

**Maryland's First Capital:
Discovering a Lost City**
Teacher's Guide
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Objectives:

At the completion of this lesson, students will be able to:

- Create a timeline of important events which happened “first” at St. Mary’s City
- Read to find out about the history of St. Mary’s City
- Read and interpret historical maps
- Interpret data from a chart

Maryland Learner Outcomes & Indicators:

Grades 4-5

Social Studies

Geography:

- Locate places and natural features by interpreting and constructing maps using directions, legends, grid systems, boundary lines, and scales.
- Examine the impact of geography on the industrial growth and economic prosperity of communities in the state, nation, and world.

Skills and Processes:

- Obtain, interpret, organize, and use information from reading, asking questions, observing, and listening.
- Obtain, interpret, organize and use print and non-print sources of information such as pictures, graphics, maps, globes, and artifacts.
- Define and clarify problems drawn from history and the social sciences, identify resources, and prepare solutions based on available data.
- Make and analyze personal decisions and reflect on the results.

Mathematics:

Estimation in Measurement/Problem Solving

- add, subtract, multiply, divide whole numbers, fractions, decimals, integers, rationals

Number Relationships

- apply percents

Student Worksheets:

Maryland's First Capital: Discovering a Lost City
A Timeline of Important Firsts

Other Materials Needed:

Pencil
paper

Web sites referenced in the lesson:

<http://www.intandem.com/NewPrideSite/MD/Logs/Log8.html>

<http://www.mdarchives.state.md.us/msa/speccol/sc2200/sc2221/000017/000001/images/vil1620.gif>

<http://www.mdarchives.state.md.us/msa/mdmanual/01glance/html/chron.html>

<http://www.primenet.com/~langford/spls/634md001.htm>

<http://www.smcm.edu/hsmc/center/firsts/firsts.htm>

Background Information:

In this *Maryland Exploration*, students review text, web sites, historical maps, passenger lists, and census data to investigate Maryland's first capital, St. Mary's City. Students will also calculate the number of years between today and the Calvert landing in 1634 through a guided activity on the worksheet *Maryland's First Capital: Discovering a Lost City*. This *Maryland Exploration* might work well as an introductory lesson to 17th century colonial life, or the establishment of Maryland's first capital city.

Teaching Tips:

This *Maryland Exploration* would be appropriate as an introduction or a conclusion to the study of Maryland's first capital. This *Maryland Exploration* can be completed in conjunction with the Teacher Aboard log from October 25, 1999 (Part I and II), or by itself.

This *Maryland Exploration* should take two 30 minute class periods to complete. Students may work on *Exploration* lesson individually or in partners. As there is a fair amount of on-screen reading to complete in this *Exploration*, it would be advisable for the teacher to complete a pre-reading activity (i.e., a K-W-L chart) at the beginning of the class time.

In addition, this *Maryland Exploration* integrates the use of historical maps. It would be appropriate to review map-reading skills before students work with the historical maps. These maps can be printed out and used with the whole class, or read from the computer screen.

Introduction/Motivation

Complete a class K-W-L activity prior to beginning this *Maryland Exploration* to review what students already know about St. Mary's City and colonial life. Explain that in this lesson, students will be learning about colonial life during the early 1600's, or 17th century.

The beginning of this lesson is actually a review of the October 25, 1999, Teacher's Log. By reading this log, students will view pictures of the museum, other students visiting the museum, and learn about *Pride II of Baltimore's* trip to Historic St. Mary's City. To link the Teacher's Log and the *Maryland Exploration*, ask students why *Pride II of Baltimore* would have visited this museum. Explain that Historic St. Mary's City is a very important place in Maryland, as it celebrates the history of Maryland's founding and first capital city.

Thoughtful Application

At the completion of this *Maryland Exploration*, students are asked to decide on the six most important "firsts" which happened at St. Mary's city, and then to create a timeline by sequencing the events in chronological order. After they have completed their timeline, they will write a short paragraph explaining their choices.

Thoughtful Application Scoring Rubric

Students should complete the timeline, include an explanation of why they chose the six events they did, and write a short paragraph answering the question, "*Why is St. Mary's City so important now?*"

3 = Six events are listed on the timeline, in chronological order. There is an explanation of why the six events were chosen. The short paragraph answers the question "*Why is St. Mary's City so important now?*" with three reasons and text support from the web site.

2 = Six events are listed on the timeline in chronological order. There is an explanation of why the six events were chosen. The short paragraph answers the question, but with only one reason and limited text support from the web site.

1 = Less than six events are listed on the timeline. There is no explanation of why the events were chosen. The short paragraph addresses the question, but there is no text support from the web site.

0 = No response.

Extensions for further study:

You and your students can read about *Pride II's* visit by going to the Teacher's log from October 25, 1999,
<http://www.intandem.com/NewPrideSite/MD/Logs/Log8.html>

In this teacher's log, Teacher Aboard Jamie Pepper writes about what it was like to sail from Norfolk to St. Mary's City, and what it was like for a group of students from her school to visit *Pride of Baltimore II*. She also describes her day at Historic St. Mary's City. If you read Part II of the Teacher Aboard Log from October 25, 1999, you can look at more pictures of what Historic St. Mary's City, the museum of the first capital, looks like.
<http://www.intandem.com/NewPrideSite/MD/Logs/log8b.html>

Or, you and your students can learn more about archaeology by completing the *Maryland Exploration* called Ancient Treasure in the Back Yard: A Story about Archaeology. http://www.intandem.com/NewPrideSite/MD/Lesson12/Lesson12_1.html

Additional web sites

<http://www.primenet.com/~langford/places/md633001.htm> to read more about the Voyage to Maryland

<http://www.somd.com/culture/history/father-andrew-white.htm>

To read more about Father Andrew White, the Jesuit priest that traveled to the new world with the *Ark* and *Dove*.

<http://www.mcps.k12.md.us/curriculum/socialstd/ETF/cache85575.html>

To read Father Andrew White's original diary describing his voyage to the new world.

WORKSHEET KEY

Maryland's First Capital: Discovering a Lost City Worksheet

#1: How many years do you think there are between when the Calvert settlers arrived at St. Clement's Island and today? Write your prediction here:

(accept reasonable answers)

Now, using the timeline at the Maryland State Archives web site, locate the year the Calvert settlers landed at St. Clement's Island. You will have to scroll down the page a bit.

What is the year today?	1999 or 2000
What year did the Calvert settlers arrive at St. Clement's Island?	1634
Subtract the smaller number from the larger number:	365 or 366

Your answer is the number of years ago that the Calvert settlers landed at St. Clement's Island!

#2. Review the passenger list from the *Ark* and *Dove*. As you can imagine, it was a very difficult journey from England to the new world.

How many women sailed on the ships? **2**

How many "gentlemen" sailed on the ship? **10**

You might have noticed that some of the people died while on the journey. That should prove to you that it was a very difficult trip to make. What characteristics do you think a person would need to have to make such a difficult journey? Make a list here:

Accept reasonable answers, i.e., physically strong and healthy, determined to be part of the settlement of a new Catholic colony

#3. After you have reviewed the map showing where Native Americans lived in the Maryland and Virginia region, you will need to make a recommendation to Leonard Calvert about where he should settle. Look at the map again, if you need to. Now complete this chart:

Geographic advantages of staying at Clement's Island	Geographic Advantages of choosing another location (moving to the peninsula)
Safe from Native Americans	Island was too small
Easy to navigate ships in and out of settlement	More land for farmland
	More land for all the people that would come to Maryland
	Protected shoreline from invaders

#4. What are some other ways that historians could know that a city was lost? Look at the table below and see if you can give another reason that historians could say St. Mary's City was lost.

Population Information for St. Mary's County

Census	Population	% of MD Population
1790	15,554	4.9%
1890	15,819	1.5%
1990	75,974	1.6%

Source: St Mary's County for Kids web site

Possible answer: In 1790, there were 15,554 people living in St. Mary's County. In 1890, there were only about 300 people more, and St.. Mary's County only had 1.5% of the population of the whole state. This was down from 4.9%.