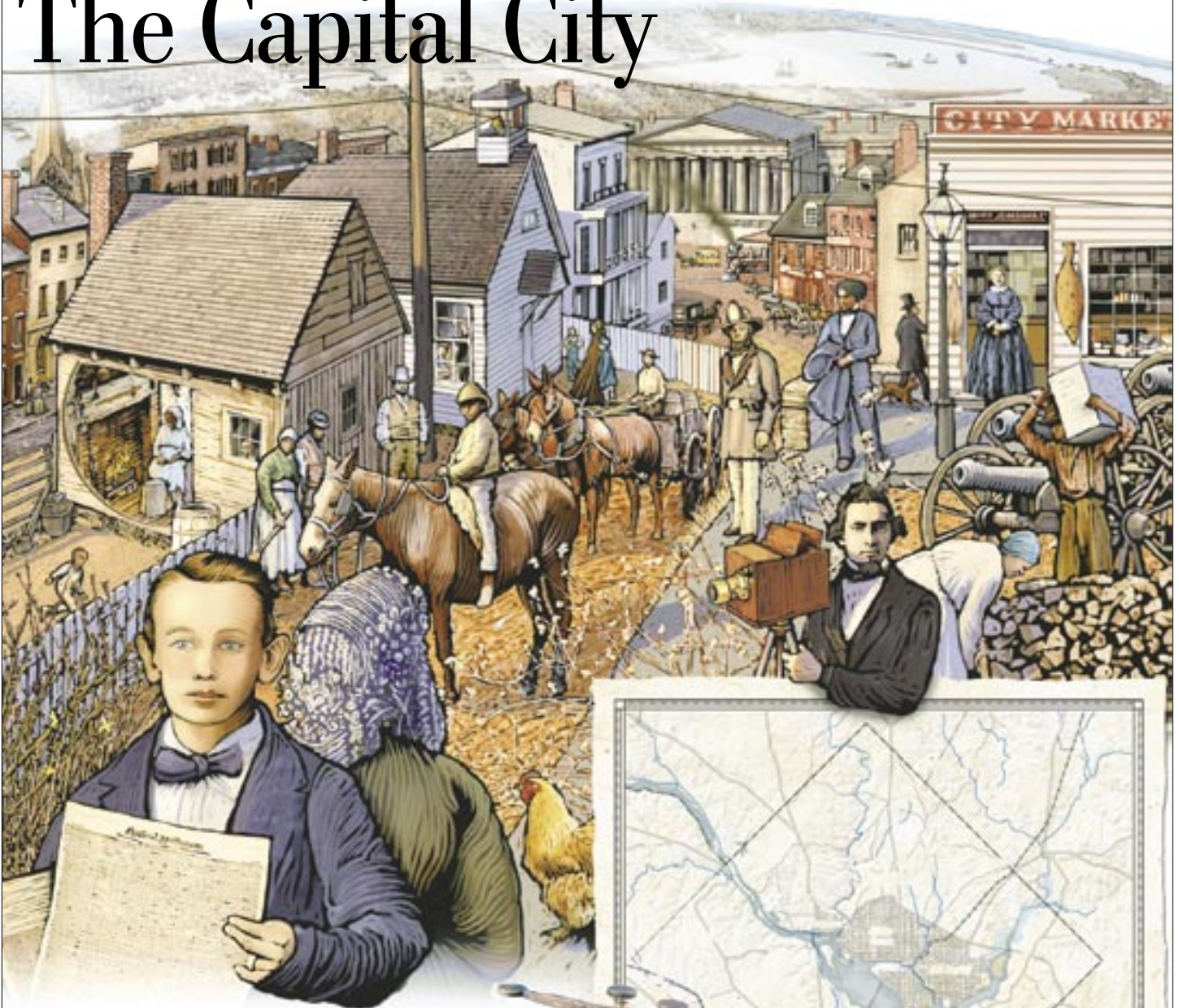


# Technology Shapes The Capital City



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## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Technology Shapes the Capital City

*KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 4"*

**Lesson:** Technology and transportation shape communities.

**Level:** All

**Subjects:** History, social studies, technology

**Related Activity:** Language arts, art

### About This Series:

This is the fourth 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.

### January: Technology Invents an Area

It's the mid-1800s. People and products are moving faster than ever before.

The development of the steam engine has brought steamboats to the Potomac River where only sailing ships, canoes and plodding ferries had traveled.

The steam-driven railroad locomotive, with the power of thousands of horses and many times their speed, is pulling carloads of passengers and goods across the region, traveling distances in hours that once took days. This will bring enormous change to our community. In the past, people and towns followed the rivers and bays because they were the chief means of transportation. Now, people begin following the tracks.

A new technology called the telegraph has arrived too. With wires strung along every railroad

line in America, the telegraph is allowing people to send messages back and forth faster than anyone had ever dreamed. (It was not exactly instant messaging but it was the great great great grandfather of the Internet.)

The period of 1830 to 1860 offers the first glimpse of the Washington area that we know today.

### Read and Discuss

Give students "Q and A," a reproducible that provides information about the impact of the steam engine and railroad upon canals and the development of a Washington area.

### Read Art

"Antebellum Life" provides the view from today's Arlington with D.C. in the background across the Potomac River. Use the illustration to stimulate a discussion of the daily life, levels of society and signs of technology advancing. See suggested topics below. You may wish to contrast it with the illustration found in the previous guide, "Our Nation's Capital Created." A key to the numbers is found on page 6 of this guide.

- What animals were present in the early 1800s?
- Give examples of activities of children in the first half of the nineteenth century.
- Focus on subjects that children were taught in school. Did girls attend school at this time? What textbooks were used? McGuffey readers were first published in

## In the Field

➤ <http://www.nps.gov/arho/>

### Arlington House

The Robert E. Lee home has been restored to its pre-Civil War appearance. A visit gives students the tie between George Washington and Robert E. Lee, the Revolutionary War era to Civil War decisions.

➤ <http://www.virginia.edu/vfh/aahv/>

### African American Heritage in Virginia

Click on "Heritage Trails and Tourism" for maps that indicate sites to visit.

➤ <http://www.culturaltourismdc.org>

### Cultural Tourism D.C.

Select African American Heritage Trail. Official guide includes 98 sites, from the oldest continuously black-owned property in D.C. to Lincoln Theatre, arranged in 15 neighborhood walking and driving trails.

➤ <http://library.thinkquest.org/10854/main.html>

### Maryland's African American Heritage

Produced by students, includes map of sites to visit.

➤ <http://www.nps.gov/rocr/olst/black.htm>

### Guide to the History of Black Georgetown

Main feature is an annotated map of sites that include schools, churches and residences.

➤ <http://www.co.fairfax.va.us/parks/history.htm>

### Colvin Run Mill

Early 19th century gristmill and Miller's House

➤ <http://www.surratt.org/index.html>

### Surratt House Museum

Resources include a Kid's Page and information to study before a visit to this Clinton, Md., former hostelry, tavern and middle-class plantation home.





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**Technology Shapes the Capital City (continued)**

1836. After the Civil War these readers were used in 37 states. For more information, see [http://college.hmco.com/history/readerscomp/rcah/html/ah\\_058200\\_mcguffeysrea.htm](http://college.hmco.com/history/readerscomp/rcah/html/ah_058200_mcguffeysrea.htm).

- Give examples of transportation found in the illustration. You might note that the first locomotives were on tracks but pulled by horses—real horse power.

- Slavery existed in this area.

What does the illustration communicate about the life of a slave? What else do students know about slavery? You might ask students to depict another aspect of slavery.

- Advances in technology can be noted in the housing material, steamboats, railroad, telegraph poles and lines, and photographer and camera included in the art.

- What do the two artifacts illustrate?

**Check out Geography**

Give students “Map It.” This map shows the Washington area in 1860. The addition of railroads and more canals and roads are the main changes from the previous guide’s map. In addition to the questions on the page, here are some other considerations:

- What do students note about population growth?

- Compare this map with a current map of the same area. What towns still exist? Which have changed names? Teachers might have students prepare a Venn diagram with segments: only on 1860 map, only on current map, on both maps.

- George Washington’s canal plan was completed in 1802. The five

segments of the “Washington Canal” operated until 1828 when the construction of the C&O Canal began. Constitution Avenue was created when the canal was filled.

- Please note: The section of the C&O Canal on the map from south of Georgetown to Alexandria was known to residents as the “Alexandria Canal.” This term is used in other suggested activities in this guide.

- The blue line crossing the Potomac River south of Georgetown is the Washington Aqueduct Bridge.

- The Washington Aqueduct was designed and built (1853-1860) under the direction of Montgomery C. Meigs, soldier and engineer who spent a quarter of a century devoted to many important engineering projects. Water was carried from Great Falls to Georgetown for use in the District of Columbia. You could have students add this to the map.

- What demands on water supply does a growing population make? What dangers exist if most buildings are made of wood? Why might the reservoirs have been located where indicated on the map?

- The Central Market was demolished in 1931. The National Archives was built on that site.

- What is the distinction to be made between a road and a turnpike? Students could research the names given to the roads and turnpikes.

- What historical information does this map provide?

- Social commentary would include why there are U.S. Lyunatic

**1880s Transportation**

➤ <http://americanhistory.si.edu/onthemove/index.html>

**America on the Move**

Smithsonian online exhibit allows you to visit communities changed by transportation, investigate artifacts and explore transportation history. For this period, select stories in the transportation history files. “American Railroads in the 20th Century” includes locomotives from the mid-1800s. After this virtual introduction, visit the Smithsonian’s National Museum of American History.

➤ <http://www.borail.org/home.asp>

**B&O Railroad Museum**

Severely damaged in the 2003 President’s Day snow storm, the B&O is closed. Go online to check out milestones and the history of the railroad in Baltimore. The museum occupies the exact physical location where railroading was first established in America in 1827.

➤ <http://www.nps.gov/choh/>

**Chesapeake and Ohio Canal**

Experience the canal era by taking a mule-drawn boat ride on the canal.

➤ <http://www.nps.gov/choh/Kids/index.html>

**C&O Canal Kids Page**

Have students visit this site before their visit to the canal (mules, watershed, William O. Douglas). For teachers, historic places lessons plans on the links features “The Building of the Chesapeake and Ohio Canal” that includes maps, photographs, illustrations and questions.

➤ <http://www.wmsr.com>

**Western Maryland Scenic Railroad**

Ride a diesel or steam train, beginning in Cumberland (where the C&O Canal and railroads converged) and ending in Frostburg at the restored Depot and Thrasher Carriage Museum.



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**Technology Shapes the Capital City (continued)**

and U.S. Military asylums, an agricultural college and reservoirs.

- What connection results from improved transportation?
- You might have students research the founding dates for the counties indicated on the map. For example, the area seceded to create the city of Washington was known as “Alexandria County of the District of Columbia.” Although on the map, Arlington County did not become official until 1920. What is true for the others?

**Explore the Inventors**

Few would challenge the significance of inventions introduced between 1776 and 1860. Use “Timeline 1800-1860” to introduce students to the inventions and inventors of this period. Discuss each invention and the impact on the society of that time and influence on today’s society.

If time allows, ask students to research the lives of the inventors. They might expect all to have profited from their discoveries and patents. What lessons are to be gained from those who were financially successful and those who were not?

**Transport Them**

After canoes and horses, ferries and the first wooden bridges changed transportation means and speed. In the 1800s, the D.C. area was influenced by quicker forms of transport—steamboats, canal barges and steam-powered locomotives. “Timeline 1800-1860,” “Capital Area Transportation Timeline,” and

“Influences on the Capital City: Canal, Steamboat, Railroad” can be used to discuss the role of each mode of transportation.

**Count and Consider**

Use the data in “Influences on the Capital City: Canal, Steamboat, Railroad,” “Map It” and “Capital Area Transportation Timeline” to examine economic and political decisions. Activities might include:

- Have students graph the census figures and discuss westward expansion and slavery.
- What business ventures were available at that time? Using this information, what business would they begin and why?
- Divide students into groups of owners of canal barges, steamboats and railroads. What are their business strategies for survival? How long will they compete for business? When should they merge?
- Divide students into groups of farmers (Chesapeake Bay area, Shenandoah Valley area, Leesburg area). How will they get their farm goods to market?

**Take a Walk**

Give students “A Walk Through Time.” This reproducible focuses on the C&O Canal and Georgetown. Students who take this walk should record and photograph what they find along this stretch of the Potomac River and in Georgetown streets. It might serve as a model for a walk through your neighborhood project. Have students research your school building and older buildings in your area. To get

**Read About It**

Hakim, Joy. *A History of U.S.: The Story of America*

The two volumes cover the antebellum period, the Civil War and Reconstruction. The author is a gifted storyteller who packages her text to appeal to kid-to-adult readers: laced with appealing vignettes, black-and-white photos, drawings and maps.

Hopkins, Lee Bennett. *Hand in Hand*  
An American history through poetry

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*

Clara, the quilter, helps escaping slaves when her stitches map an escape route.

Lawrence, Jacob. *Harriet and the Promised Land*

Noted contemporary African American artist combines his vivid artistry with poetry to narrate the life of Harriet Tubman and the Underground Railroad

Rappaport, Doreen. *Freedom River*  
An outstanding nonfiction social studies picture book (beautifully illustrated) and winner of the Coretta Scott King Award. The story of former slave John Parker (he’d bought his own freedom) and his efforts to serve as a conductor on the Underground Railroad spiriting Kentucky slaves to freedom across the Ohio River and beyond in the 1830s through careful planning, daring, faith and courage.

Turner, Ann. *Nettie’s Trip South*  
A gripping narrative poem describing a slave auction; a little girl travels south and tells her feelings of pity and outrage in the form of letters to a friend.



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**Technology Shapes the Capital City (continued)**

some local history, invite a guest speaker from the historical society, a preservation group or long-time resident to talk about the changes that have taken place in the last 50, 100, 200 years. Search The Washington Post archives for articles about your area's history. All sections of the paper can provide background and clues to your neighborhood's past.

Sources used to prepare "A Walk Through Time" include <http://www.nps.gov/choh/>; <http://www.nps.gov/olst/index.htm>; "Not Just Another Pretty Façade," The Washington Post Weekend, Jan. 23, 2004; [http://www.cctrail.org/CCT\\_Parking.htm](http://www.cctrail.org/CCT_Parking.htm); <http://www.geocities.com/Athens/5568/ninian1.html>; Flashbacks by Patrick Reynolds: The Story of Ninian Beall, The Washington Post, March-April 2002.

**Examine the First Draft of History**

Provide students copies of "First Draft of History" that covers newspapers in the antebellum period. Use it to explain why the National Intelligencer is in the illustration. For more information on the penny press and journalism history, visit <http://coolschool.k12.or.us/courses/190200/lessons/lesson2/pennypress.html>.

**Do a Crossword Puzzle**

Give students "On the Move." Most of the clues are related to transportation in the 1800s. After completing the puzzle, students could write about the impact of transportation on the D.C. area using the terms found in the puzzle.

**Enrichment**

1. Why is patent and copyright protection important? Introduce Charles Goodyear and Eli Whitney. Whitney graduated from Yale College in 1792 at the age of 27. A year later he patented the cotton gin. Over the next four years, many planters would not pay to use the cotton gin and others pirated his invention. He was forced to close his business in 1797. Although the vulcanizing process revolutionized the rubber industry, Goodyear did not profit financially from his discovery. "His numerous patents were constantly infringed, and although he was able to establish his rights legally, he died a poor man in 1860," according to the National Inventors Hall of Fame. Why did the Constitution include patents? Why are they important to inventors and businesses? Why is piracy counterproductive? What examples of piracy and patent infringement exist today? Read the news and business sections of The Post for current examples.

2. The following activity comes from "The Building of the C&O Canal" online lesson prepared by the National Park Service. Visit <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/10c&o/10putting.htm> for the entire lesson. Canals or Railroads? It is July 4, 1828, at Little Falls, Maryland. President John Quincy Adams will shovel earth to signal construction of the Chesapeake and Ohio Canal. In Baltimore, Maryland, Charles Carroll will break ground for the Baltimore and Ohio Railroad. Both gentlemen have the same goal of reaching the

**Another Look**

➤ [http://www.mdhs.org/teachers/source\\_kits.html](http://www.mdhs.org/teachers/source_kits.html)

**Out of Slavery**

Maryland Historical Society's kit, grades 4-12, provides material to study the African-American experience in Maryland during the time of slavery. Also look at the contents in Vol. 1: Science, Technology and Invention.

➤ <http://memory.loc.gov/ammem/sfbmhtml/sfbmhome.html>

**Samuel F.B. Morse Papers at the Library of Congress, 1793-1919**

In addition to the papers and timeline, visit "The Invention of the Telegraph," a story demonstrating the importance of sharing of scientific information, securing patents and seeking financial backing.

➤ [http://www.invent.org/hall\\_of\\_fame/106.html](http://www.invent.org/hall_of_fame/106.html)

**Hall of Fame/inventor profile**

National Inventors Hall of Fame quick look at Morse, his invention and patents.

➤ [http://www.archives.gov/digital\\_classroom/teaching\\_with\\_documents.html](http://www.archives.gov/digital_classroom/teaching_with_documents.html)

**National Archives Digital Classroom**

In the Teaching with Documents section, select from the "Expansion and Reform (1801-1861)" and "Revolution and the New Nation (1754-1820s)" sections for lesson plans.

<http://www.trainweb.org/oldmainline/>

**B&O Old Main Line Tour**

Take a railroad enthusiast's photo tour, with maps and commentary.

**Steamboat Era Museum**

Although in the planning stages, the Steamboat Era Museum should be open in the 2004-05 school year in Irvington, Va. Plans include a Web site with resources for students and teachers.



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Ohio River Valley for trade. Have the students pretend that they are financiers living in the early 1820s and are eager to invest in improved transportation. They should decide whether to put their money in canals or railroads, then write a letter to their board of directors justifying their choice.

3. Experience mid-1880s America through the eyes of a

**Crossword Answers**

RAILROAD • FERRY  
AST • OAR • QE • • • E  
P • E • L • AQUEDUCT  
IA • ME • BUILT • A •  
DN • • • • LIL • • ANO  
• ANTEBELLUM • AN  
• CLOSE • T • • • SL •  
HO • BALTIMORE • S  
OS • A • LANOLIN • O  
RT • CC • • GROVE • U  
SITCOM • • S • EC • T  
EA • O • TELEGRAPH

**Key** (for use with Page 7)

1. Delivering the National Intelligencer.
2. A spoon bonnet.
3. Trying to stay warm in a slave's quarters.
4. Gothic Revival steeple.
5. An overseer keeps watch over slaves.
6. Mules provide labor and transportation.
7. Children attend a new neighborhood school.
8. A telegraph pole with glass insulators. The insulators help keep the electrical charges in the wires.
9. Steamboats ply the Potomac.
10. The city of Washington takes shape. By 1847, the Smithsonian Castle has

traveler. *American Notes* resulted from Charles Dickens' five-month trip around America in 1842. By stagecoach, steamboat and canal boat, Dickens takes us along for the ride. Students might enjoy Chapter 10: "A Night Steamer On The Potomac River. Virginia Road, And A Black Driver. Richmond. Baltimore. The Harrisburg Mail, And A Glimpse Of The City. A Canal Boat."

**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

"Read About It" and "Transport Us," Sally Chadbourn and Sarah Chadbourn

- been built. By the late-1850s, the Washington Monument is 150 feet tall. Construction on it would stop, however, during the Civil War. It wouldn't reach its full height of 555½ feet until the 1880s.
11. An imposing federal government building.
12. A horse-drawn trolley near a train station.
13. Fireman from the late 1850s.
14. Frederick Douglass, abolitionist.
15. A newly installed gas lamp.
16. The city market and general store.
17. Slave labor.
18. Cannons from Foxall's foundry.
19. Firewood for heating and cooking.
20. A photographer captures some of the very first photographs of Washington.

**Transport Us**

Ditts, James. *Great Road: The Building of the Baltimore & Ohio, the Nation's First Railroad, 1828-53*

An expensive book for adults, but richly illustrated to share the fascinating account of the first long-distance general purpose railroad in the U.S.

Fisher, Leonard Everett. *Tracks Across America*

Full history of 19th century railroad building with problems, politics and people.

McNeese, Tim. *West by Steamboat*

Part of Macmillan's series for students, *Americans on the Move*, discusses westward expansion prior to the Civil War and the role of steamboats on the inland rivers in settling the West. His *America's Early Canals* includes the C&O Canal.

Mansir, A Richard. *Stagecoach: The Ride of a Century*

This book shows readers the stagecoach experience through journal entries, photos, maps, diagrams and original paintings.

Murdico, Suzanne. *Railroads and Steamships: Important Developments in American Transportation*

Part of the Rosen Publishing series about America's Industrial Revolution in the 19th century, this book is aimed at middle school and high school readers.

Ray, Kurt. *New Roads, Canals and Railroads in the Early 19th Century America: the Transportation Revolution*

Explores the beginning of modern transportation in the 1800s when an increase in the immigrant population forced better roads, safe water routes and railroads to be built across America.



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

**PART 4** Hold onto your hats. It's the mid-1800s in the Washington area and things are moving a lot faster than ever before. The development of the steam engine has brought steamboats to the Potomac River, where only sailing ships, canoes and plodding ferries had traveled. The steam-driven railroad locomotive, with the power of thousands of horses and many times their speed, is pulling carloads of people and goods across the region, traveling distances in hours that once took days. By 1851, the first electric railroad car is running from

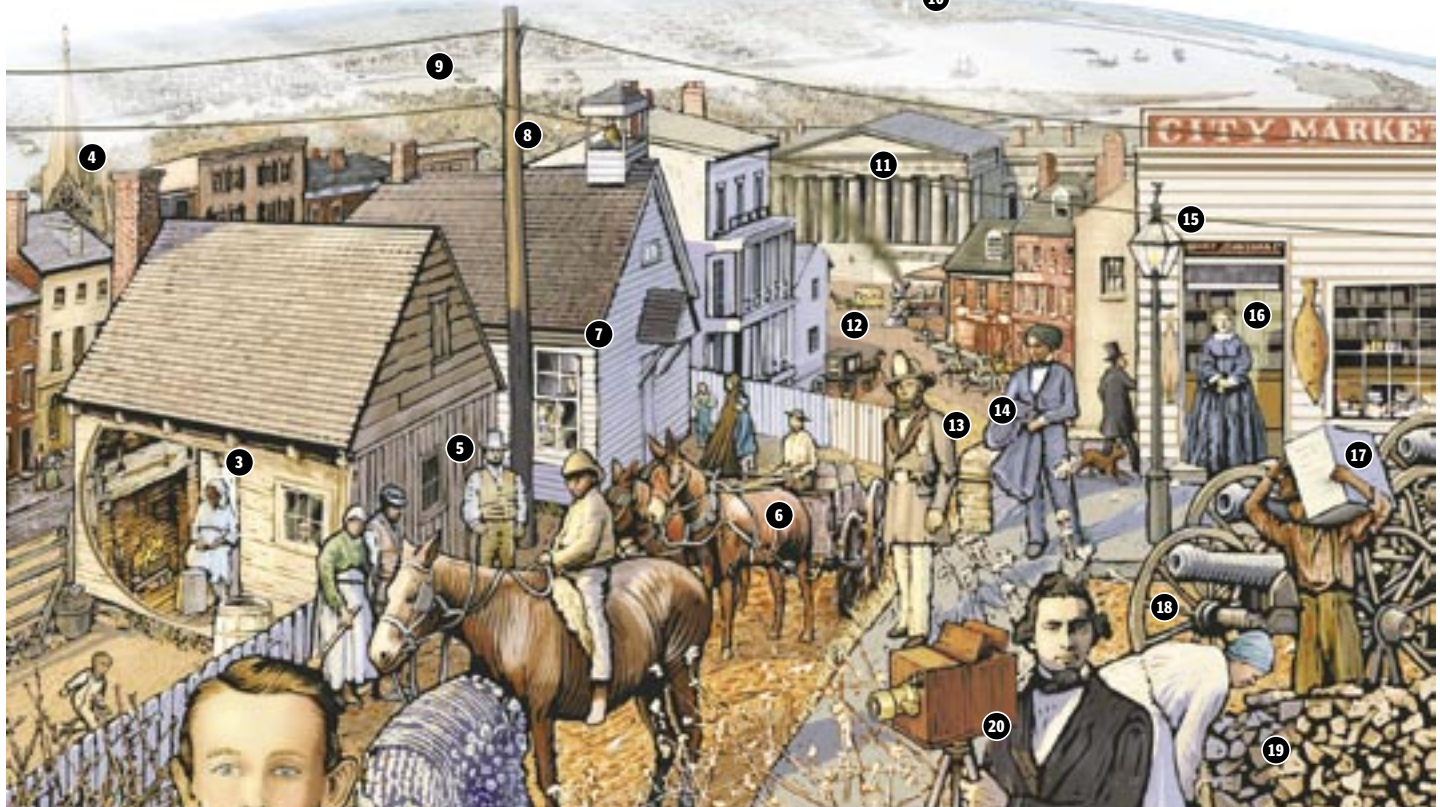
Washington to Bladensburg in Prince George's County. This will bring enormous change to our community. In the past, people and towns followed the waterways because they were the chief means of transportation. In the future, people will follow the tracks. A new technology called the telegraph has arrived, too. With wires strung along every railroad line in America, the telegraph is allowing people to send messages back and forth faster than anyone had ever dreamed. (It was not exactly instant messaging, but it

was the great-great-great-grandfather of the Internet.) The period of 1830 to 1860 offers the first glimpse of the shape of the metropolitan Washington area as we know it today. In the illustration below, 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.

**Next month:** The Civil War in Washington



The Orange & Alexandria Railroad. LIBRARY OF CONGRESS



One of the first telegraph keys.



A daguerreotype image, 1850s. LIBRARY OF CONGRESS

## How They Did It

The Washington Post cartographic section has a large computer database of modern roads, rivers, lakes and towns so we can map anywhere in the world on short notice. For the KidsPost maps, I take our Washington, D.C., area database and carefully compare it to old maps of the same area to see what changes have occurred. Changing the modern map to match the old map usually involves a lot of deleting. The trickiest part is recreating rivers, streams and swamps since many of them have changed so much over the last 150 years, and the old maps that show their courses are not always very accurate."

— Gene Thorp, Washington Post cartographer



# Map It

In 1860 James Buchanan is President. The House and Senate are meeting in their recently completed and larger chambers. The street grid looks closer to L'Enfant's design for the capital city. Canals, turnpikes and railroad lines influence commercial and residential growth.

1. In 1790 residents of Georgetown, Md., and Alexandria, Va., became citizens of D.C. Decades later, residents on land ceded to create Washington used a referendum to seek return to Virginia. In 1846 about 32 square acres were returned to Virginia. In one color note the boundary lines of the city of Washington before 1846. In another color indicate the boundary after 1846.

2. Locate the canals on the map. What purpose did each serve?

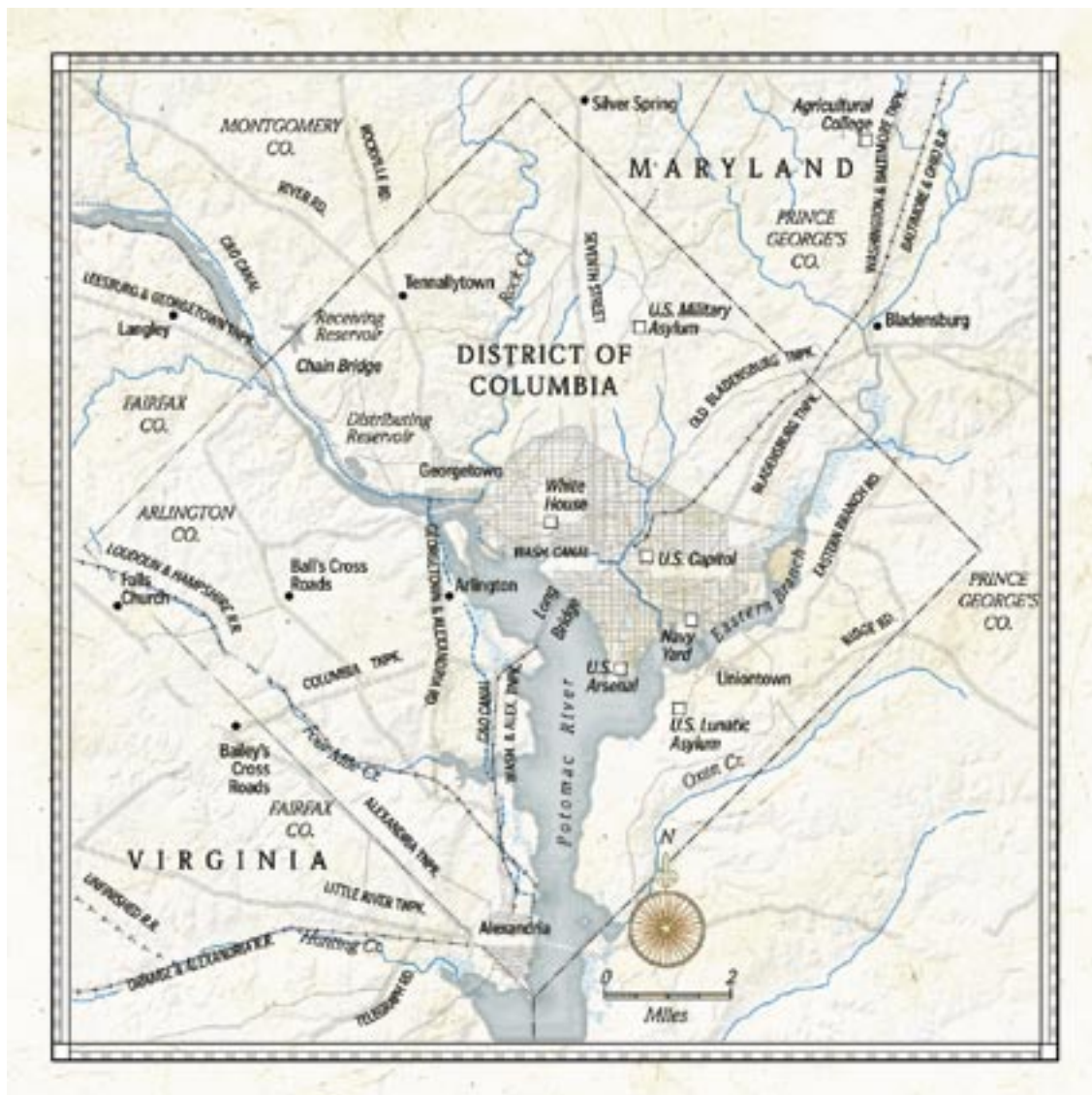
3. Locate where Seventh Street and Washington Canal meet. After 1801 Central Market was located here. This market became the hub of Washington's commercial development. Why would this be a good location for a food market? For other businesses?

4. What might be the destination of the Alexandria Turnpike?

5. What social commentary is evident from the map?

6. List the railroad lines that are on the map. Find the termini for the railroads. Why are these logical places?

7. Bladensburg is not increasing in population. Why do you think there are Bladensburg and Old Bladensburg turnpikes?





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## Q&A

*Starting in the 1840s, railroads came to the Washington area. The beginning of rapid transportation in our community was also the beginning of the Washington metropolitan area as we know it today.*

### **What was the main form of transportation in the Washington area in the early 1800s?**

Horse and buggy. Sailing ship. Walking.

### **What changed transportation in the mid-1800s?**

The steam engine was developed, which led to the development of the mighty railroad locomotive and then the laying of track.

### **How did this new technology change our area?**

It didn't change things all at once. But, between the 1840s and the 1890s, railroads changed everything. Previously, the Potomac River had been the great "highway" for the region. The important communities, the places where people lived and where they did business, were determined by closeness to the river. The railroad created a new highway and communities began to form determined by the closeness to train stops.

### **Can you give an example?**

If you look at the histories of towns such as Rockville and Bowie, they really started to grow with the arrival of the railroads. Before then, small towns were really isolated.

### **What happened to the towns?**

Over time, as these towns became more viable thanks to the railroads, people



FILE PHOTO—THE WASHINGTON POST

### **The Mall in Washington, D.C., in 1890, showing the railroad tracks crossing it and the Pennsylvania Railroad station (center, rear).**

began to make their homes and even vacation homes near them. This was the birth of the suburbs. It wasn't long before developers actually began to create new towns along railroads and to argue for extension of railroads to empty areas they sought to fill up with people. For example, Chevy Chase in Maryland was created around the turn-of-the-century as a new-style luxurious resort community with the idea that the developer could get rail lines extended to it, which they did.

### **What would have happened if the railroad had not arrived?**

An interesting question. Here's one answer. Before there were railroads, business people believed the best way to move their products westward across the Appalachians was the canal barge.

They built the Chesapeake and Ohio Canal for this purpose, with the idea that Georgetown, at the beginning of the Canal, would become an important city on its own, maybe as important as Baltimore. But the railroad made canal barges obsolete—essentially useless—before the canal was even finished. So much for Georgetown.

### **What came after the railroads?**

Electric streetcars. As the century came to an end, electric streetcars carried people up and down what is now Wisconsin Avenue. The neighborhood known as Tenleytown in Northwest Washington had been a tiny community known for its roadside tavern, owned by John Tennally. Before it was Tenleytown it was Tenallytown.

# Timeline (1800-1860)

## WORLD

1800

## History

- **1819:** Simon Bolivar becomes President of Colombia
- **1841:** James Ross discovers the Ross Sea in Antarctica
- **1853-1856:** Crimean War
- **1837-1901:** Queen Victoria reigns
- **1856:** Neanderthal skull found near Dusseldorf, Germany

## Invention

- **1816:** R.T. Laennec invents the stethoscope
- **1827:** Joseph Niépce produces first successful photograph
- **1837:** Louis Daguerre creates daguerreotype photographic process
- **1839:** John Ericsson, invents ship propeller; designs and builds the *Monitor*
- **1848:** First safety matches

## Literature

- **1812:** Brothers Grimm, *Fairy Tales*
- **1831-32:** Alexis de Tocqueville visits America
- **1843:** Charles Dickens, *A Christmas Carol*
- **1848:** Karl Marx, *The Communist Manifesto*
- **1859:** Charles Darwin, *On the Origin of Species by Natural Selection*

## Arts

- **1816:** Rossini, "The Barber of Seville"
- **1820:** Missouri Compromise
- **1823:** Monroe Doctrine
- **1831:** Nat Turner's Rebellion
- **1834:** Cyrus McCormick patents small grain mechanical reaper
- **1839:** Slave rebellion onboard *L'Amistad*
- **1842:** First wagon train reaches Oregon Territory
- **1843:** Sojourner Truth delivers first abolitionist speeches
- **1844:** Samuel F.B. Morse sends first telegraph message
- **1844:** Charles Goodyear patents [rubber] vulcanization process
- **1846-48:** Mexican-American War

## NORTH AMERICA

- **1845:** Frederick Douglas, *Narrative of the Life of an American Slave*
- **1846:** Congress creates Smithsonian Institution
- **1848:** "Oh! Susanna," Stephen Foster's first song, becomes national hit
- **1851:** The New York Times begins publication
- **1852:** Harriet Beecher Stowe, *Uncle Tom's Cabin*
- **1856:** E.G. Otis installs first safety elevator
- **1857:** *Dred Scott* Decision
- **1860:** Abraham Lincoln elected President, Nov. 6  
South Carolina secedes from the Union, Dec. 20

1800

1860



## A Walk Through Time

Our walk begins where water and natural surroundings are prominent. These appealed to mid-seventeenth century settler Ninian Beall. A Scotsman who became a prisoner in 1650 when resisting Oliver Cromwell, Beall was shipped to Barbados. Two years later, he was indentured to Richard Hall in Calvert County. When freed, he served as a negotiator with the Piscataway tribe and took advantage of Lord Baltimore's land grants. The many acres that he acquired included what is now the District and extended as far west as Washington National Cathedral and east into Prince George's County where he died at 92 in his home near Upper Marlboro.

We begin our walk at Chain Bridge (the site of the first bridge across the Potomac River) and walk the Tow Path along the C&O Canal to Key Bridge in Georgetown. Along the 184.5 miles of the C&O Canal, from Washington, D.C., to Cumberland, Md., many original structures—locks, lockhouses and aqueducts—exist as reminders of the canal's role as a transportation system during the Canal Era.

**§What do you find in this section of the canal?**

Below Key Bridge, look for remnants of abutments of the Washington Aqueduct that opened in 1843. Imagine a seven-foot deep, wooden bridge filled with water hanging over the Potomac.

It is wide enough to include a tow path for the mules that are pulling the barges. The C&O Canal crossed the Potomac here and connected with the Alexandria Canal.

The parcel of land that Virginia gave to create the capital city was known as "Alexandria County of the District of Columbia" from 1790 to 1846. Alexandria County had paid \$250,000 toward building of the C&O Canal, but it did not directly benefit. Residents were upset so Alexandria requested an extension of the C&O Canal from the Aqueduct Bridge to Alexandria. Until 1886, goods consisting mainly of coal and farm products could be carried to Alexandria from Cumberland, Md., on this canal system.



FILE PHOTO/DUDLEY M. BROOKS—THE WASHINGTON POST

**John McCarthy (seated on left), Arleen Levy and Paul Johnson dock the canal boat on the C and O Canal at Great Falls National Park before loading up with children from Burtonsville Elementary School.**

## A Walk Through Time continued

### § What do you think was transported from Alexandria to Cumberland?

The canal brought economic success to Georgetown. The waterfront was home to flour and paper mills, a tannery and blacksmith shops, boat builders and bottling factory. Affluence was reflected in the homes that were built in the 1800s. Many were constructed of bricks from one of many brickyards that were established. Architects also thrived here, bringing a new style. Several examples of the Federal period remain in Georgetown.

Walk to 2906 M Street, N.W. In 1830, the flour, grain, feed and hay business of Alfred Lee thrived here. Lee, one of the city's most prosperous black merchants, was worth over \$300,000 when he died in 1893.

Go to the corner of 30th and N streets and face northeast. This building originally served as Ninian Beall's hunting lodge. In the mid-19th century, it became Miss Lydia English's Seminary for respectable young ladies, and during the Civil War the school was temporarily converted into a Union Hospital.

The Assembly of Maryland founded the "Town Of George" on tracts of land bought in 1751 from Ninian's son George and George Gordon. N Street was the northern and the Potomac the southern boundaries of the new town. Georgetown, as citizens soon called it, became a fashionable place to live. George built the Beall Mansion at 3033 N Street (originally at 3032 N St). Dating back to 1780, the central portion of the house has the oldest remaining brick structure in Georgetown.

At 3038 N Street is the Riggs-Riley House built in 1816. Picture the founder of Riggs National Bank exiting the front door to begin his day. Nearby is 3017 N Street. This massive brick house was built in 1794 by Ninian's grandson, Thomas Beall. Jacqueline Kennedy Onassis and her children



FILE PHOTO-THE WASHINGTON POST

### One of the paths in the terraced gardens of Dumbarton Oaks in Georgetown.

lived here for ten months following the assassination of President Kennedy.

### § After these examples, can you list the characteristics of Federal style architecture?

The people who worked as gardeners, cooks and stable help for the white population also lived in Georgetown. Over one thousand black families lived in a 15-block area called Herring Hill, located south of P Street between Rock Creek Park and 29th Street. Its name came from the main supply of food, which neighborhood black families fished from Rock Creek.

Walk north on 29th Street. Ninian Beall called one tract of his land on Rock Creek "Rock of Dumbarton." When he inherited the land from his father (George) in 1784, Ninian's grandson Thomas built his home,

known today as "Dumbarton-Washington House," at what is now 1647 30th Street. The house was later given to his daughter Elizabeth when she married the great nephew of George Washington. Another house was built on the same tract of land by William Dorsey in 1800. It is at 1703 32nd Street and R. Even though Dorsey's Federal house was impressive, this house is much larger than the original one.

### § What important meetings were held at Dumbarton Oaks?

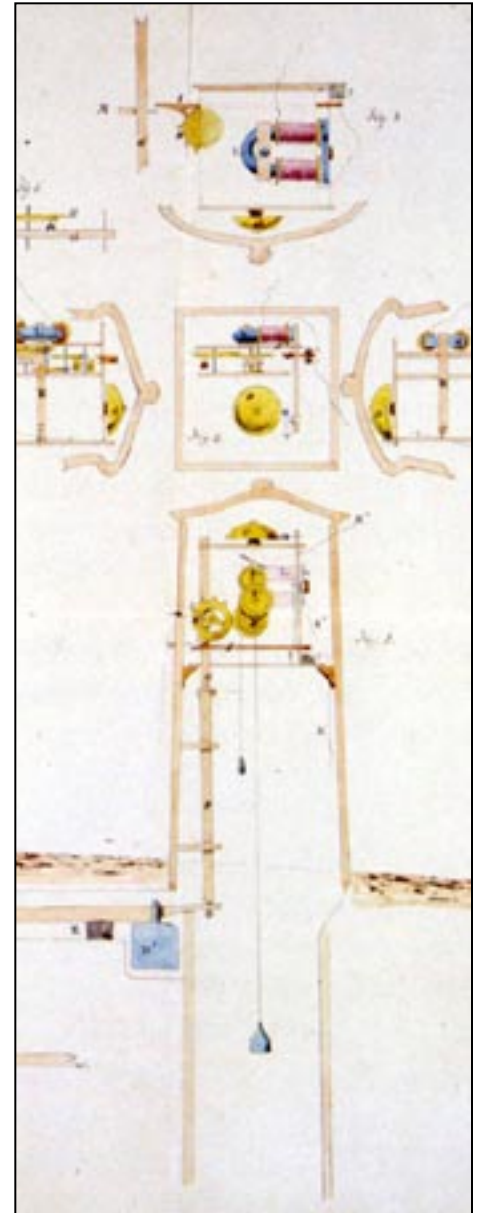
The garden at Dumbarton Oaks is a fine place to end your walk. Enjoy the park and view.

### § Pretend you are Ninian Beall. What do you think of what the generations have done with your land from the Potomac River to Dumbarton Oaks?



## Capital Area Transportation Timeline

- 1802**  
George Washington's canal plan is completed. The "Washington Canal" is operated until 1828 when the construction of the C&O Canal begins.
- 1817**  
Captain George Weems begins steamboat trips between Baltimore and landings on Maryland's western shore of the Chesapeake Bay and the Patuxent River
- 1828**  
July 4, Ceremonies to begin construction of the C&O Canal at Little Falls, Md., and of the B&O Railroad in Baltimore, Md.
- 1829**  
October, B&O Railroad establishes first mile of commercial long distance rail in America
- 1831**  
First section of C&O Canal opens, Georgetown to Seneca
- 1832**  
January, Courts rule in favor of the Canal's appeal for right of way along Point of Rocks in Frederick County, Md.
- 1833**  
June, President Andrew Jackson boards a B&O passenger coach at Relay, Md., and travels to Mt. Clare Depot becoming the first U.S. President to ride a railroad
- 1834**  
Second section of C&O Canal opens, Seneca to Harpers Ferry
- 1835**  
August 25, Washington Branch of the Baltimore & Ohio RR (B&O) opens for service. First station located at 2nd & Pennsylvania Ave. NW, now an empty site at the edge of the U.S. Capitol grounds.
- 1838**  
January 1, The B&O becomes the first Federal government contract carrier of United States Mail
- 1839**  
Third section of C&O Canal opens, Seneca to Hancock
- 1840**  
July 23-25, Workers initiate America's first railroad labor strike at the B&O's Mt. Clare Shops.
- 1842**  
April, The first long distance shipment of coal in America by train arrives at Mt. Clare. Coal became the B&O's largest and most lucrative commodity.
- 1843**  
September, America's first "Refractory" or dining cars, built at Mt. Clare, are placed in service.
- Washington Aqueduct Bridge completed
- Alexandria Canal opens
- 1844**  
May 24, Samuel F.B. Morse sends the first telegraph message from the basement of the Supreme Court Building in Washington, D.C., to the Mt. Clare Depot
- 1848**  
October, Henry "Box" Brown, an escaping African-American slave who was shipped from Richmond, Va., to freedom in a 2-foot 8-inch x 3-foot wooden crate, arrives in Baltimore on the B&O; is transferred to the Philadelphia, Wilmington & Baltimore Railroad for the final leg of his journey to freedom. He arrives in Philadelphia 26 hours after his departure and is retrieved by members of the Anti-Slavery Society.
- 1850**  
The C&O Canal is completed to
- Cumberland
- 1857**  
May, B&O workers initiate America's first major organized railroad strike when locomotive engineers block the tracks west of Mt. Clare to prevent operation. Maryland militia units are called out to protect property and



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**Samuel Morse's sketch of a railway telegraph, circa 1838**

## Influences on the Capital City: Canal, Steamboat, Railroad

*If you were to read the newspapers of the 1800s, you would be acquainted with the following information. What does it reveal about life at that time?*

- Before the advent of the steamboat, most of the produce of the Chesapeake was moved to market by sailing vessels. To get their products from the orchards and farms of Calvert County to the port cities of Alexandria, Baltimore, and Annapolis, the farmers and planters established close bonds with the captains who shipped their goods.

- By 1813, the first steamboats appeared on the Chesapeake. At the height of the steamboat era, the major steamboat ports on the Chesapeake were Baltimore with its sheltered harbor in the middle of the bay, Alexandria on the Potomac River and Norfolk at the mouth of the Chesapeake Bay.

- Before the railroads opened, stagecoaches were the major means of overland travel. Scheduling times for the various types of stages were constantly changing, and a shift in weather could alter itineraries for weeks. Reservations were rarely made ahead of time, and travelers had to change plans daily to get where they wanted to go.

- Goods, mail and passengers traveled from the Chesapeake Bay to the Potomac and Rappahannock rivers on steamboats. While rich passengers dined off linen tablecloths in grand salons, poorer passengers sat in the hold near livestock and produce. By the late 1800s, Washington, D.C., residents took the steamboat to the beaches and resorts on the Bay and as far as Colonial Beach, Va.

- The Chesapeake and Ohio Canal operated from 1828-1924 as a transportation route, primarily hauling coal from western Maryland to the port of Georgetown in Washington, D.C.

- By the mid-1800s, Chesapeake Bay shipping has diversified and advances in ship construction-steam boilers, metal hulls and propellers-begin to spell the end of large wooden vessels in Chesapeake Bay. Warehouses, wharves and piers are built or remodeled to cope with the rapid growth of regional and international trade.

- In the early 1800s it cost a dollar to transport a barrel of flour to market. With the completion of the Little River Turnpike and the commencement of construction on the Leesburg Turnpike, the cost decreased to 75 cents per barrel. The opening of the Chesapeake and Ohio Canal further reduced the cost per barrel to 45 cents. Many farmers who raised wheat and millers thought that such cheap and available transportation presented a strong argument for the railroad to reach them.

- The demand for feathers for hats and meat fueled commercial hunting of wildfowl. One professional duck hunter reported taking 7,000 canvasback ducks in a single month. Some operations use massive arrays of guns that can kill thousands of birds at a time. Depleted duck populations and pressure from conservationists finally bring a halt to market hunting in the late 1930s and early 1940s.

The United States Constitution provides for a counting of the citizens of the United States. The first decennial census of the United States was taken in 1790.

**1810 CENSUS:** U.S. population totals 7.2 million, including 1.4 million African Americans, of whom 1.2 million are enslaved. Population west of Appalachian Mountains is 1 million.

**1830 CENSUS:** U.S. population totals 13 million, including 2.3 million African Americans, of whom 2 million are enslaved. Population west of the Appalachian Mountains is 3 million, more than 25% of the U.S. population.

**1840 CENSUS:** U.S. population totals 17 million, including 3 million African Americans, of whom 2.5 million are enslaved. Population west of the Appalachian Mountains is 5 million, more than one third of the U.S. population.

**1860 CENSUS:** U.S. population totals 31 million, about half of whom live west of the Appalachian Mts. Population includes 4.5 million African Americans, of whom 4 million are enslaved.

The United States Census Bureau provides, in PDF format, maps that show the growth and distribution of American cities. "Population data were compiled for all incorporated places in the United States (and minor civil divisions in New England) containing at least 10,000 persons in any decennial census. Maps were then created for each decennial year 1790 through 2000."

Visit [http://www.census.gov/dmd/www/maps\\_1790to2000.html](http://www.census.gov/dmd/www/maps_1790to2000.html) to download the maps.





An Integrated Curriculum For The Washington Post Newspaper In Education Program

First Draft of History

In the first half of the nineteenth century many newspapers began publication. They often presented a particular point of view rather than the fair and balanced coverage that we expect of reporters today. The press also played a role in creating a national identity, stimulating discussion and utilizing technology.

The early 1800s was the era of the penny press. Steam-powered presses produced more copies per hour at a lower cost than manual printing presses. Publishers sold their papers for a penny, increasing the number of buyers from all levels of society, and sold advertising to cover the costs. Price was but one factor in the popularity of the penny press. In 1833, The New York Sun, the first "penny paper," introduced "one of America's first daily crime beats, focusing on human-interest stories from the police and courts," according to the Newseum's News History Gazette.

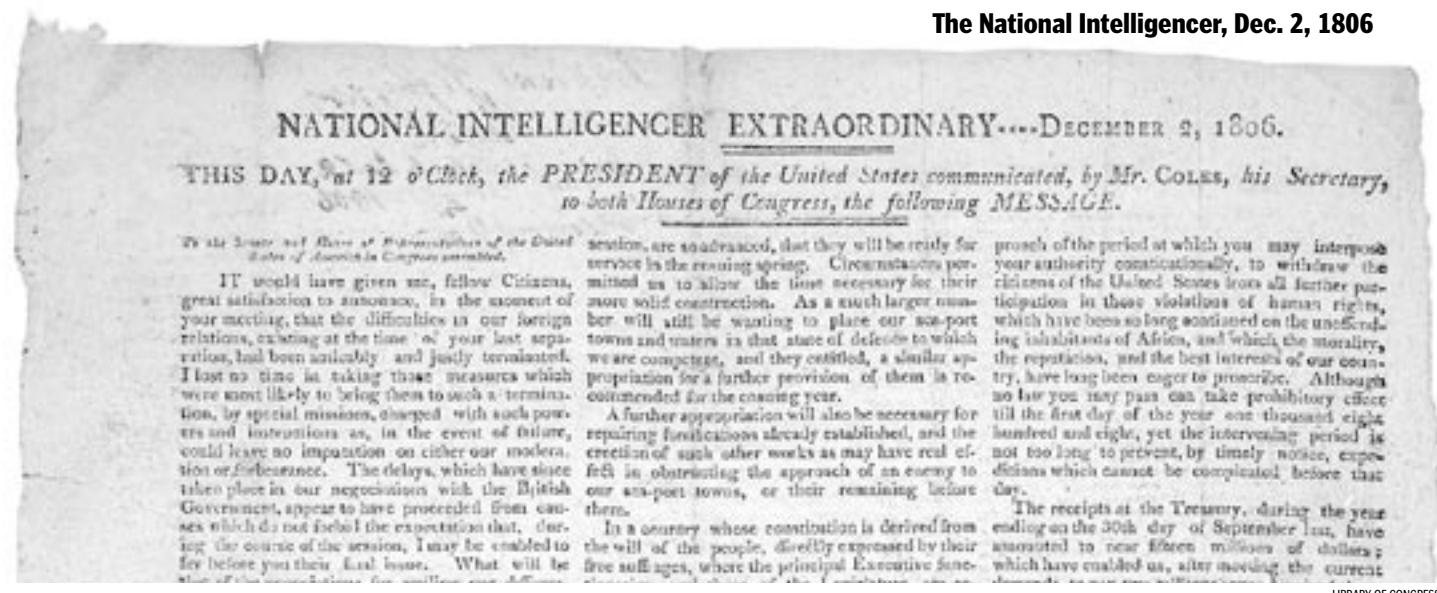
Stories of crime made the penny press and the National Police Gazette popular with high circulations. The

tradition and appeal continues in media and fiction. *Naked City*, the popular police and crime series in the middle of the twentieth century, began "There are eight million stories in the naked city." David Simon, the Baltimore Sun police reporter who wrote *Homicide: A Year of Killing Streets*, and Edna Buchanan, the Pulitzer Prize-winning Miami Herald police reporter who has written several crime thrillers, have written about real crime stories in both factual and fictional accounts. *Law and Order* is a very popular TV series at the beginning of the twenty-first century with stories ripped from the headlines and heard in the courts. The Metro section and front page of today's newspapers carry stories that record the acts of violence, suffering and man-against-man acts.

One newspaper that was the exception to sensationalist coverage in the early 1800s was the National Intelligencer that was published in Washington, D.C. Samuel Harrison Smith covered the House and Senate from the early 1800s.

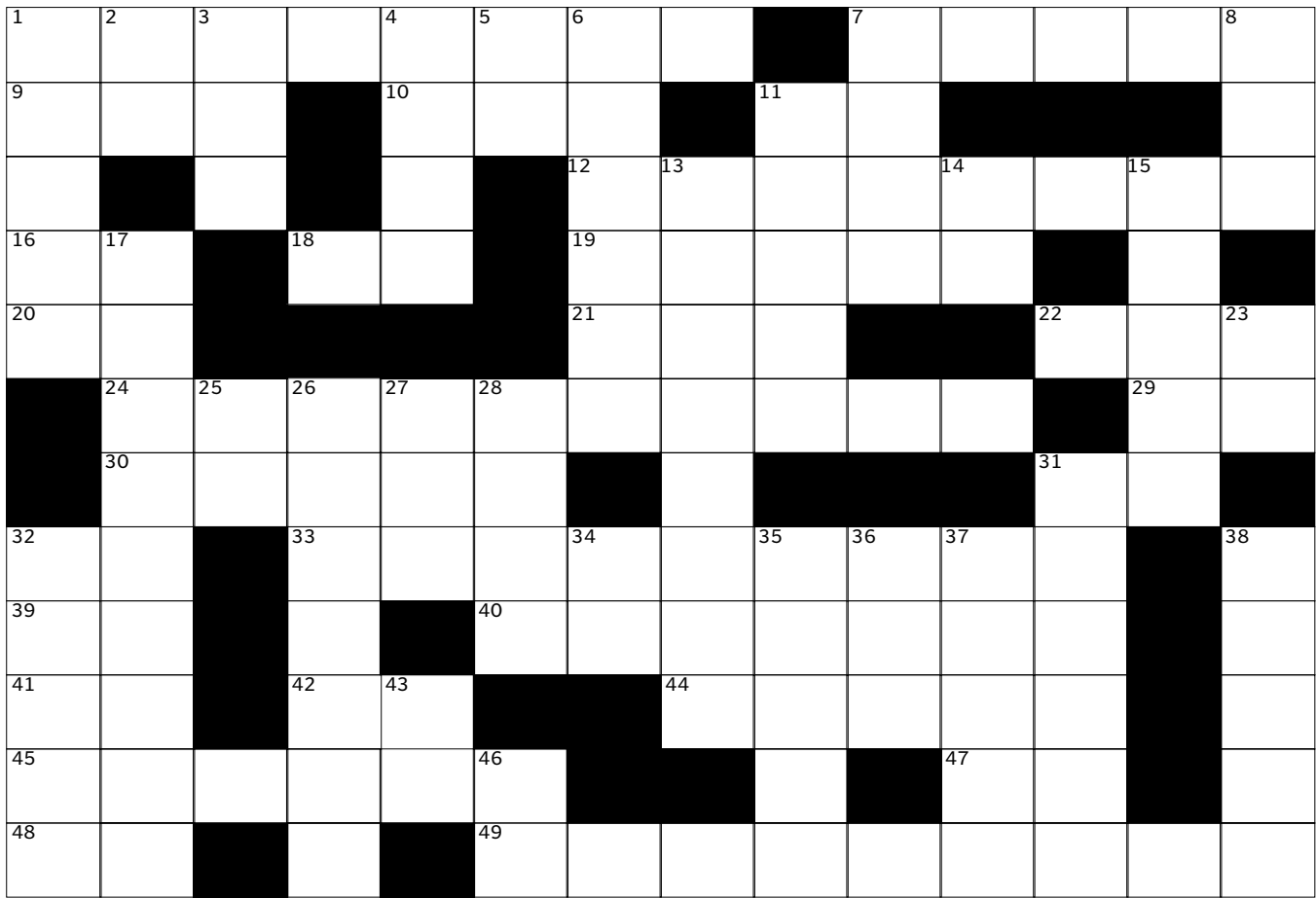
The Washington Globe was another prominent newspaper among Washington's several newspapers in this period. Francis Blair, a loyal supporter of Andrew Jackson, established the Washington Globe in 1830 and edited it for 15 years. He exemplifies the newspaper owner and journalist who become deeply involved in political activity. Although a member of Jackson's "Kitchen Cabinet" and a slaveholder, Blair did not support extension of slavery into the new territories. In 1848 he supported the Free-Soil party candidate, in 1850 helped to found the Republican party, by 1860 was an advisor to Abraham Lincoln and during Reconstruction rejoined the Democratic party. His son Montgomery Blair (1813-83) represented Dred Scott before the Supreme Court in 1857 and served as postmaster general in Lincoln's administration. Montgomery inherited the family mansion across from the White House that was later sold to the federal government to host visiting dignitaries.

The National Intelligencer, Dec. 2, 1806



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# On the Move



## ACROSS

1. The B&O \_\_ tracks to Mt. Clare established the first mile of commercial long distance rail in America.
7. Means of transporting goods across rivers before bridges
9. Suffix, as in "She is a hot-air balloon enthusi\_\_."
10. Used to paddle a canoe
11. Queen Elizabeth (abbr.)
12. Pipe designed to transport water, usually by gravity
16. Mailing code for Iowa
18. Mailing code for Maine
19. Constructed
20. Down (abbr.)
21. \_\_' Engine That Could
22. Year (Spanish)
24. Before the Civil War
29. Article (grammar)
30. Nearby
31. Saving and Loan (abbr.)
32. "Ho, ho, \_\_," yelled Santa Claus from the caboose.
33. City where first American railroad was established.
39. Operating System (abbr.)
40. Fatty substance obtained from wool used in soaps

41. Right (abbr.)
42. Capital Crescent (abbr.), an 11-mile trail beginning in Silver Spring and ending at Thompson Boat Center
44. Small stand of trees that provided shade during water stops
45. Situation comedy (informal term)
47. Ecuador (abbr.)
48. Each (abbr.)
49. Electric transmission of messages over wires

## DOWN

1. Moving with great speed
2. Adverb meaning to the same extent
3. Suffix meaning native or follower of
4. Part played by a performer
5. Overeaters Anonymous (abbr.)
6. Land fit to be cultivated
7. Sense something
8. Traveler's question: Are we there \_\_?
11. Writing pen made from the shaft of a feather
13. Stitching pieces of fabric together to create a comforter. This American folk art became popular in the early 1800s when New England textile mills produced cloth by the bolt.
14. Data Test (abbr.)

15. George Washington became the first president of the Potowmack \_\_ Company in 1785.
17. The \_\_ River flows from Montgomery and Prince George's counties to D.C., where it empties into the Potomac River.
23. Opposite of off
25. New Latin (abbr.)
26. Alexandria went from being a \_\_ port to a transportation center for many goods.
27. European Space Agency (abbr.)
28. Alexander Graham \_\_ was inspired by the telegraph to invent the telephone.
31. The first section of the C&O Canal connected Georgetown to \_\_.
32. Travel by foot, canoe and \_\_ were the earliest forms of transportation in D.C.
34. Technology Administration (abbr.), a federal agency with a goal to maximize technology's contribution to America's economic growth
35. First successful use of \_\_ code was by its inventor from Washington to Baltimore in 1844.
36. Ohio Land Ordinance (abbr.)
37. In the 1800s steamboats plied the Potomac \_\_.
38. Opposite of north
43. Chesapeake and Ohio (abbr.)
46. Mailing code for Montana



## 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). Grades 6-8: Analyze changes of land and water transportation, including a network of roads, canals and railroads, and their impact on the economy and settlement patterns.

United States History (3). 1. Construct and interpret maps, graphs, charts, databases. 5. Analyze population growth and settlement patterns. 7. Analyze the influence of transportation and communication on the movement of people, goods and ideas from place to place. 8. Identify ways and reasons why people adapt to and modify the natural environment with technology, and analyze consequences of the modifications.

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. 5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on

- how the effects of geography, climate, canals and river systems, economic incentives and frontier spirit influenced the distribution and movement of people, goods and services;
  - the impact of inventions, including the cotton gin, McCormick reaper, steamboat and steam locomotive on life in America.
- 11.17 The student will develop skills for historical analysis, including the ability to analyze documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.)

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 develop maps, time lines, graphs, charts, databases to teach history to others; By the end of Grade 8, the student will identify and describe patterns of change in American history from 1800 to the Civil War and Reconstruction.

Environment and Society. The student will explain the changes that occur in the meaning, use, location, distribution, and importance of resources.

Religious, Ethical, and Philosophical Forces in History. 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>.