period of Little Lord Fauntleroy, lovely dresses for little girls, toys and books for children. (Frances Hodgson Burnett wrote the Little Lord Fauntleroy series at her home, 1219 I St. N.W., in 1886.) Many more children were going to school. It is also the period of child labor in the emerging garment

and other industries. Before the Sept. 11, 2001, terrorist attacks, the Triangle fire was the worst workplace disaster in New York. Many young people were included in the 146 who died in the Triangle Shirtwaist Factory fire. Visit www.washpost.com/nie. Under Lesson Plans, select *Triangle Fire*. Use the material in this guide to tell the story of child labor in the early twentieth century.

If you would prefer to keep the focus on children’s toys and games, the Teddy Bear provides an interesting glimpse of current events and media influencing culture. Visit www.washpost.com/nie and select *INSIDE Journalism: ‘Good Picture.’* from the lesson plans. Within the curriculum guide, find “Teddy Bear First Appears in The Washington Post.” This provides the story of Post cartoonist Clifford Berryman, President Theodore Roosevelt and the bear. Berryman’s cartoon, which appeared on Nov. 16, 1902, in The Washington Post was reprinted in other publications and inspired Morris and Rose Michtom in New York to make a bear that they named Teddy.

Examine the First Draft of History

The aerial age began in 1903 at Kitty Hawk, N.C. Give students “First Draft of History” that provides the Dec. 19 Washington Post and Dec. 18 Virginian-Pilot reporting of the Wright Brothers’ historic flight. Compare the reporting. Ask students what the newspapers got right and wrong. How might a reporter at the scene and interviews with the

Read About It

Reeder, Carolyn. *Captain Kate*

When Kate’s father dies and her mother remarries, she tries to save her family from financial trouble by helping with their regular canal boat journeys from Cumberland, Md., to Georgetown to sell coal.

Eckert, Allan W. *Incident at Hawk’s Hill*

A badger helps a 6-year-old boy survive after he got lost in the prairie.

Kay, Verla and Ken Stark. *Orphan Train*

Story of New York City orphans placed on trains traveling to the Midwest; these homeless children disembarked at each railroad station stop to be interviewed by townsfolk for potential adoption

Fitzgerald, John D. *The Great Brain series*

J.D. and Tom appeal to male readers; growing up at the beginning of the 1900s

Taylor, Sydney. *All-of-a-Kind Family*
Early 1900’s life of a Jewish family in NYC’s upper east side

Cooney, Barbara. *Hattie and the Wild Waves*

In the early 1900s, a girl from Brooklyn spends the summer at the beach. Based on Cooney’s mother’s childhood.

Fisher, Dorothy Canfield. *Understood Betsy*

Nine-year-old Elizabeth Ann lives in Middle America with her Aunt Harriet



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Wright brothers have improved the accounts? Use the URLs for the complete Virginian-Pilot coverage of the 1903 event, “corrections” needed to get the story right, and centennial observation articles.

Review “Two in The Post” on page 7 of this guide. One of these articles that appeared in The Post might supplement your studies. Students of all ages will enjoy “Horse Meets Trolley” that reports the crash of an electric streetcar into a horse-drawn carriage. History comes to life in the account of the death of President McKinley, eight days after he was shot.

Introduce an Icon

“1902—Year of the Teddy Bear” is a visual literacy activity. What do students see on the literal level, what connotations do they draw and how does historic context influence their ability to “read” an editorial cartoon? In America after this cartoon by Washington Post cartoonist Clifford Berryman appeared, stuffed, toy bears began to be called “Teddy Bears.” Teddy Bear mania went global, and by 1915, toy bear manufacturing was in full swing. Background on the Nov. 16, 1902, cartoon and the events that influenced its creation can be found at www.washpost.com/nie. In Lesson Plans, select *INSIDE Journalism: ‘Good Picture.’* “A Changing Community, A Changing Role,” page 9, focuses on the cartoon and Clifford Berryman.

I.D. the Trademarks

The activity “I.D. the Trademarks” can be used as an

introduction to the “Law and Order” lesson, to re-enforce the economics of the time period, to discuss business principles or to consider businesses for investment in the Stock Market Game. Which companies were founded in the D.C. area? Students are asked to add two companies. You may use “Toying with Business” as a source.

Why have certain companies that were founded in the 1800s or early 20th century remained viable? Many of the companies have the company history (about us, history, information) on their Web sites. You may find the ones included in this activity at Binney & Smith, www.binney-smith.com; McCormick & Co., www.mccormick.com; General Electric, www.ge.com; Pepco Holdings Inc., www.pepcoholdings.com, Ford Motor Company, www.ford.com; Joseph A. Bank Clothiers, www.josbank.com; Gannett Company, Inc., www.gannett.com; Black & Decker Corp., www.bdk.com; Mars Incorporated, www.mars.com; J.C. Penney, www.jcpenney.com. If time allows, students may be asked to read about one or more companies and summarize the history, products and philosophy.

If playing the Stock Market Game, review the companies online at “Company Research” on washingtonpost.com/business. Would students invest in any of these companies?

Learn about Law and Order

The late 1800s and early 1900s was a time of invention and

Expectations

➤ <http://www.pbs.org/wgbh/amex/1900/>

America 1900

American Experience presents a year in the life of America. Site includes timeline, maps, people and events, and teacher’s guide.

➤ <http://americanhistory.si.edu/onthemove/exhibition/>

A Streetcar City

“America on the Move” online exhibit of the Smithsonian focuses on Washington, D.C., in 1900. Photographs, informative narrative, links. Also, visit the “Themes” section; look at Music and Mobility of the era under Arts and Leisure.

➤ http://www.arlingtonhistoricalociety.org/learn/snapshots/suburban_alexandria.asp

Suburban Alexandria County

Life in Alexandria County, 1870-1920

➤ <http://www.pbs.org/ellingtonsdc/dcHistory.htm>

Life in D.C., 1900-1920

Duke Ellington’s Washington was the “social and cultural capital of Black America.” From 1900 to 1920, it was this country’s largest African American community. It “flourished despite, or perhaps even because of, Jim Crow, the oppressive segregation that forced blacks to create their own separate destiny.” Anchored by Howard University and federal government jobs, this community became a magnet for African American intellectuals.



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development of industry. The railroad brought goods from across the country and seas; national brands and advertising came into being. This brought attention to patent protection and the development of trademarks. As students study this period of transition, they should be aware of the changes in the laws to protect inventors and consumers. Beginning in 1881, Congress passed the first trademark laws. Students may find it interesting that the U.S. patent office had two divisions in 1895, one for bicycles and one for all other applications.

A Marshall-Brennan Program Fellow introduces the basics of trademarks and patents in "The Evolution and Purpose of Patent and Trademark Laws." Give students a copy to read. Background and answers to the questions that follow can be found at the International Trademark Association's FAQs (<http://www.inta.org/info/faqs.html>).

After reading "The Evolution and Purpose of Patent and Trademark Laws," discuss use of trademarks.

- What is the difference between a copyright, a patent and a trademark?
- How can a trademark fall into the public domain?
- Should a trademark be used as a verb? For example, is it correct "to xerox a story" or "to rollerblade"?
- Should trademarks be translated into a foreign language for marketing? For example, Apple Computer would be "Pomme Computer." Why or why not?
- In the movie Coming to

America, do you think the McDowell's arch is a trademark violation?

- In Superman II, Superman and the bad guys throw a Marlboro truck back and forth across Lexington Avenue. Forrest Gump states, "One of the best things about meeting the President was you could drink all the Dr. Pepper you wanted." E.T. ate Reese's Pieces. These are examples of product placement. Can students give other examples of products, brands and trademarks they have seen in movies? Does this influence them to buy the products?

In the four corners of the room, put up signs, each for a different type of product: Transportation, Technology, Food, and Clothing. Ask students to go to one of the four corners of the room and form a group under the product they want to invent. Under each of the four signs, have some materials laid out, such as paper, crayons, pens, pencils, markers and glue. Have students do the following: 1) invent a new product that corresponds to their category, 2) create a symbol for the product, and 3) write a jingle or slogan to advertise the new product.

Ask the class to come back together and have each group present their product. Have the rest of the class challenge them on whether it would be trademark infringement of another product that's on the market. Clarify what a trademark is, and what trademark and patent laws do. Assign homework for the students to collect at least three examples of trademarks that they see every day.

Early 20th Century Art

➤ http://www.nga.gov/feature/nouveau/exhibit_intro.htm

Anatomy of an Exhibition: Art Nouveau, 1890-1914

National Gallery of Art exhibit of the new style in the arts and architecture; includes audio tour of selected works

➤ <http://www.artlex.com/ArtLex/f/fauvism.html>

Fauvism

Examples of Fauvist works, artists and links

➤ <http://www.artcyclopedia.com/history/cubism.html>

Cubism

Provides brief overview of Cubism and chronological listing of Cubists. Click on artists' names to link to museums holding collections of their works. These museum links provide other examples of an artist's work and more explanation of his or her style(s).

➤ <http://americanart.si.edu/t2go/1ga/index.html>

The Gilded Age: America Art Before WWI

Includes portraits of children by J. Bond Francisco (The Sick Child) and William Sergeant Kendall (An Interlude)

➤ http://en.wikipedia.org/wiki/Auguste_and_Louis_Lumi%C3%A8re

Auguste and Louis Lumière

An introduction to the inventors of cinematography/projection. Their father saw the potential of motion pictures as he watched Edison's Kinetoscope demonstration in Paris and encouraged his sons to "get the image out of the box."



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The Capital Transformed (continued)**Extension**

1. Read more about the L'Enfant and McMillan Commission plans for Washington, D.C. Begin at the National Park Service register of historic places (<http://www.cr.nps.gov/nr/travel/wash/lenfant.htm>). "As the city approached its centennial, there was a call to develop a comprehensive park system for the city. As early as 1898, a committee was formed to meet with President William McKinley ... to propose a monument to commemorate the centennial of the city. A joint committee formed by Congress held its first meeting in February 1900 ..."

2. In addition to patents and trademarks, discuss copyright protection with students. The Student Press Law Center has an excellent guide to copyright law (<http://www.splc.org/legalresearch.asp?id=32>) online that includes the relationship

of copyright to trademark and patent law. Visit also the U.S. Copyright Office site (<http://www.copyright.gov>).

3. Discuss product placement in movies, television and music videos. Use "Movie Math" in The Post NIE curriculum guide, *The Movie Review(er)*, found at www.washpost.com/nie in the Lesson Plans.

Product placement is not new to movies. Katharine Hepburn dumped Gordon's Dry Gin overboard in *The African Queen*, for example. But it is relatively new to animated pictures: Chanel perfume in *Anastasia* was the first time product placement appeared in an animated picture, according to MAN. For more examples and a lesson plan, visit the Media Awareness Network (http://www.media-awareness.ca/english/resources/educational/teachable_moments/word_from_our_sponsor.cfm).

Credits

Illustration by Patterson Clark, The Washington Post; Map by Gene Thorp, The Washington Post; Research and reporting for the KidsPost series by Fred Barbash, The Washington Post; Q&A by Carol Lange, Post NIE education consultant

Law and Order, Rebecca Cambreleng, a second-year law student at American University's Washington College of Law, who teaches at Calvin Coolidge High School, and works for a judge at the D.C. Superior Court.

Key (for use with Page 8)

- | | |
|---|--|
| 1. In her finest dress and hat. | and the new Potomac Park. |
| 2. Trying out the tricycle. | 9. Mass transit by trolley. |
| 3. Sitting politely in a Victorian parlor. | 10. Theodore Roosevelt became president in 1901. |
| 4. A mounted policeman searches for a lost monkey. | 11. A fire alarm with gaslight top. |
| 5. The postman makes his rounds on a bicycle. | 12. Completing a day of shopping. |
| 6. An early automobile rattles through the streets. | 13. A covered fire hydrant. |
| 7. Listening to the teacher. | 14. Child laborers add to the family's income. |
| 8. The completed Washington Monument | 15. Breaking out the bat for an afternoon of baseball. |
| | 16. A circus monkey plots its next move. |

Two in the Post

Excerpts from "the first rough draft of history" as reported in The Washington Post on this date in the 20th century presented daily life as well as historic events. The URLs provide full accounts.

► <http://www.washingtonpost.com/wp-dyn/kidspost/nie/A57677-1999Sep14.html>

The Third Assassination

President William McKinley was attending the Pan American Exposition in Buffalo, N.Y., when he was shot at point blank range by an anarchist named Leon F. Czolgosz after reaching out to shake his hand. The first bullet ricocheted off the president's button, but a second penetrated his stomach. McKinley died eight days later of gangrene and infection. Czolgosz was later electrocuted for the crime. An excerpt from The Post of Sept. 14, 1901:

BUFFALO, N.Y., Sept. 14—The tragedy of the new century culminated this morning at 2:15 o'clock when President McKinley peacefully passed away in the presence of his wife, his brother, and sister, near relatives, members of the Cabinet, and friends. His last words were to Mrs. McKinley, at 9:10 o'clock. They were: "God's will be done."

► <http://www.washingtonpost.com/wp-dyn/kidspost/nie/A25711-1999Dec7.html>

Horse Meets Trolley

In a century still in its infancy, horses were approaching the end of the line in Washington. The Post reported a clash between machine and beast on Dec. 7, 1903:

Mgr. O'Connell, rector of the Catholic University, had a narrow escape from death at 5:40 o'clock yesterday afternoon, when a public cab, in which he was seated, was struck by an electric car, completely demolished and the horse thrown backward into an open sewer thirty feet deep. The distinguished churchman was not injured, and went immediately to the assistance of his driver, who got off with a bad sprain of the left arm.

PART 6

For the first time, kids in Maryland, Virginia and the District had to go to school. Compulsory education was the law in most places even though quite a few people did not obey it. They sent their kids to work instead.

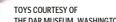
They thought the best way to learn was to make students memorize facts by repeating them over and over. In many schools, misbehaving children got spanked. Black children and white children were not allowed to attend the same schools.

Children's clothing started to change around this time, too. For the first time, clothing for kids wasn't just adult clothes in smaller sizes. Parents started buying kids'

Some really good new books for young people appeared, including L. Frank Baum's "The Wonderful Wizard of Oz." And soon crayons, erector sets and bikes would be common parts of kids' lives.

There wasn't yet a whole world just for kids, like there is now. But it was on its way.

**A cast-iron fire engine,
with horses that bob and
a bell that rings.**



In the illustration above, the background shows how the region might have looked from the Virginia side of the Potomac. The foreground shows examples of how people lived then. The scene takes place at the turn of the 20th century, when modern Washington, D.C., began to take shape. As in previous drawings, four surprises are included in the drawing. Can you find the Indian axe, raccoon, crow and arrowhead?

A porcelain doll named Marie.

Map It

Before 1880, most people walked or used a horse to get around. In cities, the introduction of electric streetcar (trolley) systems changed the way people traveled and where they shopped and worked. Dirt roads were beginning to be paved with gravel and concrete. People moved from the core of D.C. to new trolley suburbs.

1. Locate the National Zoological Park that was created by an Act of Congress in 1889. Why was this site selected? Why was this an important addition to the District?
2. Reshaping of the Potomac River is taking place in Potomac Park. Compare this map with the Civil War-era map and explain what is being done.
3. Trolley lines radiated to many destinations and influenced the development of new residential areas along major routes outside of D.C. Locate two communities that still exist in Maryland and two in Virginia that began as trolley towns.
4. On August 25, 1904, a New Long Railroad Bridge and on February 12, 1906, a new Highway Bridge opened across the Potomac River. Locate them on the map.
5. Between 1903 and 1908 Union Station was constructed and opened in D.C. Locate it and trace the path of one of the railroads that arrived and departed there.
6. Where were the cherry trees, given as a gift of friendship to the United States from the people of Japan, planted in 1912?



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Q&A

The daily life of children at the turn-of-the-century was changing. Compulsory education was the law in most places even though quite a few people did not obey it. They sent their sons and daughters to work instead. Children read books written just for them, such as The Wonderful Wizard of Oz. Months after the Girls Scouts founding in 1912, girl members hiked through woods wearing knee-length blue uniforms.

Where did people buy their groceries?

They grew what they could and bought from local stores. Like many big cities, D.C., had several large markets where residents shopped daily for food. Centre Market, Washington's largest, was built in 1871 at 7th Street and Pennsylvania Avenue, N.W. (where the National Archives stands today).

Where were dairy farms located?

Milk was brought into the city from Herndon by trolley and wagons from Silver Spring and around Georgetown University. The County of Washington, north of Boundary Road (today's Florida Avenue), was rural.

How did produce stay cold?

Families bought blocks of ice to keep food or placed items in a root cellar. In cold weather, they buried produce in the yard or stored it on a window sill outside.

Where did parents buy their children's clothes?

When they did not sew them or go to a seamstress, many parents bought their children's clothes in stores or ordered them from the Sears and Montgomery Ward mail-order catalogs.

What did children wear?

In the magazines of the late 1890's, children of both sexes were pictured wearing low-waisted smocks and tartans. In photographs, boys wore long pants and sailor suits. In the early 1900s girls wore pleated dresses or loose-fitting garments for physical activity. Boys dressed up in white blouses



FRANCES BENJAMIN JOHNSTON COLLECTION VIA LIBRARY OF CONGRESS

A group of young women reading in the library of Washington Normal School, a teacher training school, Washington, D.C., in 1899. The Miner Normal School opened in 1879 to train African American young women to be teachers.

and velvet suits—just like Little Lord Fauntleroy.

What was school like in 1900?

For the first time, children in Maryland, Virginia and the District had to go to school. Teachers thought the best way to learn was memorization of facts by repetition. In many schools, misbehaving children got spanked. African-American children and white children were not allowed to attend the same schools. Where freedmen worked on small farms, one- and two-room schools were built near main roads for their children. These included schools at Tunlaw, Bates, Chain Bridge, Good Hope, Benning, Anacostia and Bunker Hill roads.

Did children take physical education in school?

In 1888, physical education and health became part of the D.C. school program. On playgrounds, students could use swings, seesaws and chinning bars.

What games did children play in the early 1900s?

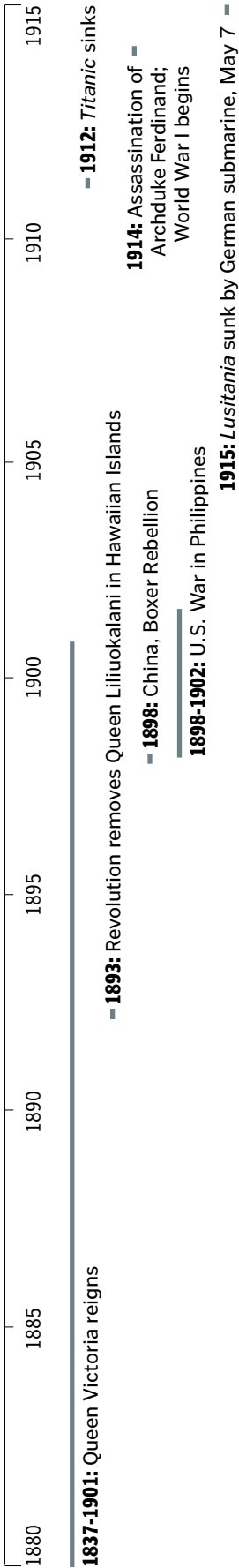
Although they had chores to do, children had time to play with dolls, jump rope, sail kites and do puzzles—often handmade. They played tag, hopscotch, baseball and London Bridge.

How long did people expect to live in 1900?

Girls expected to live to be 48 years old. Boys expected to live to 46.

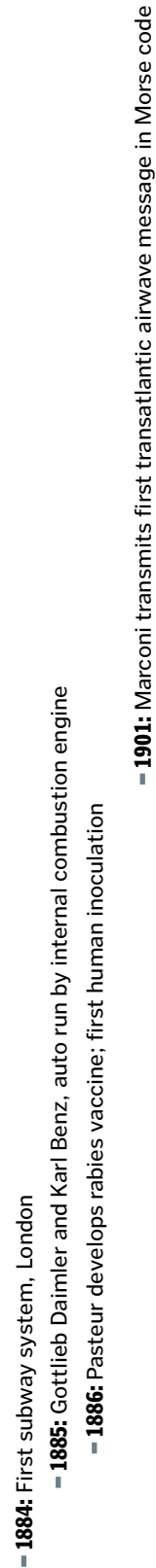
Timeline (1880-1915)

WORLD

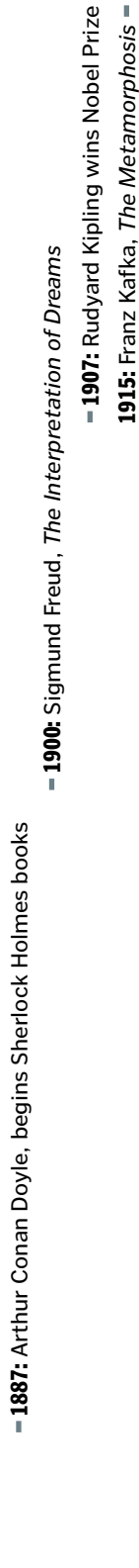


History

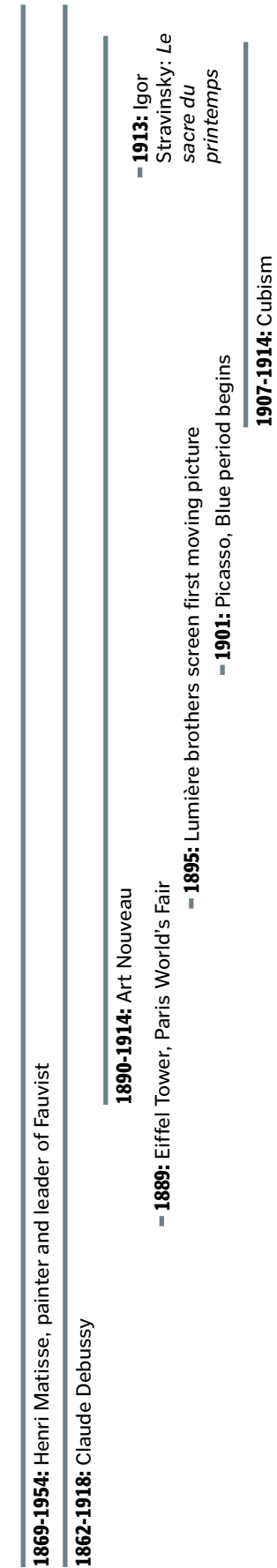
Invention



Literature

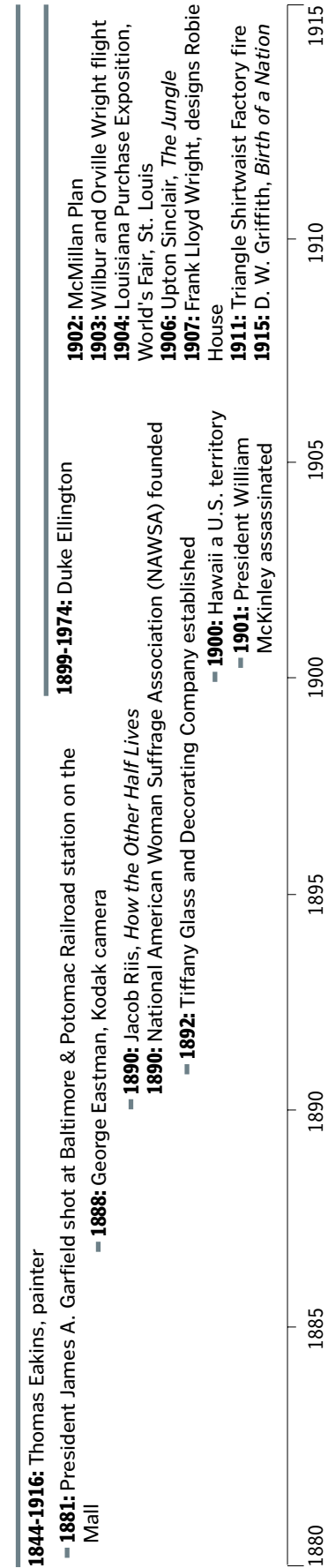


Arts



NORTH

AMERICA





An Integrated Curriculum For The Washington Post Newspaper In Education Program

Toying with Business

The lifestyles of Americans were altered as the 20th century began. Emerging industries created new products, a new class and greater expectations. Those who rode their bicycles to work and for recreation demanded better roads. Members of Congress called for a city that looked like a national capital. Streetcars and bridges brought open land closer to the city, and developers promoted neighborhoods, such as Chevy Chase and Le Droit Park. Even those who lived on farms and in the western expanses could order home products from the mail-order catalogues.

Which companies and what products do you recognize in the timeline?**Select a company, an entrepreneur or a product to research.**

- In what ways did the company or individual influence the American lifestyle at the turn of the century?
- In what ways were the lives of children impacted by the company and products?
- How successful are these companies today? What products do they produce?
- Do the products of these companies still impact American lifestyle?

Timeline

- 1868: Standard Oil Company (Pittsburgh)
- 1870: The Standard Oil Company incorporated in Ohio
- 1872: Traveling salesman Aaron Montgomery Ward established Montgomery Ward & Co., the world's first general merchandise mail-order company
- 1885: Binney & Smith formed
- 1887: Edison improved "speaking doll" by adding his phonograph technology
- 1888: Sears catalogue featuring only watches and jewelry
- 1892: General Electric Company formed
- 1893: Sears, Roebuck and Co. established, Chicago
- 1895: J.P. Morgan and Company founded
- 1897: Olds Motor Vehicle Company incorporated, Lansing, Mich.
- 1900: Binney & Smith produced slate school pencils
- 1901: U.S. Steel, the world's first billion-dollar corporation
 - Joshua Lionel Cowen created battery-powered Lionel Trains
 - J.C. Penney, founding partner in Golden Rule Mercantile Co., Wyoming; in 1907 became sole owner; in 1913, J.C. Penney Company was incorporated in Utah
- 1902: Bear cartoon appeared in The Washington Post; Teddy Bears became a fad
 - Binney & Smith introduced first dustless school chalk
 - Ford Motor Company
- 1903: Binney & Smith produced Crayola crayons (8 colors)
 - First Toy Fair held
- 1905: Jos. A Bank Clothiers founded
- 1911: Mars, Inc., butter-cream candies from kitchen of Frank and Ethel Mars, Tacoma, Wash.
- 1913: Erector Set, made of steel parts, invented by A.C. Gilbert
 - Father of poet Hart Crane marketed Lifesavers
- 1915: Ford's one millionth car
 - Newspaper cartoonist Johnny Gruelle began sale of Raggedy Ann dolls
- 1916: Lincoln Logs invented by John Lloyd Wright, son of architect Frank Lloyd Wright

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A Wildlife Sculptor and a Tale of Three D.C. Bridges

As the population of Washington continued to boom after the Civil War through the turn-of-the-century, more houses and a few apartment buildings sprang up around the city. Not only did neighborhoods grow and new neighborhoods form, but economic status of the people was growing. The rise of the industrial age swelled the ranks of the middle and upper middle class, and the government itself was growing and in need of an ever larger workforce to meet its demands.

This was also an age of technological transformation of transportation. This ever-expanding population needed better ways of getting around. The horse-drawn streetcar gave way to the electric streetcar and finally the automobile. The invention of Henry

Ford's Model T in 1908 and the rapid means of producing it led to a steady growth in automobile ownership. By 1920, approximately 56,000 private cars were registered in the District of Columbia. More and better roads were built to connect all these people and their automobiles to other neighborhoods and to the economically thriving downtown area.

It was against this backdrop that a renowned sculptor from the West, who at the time was living in New York City, but had traveled Europe and the United States and had managed to make a national reputation for himself, would receive his first commission in the Capital City. A gifted sculptor of wildlife who was an avid hunter and outdoorsman, Alexander Phimister Proctor was 48 years old in the summer of 1909 when District Commission officials contacted him to complete four bison sculptures. The sculptures were to adorn the Piney Branch Bridge, the first "parabolic arched bridge" in Washington which would extend 16th Street north across Rock Creek.

Proctor felt bison sculptures would be too expensive and, because he had recently spent considerable time studying the tiger for a magnificent tiger sculpture for Princeton University, he was able to persuade the Commission members to change their minds. The full-scale models were completed in Proctor's studio and exhibited in the summer of 1910. The four models were cast in bronze at the cost of \$3,000 in the winter of that same year.

In the time between the models' completion and the sculptures' final casting, the newspapers of the day fed the swirl of excitement that would lead up to the arrival of the city's new feline

residents. One story in the Evening Star, claimed that the artist had joined a traveling circus for three months in order to obtain lifelike sketches of the beasts:

Proctor found this tiger ... and then set about traveling with the [circus] getting the tiger's poses firmly fixed in his mind and making sketches and models of it. For two months, he virtually lived with the circus tiger ...

It seems far more likely, as reported by the New York Herald, that Proctor had spent time observing tigers at the Bronx Zoo.

The four 1,550 pound tigers were installed and dedicated in early 1911, with critic R.W. Shufeldt proclaiming that the animals gave, "an appreciable dignity and elegance to the highway."

The Evening Star was equally impressed:

The four bronze tigers are very nearly alike, except that the artist has caught the waving motion of the tail and fastened it in bronze so that it points inward toward the roadway of the bridge ... Most of the detail has been worked out so that it will show the most from the roadway ...

Surveys done in the early 1890's laid out a plan for extending Q Street across Rock Creek into Georgetown. Public hearings held on the project in 1905 and a series of letters and petitions from the ladies of Georgetown to U.S. senators led to the eventual approval of the project. Once the architects were chosen, the next challenge was approving a design that would solve a problem: although the streets on either side were parallel, they differed about 185 feet in alignment. The solution would require the construction of the first curved bridge in the city and one of the few in the world at that time.



BY MELANIE BURFORD FOR THE WASHINGTON POST

The bison statues on Dumbarton Bridge, also called Buffalo Bridge, that crosses Rock Creek on 23rd Street NW in D.C.



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Clearly residents and officials in Washington were concerned with the practical transportation problems confronting the rapidly growing city. Of equal concern was the esthetic impression the citizens wished to make on the thousands of national and international visitors to the city. In seeking uniquely American symbols, it was only natural that they would turn to the buffalo, once so bountiful on the western frontier, but now facing a rapid decline in population parallel to the rapid territorial expansion of the nation.

Proctor's national reputation as one of the premiere wildlife sculptors of the day as well as the popularity in the city of his Piney Branch tigers made him the Fine Arts Commission's choice for the project. In addition, the Commission selected noted concrete sculptor John Joseph Earley to design 56 Indian-head reliefs to adorn the bridge's span as further symbols of the American West.

In seeking a model for the subject, Proctor set out for Wainwright, a 200,000-acre buffalo sanctuary and game preserve in Alberta. Upon completing his sketches and returning to his New York studio, Proctor realized that the size for the two sculptures he was planning would require additional cost. These funds would be needed not only for the casting of the sculptures, but also for the special studio that would be required to accommodate them. The funds were approved by the Acting Engineer Commissioner for the city, and the models were completed in January of 1914. The full-size models were cast in one piece at a cost of

\$4,500.00 each that same year at the Henry-Bonnard Bronze Company in Mt. Vernon, New York. Newspapers and magazines like *Harper's* at the time of the bridge dedication repeatedly proclaimed the sculptures to be the "largest single casting of bronze ever made in the United States."

Proctor's bisons were certainly two of the first sculptures in the nation's Capital of animals native to the United States outside of the bald eagle. Critics at the time and today seem to agree that the artist did a remarkable job of capturing the animal's natural qualities. Author and art historian Peter Hassrick writes that Proctor's buffalo "conveys a naturalistic style reflective of the creature's strength and resilience.... [and] delivers a dynamic punch generated by the curvilinear repetitions of mass and bulk, precisely textured and playfully topped off by a tail with an upward flip."

The Q Street Buffaloes would not be Proctor's last commission in D.C. In the 1920's he would be called upon to design buffalo heads to decorate the keystones over each of the nine spans of the new bridge being planned to connect the Lincoln Memorial and the Custis-Lee Mansion sides of the Potomac. Much to his apparent dismay, Proctor's original 1926 designs were at some point reworked by sculptor Carl Paul Jennewein. Art had moved in a different direction and the final bison designs reflected the decorative "Art Nouveau" style of art and architecture that was taking precedent over the traditional naturalism of Proctor and his contemporaries at the beginning of the twentieth century.

Alexander Phimister Proctor

➤ <http://www.bbhc.org/exhibitions/proctor.cfm>

Wildlife and Western Heroes

Proctor exhibit at the Buffalo Bill Historical Center

➤ <http://www.proctormuseum.com/>

A. Phimister Proctor Museum

Museum built by Proctor's grandson, houses bronzes, plaster models and historical documents

Hassrick, Peter H. *Wildlife and Western Heroes: Alexander Phimister Proctor, Sculptor* (Fort Worth, Texas: Amon Carter Museum, 2003)

Proctor, Alexander Phimister. *Sculptor in Buckskin* (Norman, Okla.: University of Oklahoma Press, 1971)

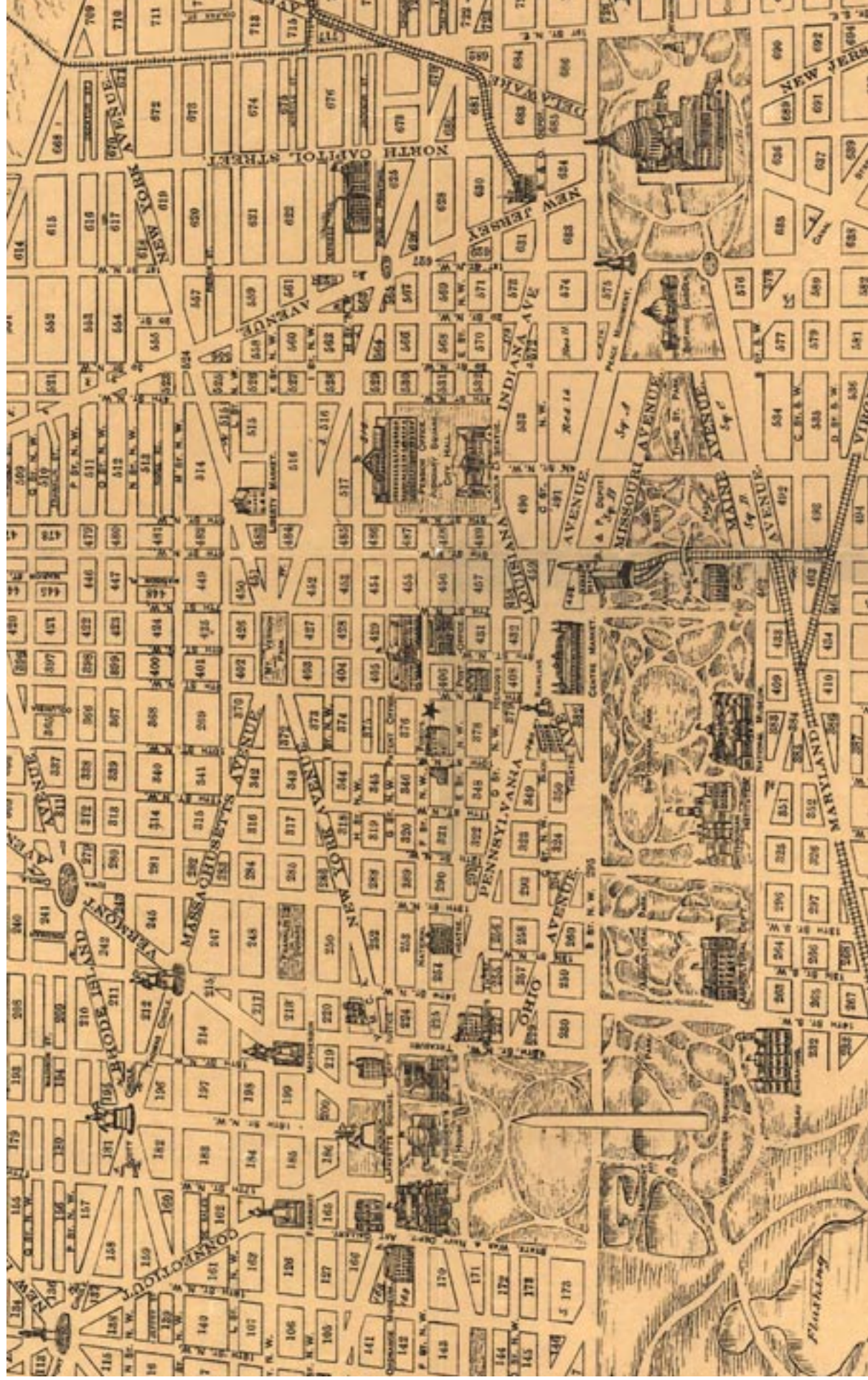
Shufeldt, R.W. "Zoological Statuary at the National Capital," *Natural History*, Vol. 19, Nos. 4-5 (April-May 1919)

ABOUT THE AUTHOR

Christopher Janson, an Educational Services Representative at The Washington Post, provides workshops and classroom demonstrations for teachers and students in Northern Virginia. Janson has worked as an Education Aide at The Smithsonian Institution's National Portrait Gallery. One of the founding company members of the Catalyst Theater Company, one of D.C.'s newest small theater companies, he recently wrote, performed and produced a one-man play about the artist George Catlin for The Smithsonian's Renwick Museum. In the summer of 2003, he was invited to perform the play at The Buffalo Bill Historical Center in Cody, Wyo. BBHC has invited him in summer 2004 to write, produce and perform a one-man play about the sculptor Alexander Phimister Proctor in conjunction with their upcoming exhibit on the artist.

"I am eternally obsessed with two deep desires—one, to spend as much time as possible in the wilderness, and the other, to accomplish something worthwhile in art." —Alexander Phimister Proctor

Washington, D.C., Street Map, 1886





An Integrated Curriculum For The Washington Post Newspaper In Education Program

March 21, 1902

My dear Charles—

We all delight in the news that you will arrive in May to work in the offices of Mason, Fenwick & Lawrence. They are among the most prestigious of the 100 patent attorneys and solicitors in the city. Your father must be very proud of you. I noted in **The Washington Post** (1, 1341 Pennsylvania Ave.) that a member of the firm was heard recently before the Commissioner of Patents.

As one who came home from Cuba without a scratch, you do not need my help in survival in an unknown land. If you will permit, I shall provide you some information to help you make your way in the city and to find a new residence. From the **Capitol** (2) the District of Columbia is divided into north, south, east and west quadrants for street numbering. You will spend most of your time in the northwest section. The **Washington Monument** (3) at 555 feet will serve as your western landmark.

When you arrive at the **Baltimore & Potomac Railroad Sixth Street Depot** (4, southwest corner of 6th Street and Constitution Ave. N.W.), you might look for the silver star that notes the place where the unfortunate shooting of President Garfield took place in 1881. Drivers and their horse-drawn carriages will be outside or across B Street N.W. at the **Centre Market** (5, between 7th and 9th streets). Your wife will become well acquainted with the many shops at the market that provide local goods and fruit from around the world. Do remind me to show you a picture of it taken by Mathew Brady from **his studio** (6, 633 Pennsylvania Avenue).

My loving wife sends her greetings to you and your family. We understand that you will arrive two months before them. You are most welcome to be a guest in our home which is located just north of **Lafayette Square** (7, H Street N.W. and 16th Street) and an easy stroll to the **President's House** (8). If you insist on staying elsewhere, I recommend **Ebbitt House** (9, 1325 E Street N.W.) and the **Willard Hotel** (10, Pennsylvania Avenue at 14th Street N.W.). Both offer fine dining and suitable accommodations. The new Willard, as we call it, is a year old. During the Civil War, Nathaniel Hawthorne called the old Willard Hotel "the center of Washington and the Union" because of those who gathered there and the conviviality. Julia Ward Howe wrote "The Battle Hymn of the Republic" while staying there.

Mason, Fenwick & Lawrence (11, 602 F Street N.W.) is located in the main business section of the city. You are a block from the **U.S. Patent Office**, (12, between 7th and 9th streets and F and G streets N.W.) which has stood since 1836, and near **City Hall** (13) at Judiciary Square. There are many Chinese laundries to take care of your needs. We recommend **Ping Moy** (14, 1215 E Street N.W.).

The District of Columbia is changing into a modern city. Bicyclists have clamored for paved streets and members of Congress are eager to have surroundings befitting a capital city. New housing developers have joined streetcar owners (more than 28 "railroad" offices are located here) to develop lines into Georgetown and north of Boundary Road into the County of Washington. My cousin owns **The Colburn Paving Co.**, (15, Bond Building at New York Avenue and 14th Street N.W.) one of three paving companies.

You can find a suitable residence for your family near us or, if you wish to be adventurous, you may be interested in looking at a new development north of **Dupont Circle** (16). President Cleveland sold his summer White House property to developers ten years ago. I have heard that some families are considering living there in the county throughout the year as the air is much healthier.

My dear Ruth wants your Mary to know that there are 650 dressmakers and many fine seamstresses as well as 38 clothiers in D.C. Ruth is particularly fond of **Saks & Co.** (17, 7th Street and Pennsylvania Ave.) and **Woodward & Lothrop** (18, G Street N.W., between 10th and 11th). If you have needs to furnish your residence, we recommend **Julius Lansburg Furniture and Carpet Co.** (19, 512 9th Street N.W.). **James Henderson** (20, 933 F N.W.) is among the best of the 56 paperhangers. Household items can also be found at **F.W. Woolworth & Co.** (21, 406-410 7th Street N.W.).

Your young son will be happy to know there are 63 bicycle and sundries. We bought our son a bicycle from **Harry Seamark** (22, 600 F Street N.W.). **A. Stuntz's Fancy Store** (23, 1207 New York Avenue N.W.) remains as much a child's wonderland as when Abraham Lincoln came with his sons Tad and Willie to buy toys. There is talk of a baseball stadium, but for now the Zoological Park that Congress created for "the advancement of science and the instruction and recreation of the people" has many specimen of interest to amuse during leisure.

I must close, but not before extending this invitation. My friends Robert Ogilvie, whose law offices are in the **Equitable Building** (24, 1003 F Street N.W.), and Joseph E. Willard, whose office is in the **Wyatt Building** (25, 1403 F Street N.W.) have invited you to lunch with them when you arrive. There are nearly one thousand lawyers in the city. It will do you well to meet them.

Most Sincerely yours,

Henry



First Draft of History: The Wrights Take Flight

Although it had been the dream of mankind through the ages to soar effortlessly through the air, people gave little notice to the first engine-powered, heavier-than-air flights made by Wilbur and Orville Wright in 1903. Aviation would soon change history, but its advent was played small on The Post's front page of Dec. 19, 1903. An excerpt:

NORFOLK, VA., DEC. 18—It is reported here that a successful trial of a flying machine was made yesterday near Kitty Hawk, N.C., by Wilbur and Orville Wright, of Dayton, Ohio. It is stated that the machine flew for three miles in the face of a wind blowing at the registered velocity of twenty-one miles an hour, and then gracefully descended to earth at the spot selected by the man in the navigator's car as a suitable landing place. The machine has no balloon attachment, but gets its force from propellers worked by a small engine.

Preparatory to its flight the machine was placed upon a platform near Kitty Hawk. This platform was built on a high sand hill, and when all was in readiness the fastenings to the machine were released, and it started down an incline.

The navigator, Wilbur Wright, then started a small gasoline engine, which worked the propellers. When the end of the incline was reached the machine gradually arose until it obtained an altitude of sixty feet. In the face of the strong wind blowing it maintained, it is said, an even speed of eight miles an hour.

The idea of the box kite has been adhered to in the basic formation of the flying machine. A huge framework of light timbers, 33 feet wide, 5 feet deep and 5 feet cross the top, forms the machine proper. This is covered with a tough, but light canvas. In the center, and suspended just below the bottom, is the small gasoline engine, which furnishes the motive power for the propelling and elevating wheels. There are two six-bladed propellers,



**1903—Soared Like an Eagle
December 17 - Orville Wright flies a 750-pound aircraft, powered by a gasoline engine, for 12 seconds (120 feet) across the sand hills of Kitty Hawk, N. C. His brother, Wilbur, stays aloft for 59 seconds. It is the first time man flies in a mechanically powered machine.**

one arranged just below the center of the frame, and so gauged as to exert an upward force when in motion, and the other extended horizontally to the rear from the center of the car, furnishing the forward impetus.

Protruding from the center of the car is a huge fan-shaped rudder of canvas, stretched upon a frame of wood. This rudder is controlled by the navigator, and may be moved to either side, raised or lowered.

No test of the flying machine was made to-day. The Wright brothers will leave to-morrow for Dayton to spend the holidays, and will return to Kitty Hawk after New Year's to perfect their invention.

Source: THE CENTURY IN THE POST,
December 19, 1999; Page F2

First to Fly

➤ <http://www.nps.gov/wrbr/>

Wright Brothers

National Park Service memorial in Kill Devil, N.C. Includes history, lesson plans and links to children's pages.

➤ <http://www.nasm.si.edu/wrightbrothers/>

The Wright Brothers

In addition to the brothers and their invention, the Smithsonian Institution introduces the aerial age. Site includes experiments and classroom activities.

➤ <http://www.first-to-fly.com/>

Wright Brothers Aeroplane Company and Museum of Pioneer Aviation

Ohio site dedicated to flight education. Includes an interview with the Wright brothers and educational projects.

➤ <http://www.wam.umd.edu/~stwright/WrBr/Wrights.html>

Wilbur and Orville Wright

Site includes articles written by the Wright brothers.

➤ <http://www.time.com/time/time100/scientist/profile/wright.html>

The Wright Brother

Bill Gates writes about the pair of self-taught engineers for Time Magazine.



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The Virginian-Pilot Scoops the Wright Story

But Did They Get It Right?

The aerial age began on a strip of sand in Kitty Hawk, North Carolina. The Wright Brothers had planned for their story to be reported at home in Ohio, but eyewitnesses could not keep the event a secret. The Virginian-Pilot was the first newspaper to report the story of successful flight by a mechanically powered machine on December 18, 1903. The story begins:

Flying machine soars 3 miles in teeth of high wind over sand hills and waves at Kitty Hawk on Carolina coast

The problem of aerial navigation without the use of a balloon has been solved at last.

Over the sand hills of the North Carolina coast yesterday, near Kitty Hawk, two Ohio men proved that they could soar through the air in a flying machine of their own construction, the power to steer it and speed it at will.

This, too, in the face of a wind blowing at the registered velocity twenty-one miles an hour.

Like a monster bird, the invention hovered above the breakers and circled

over the rolling sand hills at the command of its navigator and, after soaring for three miles, it gracefully descended to earth again and rested lightly upon the spot selected by the man in the car as a suitable landing place.

While the United States government has been spending thousands of dollars in an effort to make practicable the ideas of Professor Langley, of the Smithsonian Institute, Wilber and Orville Wright, two brothers, natives of Dayton, O., have quietly, even secretly, perfected their invention, and put it to a successful test.

They are not yet ready that the world should know the methods they have adopted in conquering the air, but the Virginian-Pilot is able to state authentically the nature of their invention, its principle and its chief dimensions.

SOURCE: The Virginian-Pilot, via Hampton Roads.com
<http://home.hamptonroads.com/stories/story.cfm?story=63673&ran=160614>

Breaking News

➤ <http://home.hamptonroads.com/stories/story.cfm?story=63686&ran=246719>

Original Virginian-Pilot coverage of Wright Brothers' Flight. Also available, facsimile of the Dec. 18, 1903, Virginian-Pilot front page.

➤ <http://home.hamptonroads.com/stories/story.cfm?story=63673&ran=160614>

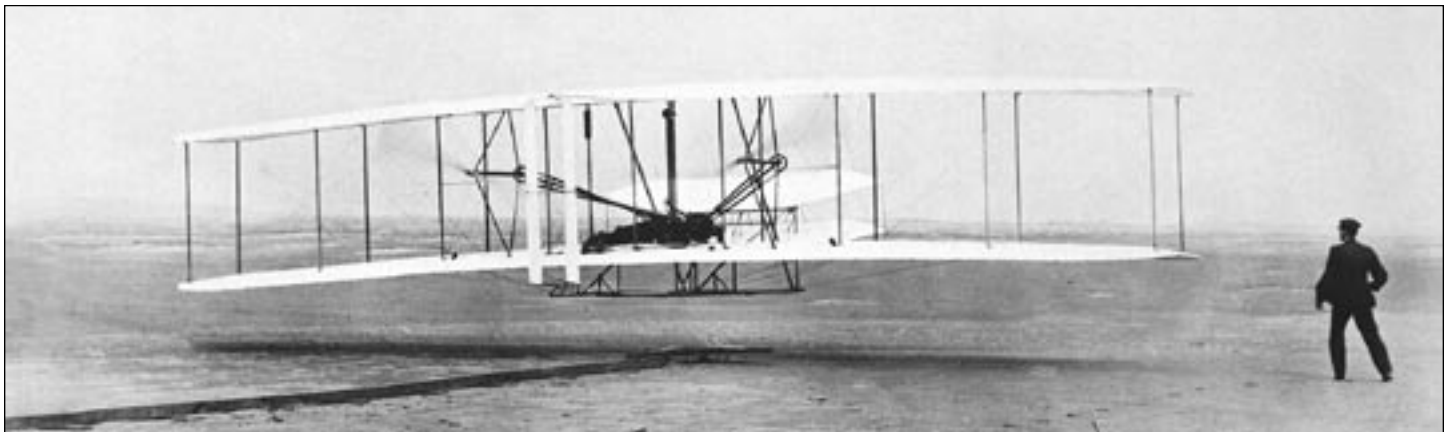
The Scoop of the Century: the Wright Brothers' Flight

The Virginian-Pilot explores how that paper broke the story of the Wright Brothers' flight

➤ <http://home.hamptonroads.com/stories/story.cfm?story=63690&ran=136130>

Correcting the First Flight Story - A Century Later

The Virginian-Pilot itemizes corrections needed in their original story.



FILE PHOTO—THE WASHINGTON POST

Orville Wright controls the Wright Flyer as his brother Wilbur watches during the plane's first flight at Kitty Hawk, N.C., Dec. 17, 1903. Made of wood, wire and cloth by the two bicycle mechanics, the plane flew for 12 seconds and traveled 120 feet.

Name _____

1902—Year of the Teddy Bear

In the Picture

1. How do you know that the man in the foreground is a hunter?
2. What is the man in the background doing?
3. Is the bear an adult or a cub?
4. Where does this event take place?

What You Feel

1. What does the expression on the bear's face communicate to you?
2. What does the raised left hand of the man communicate?

What You Think

1. What is the idea presented in this cartoon?
2. Would you like to have a bear like the one in the cartoon?
3. Explain how this information helps you to understand the message of Washington Post cartoonist Clifford Berryman.



This cartoon by editorial cartoonist Clifford Berryman appeared on the front page of the November 16, 1902, Washington Post.

Information about November 1902

- A border dispute was taking place. The President wanted to solve it.
- The President went hunting in the South, but hadn't shot anything.
- Hunting companions of the President tied an adult bear to a tree.
- The President refused to shoot the bear, which appeared to have been in a fire.



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I.D. the Trademarks

Trademarks are the visual images that are used to identify a company or product. The following companies were founded between 1880 and 1915. Find an example of each company's trademark. What are the products of each company — then and now? Add two more companies that were founded at the turn-of-the-century and still are in business.

Why have these companies remained in business into the twenty-first century?

Place
Trademark
Here

Company: Binney & Smith
Founded: 1885
Product:

Place
Trademark
Here

Company: McCormick & Co.
Founded: 1889
Product:

Place
Trademark
Here

Company: General Electric
Founded: 1892
Product:

Place
Trademark
Here

Company: Pepco
Founded: 1896
Product:

Place
Trademark
Here

Company: Ford
Founded: 1902
Product:

Place
Trademark
Here

Company: Joseph A. Bank Clothiers
Founded: 1905
Product:

Place
Trademark
Here

Company: Gannett Co
Founded: 1906
Product:

Place
Trademark
Here

Company: Black & Decker Corp.
Founded: 1910
Product:

Place
Trademark
Here

Company: Mars, Inc.
Founded: 1911
Product:

Place
Trademark
Here

Company: J.C. Penney
Founded: 1913
Product:

Place
Trademark
Here

Company:
Founded:
Product:

Place
Trademark
Here

Company:
Founded:
Product:



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Law and Order

The Evolution and Purpose of Patent and Trademark Laws

Imagine that you are in your kitchen, playing around with different flavors of candy. Suddenly you taste something absolutely amazing, that you have never tasted before. You bring your friends over, and each of them try it and want more because they have never had anything like this before. Unexpectedly, you find that you've invented a new type of candy. One for which people are willing to pay.

This kind of discovery happens almost every day, and not just when it comes to candy. From Microsoft to Coca-Cola to Post-It Notes, many of the items that we use every day came from someone's imagination. So how do these people protect what they have invented? By obtaining patents and trademarks.

What are patents and trademarks?

They are a type of legal protection offered to people who want to make sure no one else takes their ideas. When the U.S. Patent and Trademark Office (<http://www.uspto.gov>) located in Washington, D.C., gives a patent, it gives the inventors or creators a right to their property. In other words, it gives legal protection to the inventor to exclude other people from making, using, offering or selling the product without permission from the inventor.

A trademark is different from a patent in that it is a way to identify certain goods. Ever seen the Nike Swoosh? McDonald's Golden Arches? These are both strong examples of trademarks. The trademark is a way to make sure no one is trying to sell something using your name.

How did patents, trademarks start?

Back in 1624, the Statute of Monopolies allowed Parliament to

give inventors the sole right to their inventions for fourteen years. This has since developed into the twenty-year period for which patents are given today. Trademarks were first developed in England and brought over to the United States. Originally, it was created to stop manufacturers from selling their goods disguised as someone else's. Then, in 1881, Congress passed the first of the trademark laws, the second being passed in 1905. These laws were the beginning of the trademark laws that we have today, including the restrictions on trademark, so that they are only used in commercial selling.

What do you do when your patent runs out or expires?

Can you lose your patent or trademark? Trademarks can be kept indefinitely so long as they are renewed every 10 years.

There are some exceptions in which a company can lose its trademark. If your trademark becomes part of the common language you are in jeopardy of losing your trademark privileges. This happened to Coca-Cola when restaurants began referring to soda in general as Coke. Coca-Cola sent out scouts who would sit in restaurants and order a soda. If they ordered a Coke and were given a Pepsi, they cited and fined the restaurant. Coca-Cola is still under trademark protection, because they were able to show that they did what they could reasonably do to protect the trademark.

Patents, on the other hand, are only given for 20 years, and cannot be renewed, with a few minor exceptions.

The purpose of patent and trademark laws is to help protect people who invent something new, and to ensure

they can make a profit from their ideas. Trademarks tell consumers that they are buying the brand and products they want.

That candy you invented now can be sold and packaged with a cool new name, and will help you on your way to becoming the next Willy Wonka.

Correct Use

Trademarks have become part of everyday language. Be aware of how you use them.

The International Trademark Association reminds consumers and writers that a trademark is not a verb. When someone hands you something to make a copy, it has become common to hear "Can you xerox this for me please?" This is a wrong use of trademark.

A trademark is not a noun. Trademarks can be used as an adjective modifying a noun. "LEGO toy blocks" and "LEGO blocks" are correct use; "playing with LEGOs" is not correct.

Do not change a trademark into a plural. "You may eat two OREO cookies" is correct, but "I ate all the OREOs" is not correct.

Trademarks that become common terms become generic terms. When you hear one of your friends sneeze, you often offer her a Kleenex, rather than a tissue. Other trademarks that have become generic are "escalator," "yoyo," and "zipper."

Have you correctly used trademarks?

Be Inventive

You have chosen Transportation, Technology, Food or Clothing. Within this category, you have three assignments. You are to create a new product, a symbol or advertise your product. When you are finished, you will present your new product to the rest of the class, so pick who is going to present what part. Everyone must participate.

1: Create a new product

For example, create or develop broccoli-flavored cookies, a fully voice-responding computer, a battery-operated car, a type of shoe that you glue onto the bottom of your feet.

Draw a picture of your product and write a statement that explains what it will do and why it is better than any product that exists.

2: Create a symbol for your product

A symbol is an image so people can identify your product just by looking at the picture.

Using the construction paper, colored pencils and other material, produce a symbol.

3: Create a way to advertise your product

This can be a song, slogan or statement that both states what your product is and why it is better than anything else out there. Be ready to sing the song, show the slogan as an advertisement or read the statement.

What It Meant

Copyright: A way to protect authors of "original works of authorship." This includes literary, dramatic, musical, artistic and architectural works.

Infringement: Using a creative work or producing a product as if it were your own; breaking copyright or patent time period

Patent: A way to make sure no one else is making, using, offering or selling the product without permission from the inventor

Public Domain: A creative work that is not protected by copyright. It may be freely used by everyone.

Trademark: A symbol that identifies your goods, so as to exclude other people from passing off your product as their own

For More Information: U.S. Patent and Trademark Office (<http://www.uspto.gov>); International Trademark Association (<http://www.inta.org/>); U.S. Copyright Office (<http://www.copyright.gov/>)

Homework: Identify and collect three trademarks you see in your everyday life.



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*

Geography. Grades 4-5: Explain how people in Maryland and the United States are linked by transportation and communication.

Economics. Grades 6-8: Students will develop economic reasoning to understand the historical development and current status of economic principals, institutions and processes.... Analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resource use in promoting economic growth.

Social Studies Skills, 4. Students are able to identify and distinguish cause and effect and sequence and correlation in historic events.

Grades 4-5: Interpret and 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*United States History: 1877 to the Present*

Reshaping the Nation and the Emergence of Modern America. The student will demonstrate knowledge of how life changed after the Civil War by

- explaining the reasons for the increase in immigration, growth of cities, new inventions and challenges arising from this expansion;
- explaining the rise of big business, the growth of industry and life on American farms;
- describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage and the temperance movement.

Skills. The student will develop skills for historical and geographical analysis, including the ability to

- identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
- interpret the significance of excerpts from famous speeches and documents.

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*

Scientific, Technological and Economic Change. Grade 5: The student explains the influence of transportation and communication on the development of the economy. Grade 8: Writes an explanation of the great expansion of American business and industry between the Civil War and 1900 - including the effects of inventors and entrepreneurs, the new technologies, immigration, tariffs, government subsidies and foreign loans.

Cultural History: Tradition, Creativity and Diversity. Grade 8: The student explains the ways in which painters and photographers influenced how we still "see" the people, the country, the city and the events of American history from 1800 to 1900.

Religious, Ethical, and Philosophical Forces in History. Grade 3: The student demonstrates an understanding of people, events, problems and ideas that were significant in creating the history of Washington, D.C.

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>.