



KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C.



Funded by HumanitiesDC and the Argosy Foundation

With special thanks to
The District of Columbia State Historic Preservation Office

Dear Teachers,

Thank you for your interest in incorporating archaeology into your classrooms! I am a middle school history teacher in Maryland as well as an amateur archaeologist. As a fellow educator, I can attest to the value that archaeological investigations and connections bring into the classroom. Curiosity and critical thinking skills are unleashed when students realize that history is not simply the stagnant past, but instead awaiting discovery and molded by our modern observations and interpretations. Students of any age can begin their archaeological career, but this particular unit focuses on archaeology in Washington, D.C. and is designed for 3rd and 5th grade students.

The unit focuses on two key themes—archaeology and slavery in Washington D.C.—with a special emphasis on freedom seeker Hortense Prout and her family, who were denied the opportunity to record their experiences while they were alive. Archaeology holds the secrets of the past and is a key to the untold stories of marginalized populations. It allows us the chance to uncover and share their stories, speak their names, remember their experiences, and honor their contributions. Through archaeology, we can expand the lens of our national memory and rewrite our narrative to more accurately reflect our diverse population.

The unit is organized to take students from the big picture to more focused content. We start with the big ideas of the two themes, then zoom in further to the specific location and history of Kalorama Park—a historically unique location in Washington, D.C. brimming with archaeological opportunity due to the lack of urban development on the site. Students will then explore historical evidence about Hortense Prout, highlighting the significance of her story and her own voice as the missing link in the narrative. Next, students will learn specific archaeological steps and analyze findings from a dig in 1986. The unit concludes with students summarizing their understanding and working collaboratively to create a proposal for the city of Washington, D.C. to fund another dig to learn more about Hortense Prout and her family.

I am confident that this unit will provide a unique and engaging learning experience for your students. I look forward to hearing about their experiences and the impact this unit has on their understanding of archaeology and slavery in Washington, D.C.

Best regards,

A handwritten signature in black ink that reads "Sarah Mason". The signature is written in a cursive, flowing style.

TABLE OF CONTENTS

1	INTRO TO ARCHAEOLOGY	1
2	SLAVERY IN WASHINGTON, D.C.	16
3	KALORAMA PARK HISTORY	31
4	HORTENSE PROUT, GRADE 3	55
5	HORTENSE PROUT, GRADE 5	83
6	KALORAMA PARK STRATIGRAPHY	111
7	ARTIFACT CATEGORIZATION	121
8	THE NEXT DIG	139

INTRO TO ARCHAEOLOGY

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 60 - 90 MINUTES

FOCUS QUESTION

What is archaeology?

GOALS

Students will examine the steps of archaeology in order to understand what it is and why we study things people left behind.

MATERIALS

- “What is Archaeology?” Reading
 - (1 per student)
- “What is Archaeology?” Two Level Study Guide
 - (1 per student)
- “Talking Trash Notes”
 - (1 per student)
- “Talking Trash” Images
 - (number depends on instructional organization)

DCPS SOCIAL STUDIES STANDARDS

GRADES 3-5

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

COMMON CORE STATE STANDARDS

GRADE 3

- 3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

GRADE 5

- 5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

INSTRUCTIONAL SEQUENCE

WARM UP

Invite students into a discussion using the following questions:

1. How do you learn about things that happened before you were born?
2. How could you learn about someone if they didn't take pictures or write about their life?

GUIDED READING AND PROCESSING ACTIVITY

1. Guide students through the "What is Archaeology" reading.
2. Use the reading checkpoint questions to encourage recall and reflection. Teachers can choose to engage in a whole class discussion or turn and talk with a partner depending upon the needs of their students.
3. After reading "What is Archaeology?" with students, guide them through answering the questions on the two level study guide. "Right there" questions are found directly in the text. "Think About It" questions require more reflection.

TALKING TRASH ACTIVITY

1. Read the handout with students.
2. Ask the following questions for reading clarification:
 - a. How do we get rid of our trash today?
 - b. How did people get rid of their trash before modern dumps and waste management systems?
 - c. What can trash tell us about the people who used that space in the past?
3. Use the images on the following slides to guide students through analyzing the site locations and leftover trash (artifacts) to infer (guess) how people used that space.
 - a. Teachers are encouraged to model the at least one image analysis aloud as students record the shared ideas as a class.
 - b. Teachers have the option of completing the rest of the Talking Trash Images Analyses as a whole group, in pairs, or assigning one image to a group of 3-4 students and having them share their analysis with the class.
4. Have students record their analysis on the provided handout.

OPTIONAL INSTRUCTIONAL STRATEGIES

1. Preview vocabulary words and definitions with students before reading "What is Archaeology?"
Reviewing vocabulary could also be used as a warm up should this lesson extend into a second day.
2. Utilize a Parking Lot strategy: anticipate student questions by providing them with 1-2 sticky notes on their desk. Should they have questions during the reading of "What is Archaeology?" encourage students to write their question down and either place it on their desk or in a designated "Parking Lot" location in the classroom. This can be a on a white board, anchor chart, bulletin board, or a poster board. Additionally, the teacher may want to assign a student to be the "Parking Lot Manager" whose job it is to gather all of the sticky note questions and place them in the Parking Lot.
3. Anchor Chart: Ask students to assist the teacher in the creation of an anchor chart that identifies all of the steps of archaeology. This would be a meaningful reflection and could be used in the following lessons.

VOCABULARY

TERM	DEFINITION
Archaeology	The study of the human past based on the objects the people who lived there left behind
Artifacts	Anything made or used by humans
Features	Artifacts that cannot be moved
Archaeological Sites	Locations with artifacts or features that reveal people from the past were once active there
Culture	Way of life shared by a group of people in a certain location
Material Culture	Objects people use in everyday lives
Excavating	Digging
Oral Histories	Stories people share over many years
Historical Records	Things written down in the past
Surveys	Searching for artifacts on the surface and recording their findings on a map
Context	Using clues from the things around an artifact to figure out what it was used for
Conservation	Cleaning and studying
Misconceptions	Wrong ideas



ANCHOR CHART

ARCHAEOLOGICAL STEPS

1	Research oral histories and historical records to find a potential site
2	Conduct a survey and record findings on a map
3	Use research and surveys to decide where to dig.
4	Divide the site into grids.
5	Carefully excavate .
6	Record artifacts and features found
7	Record the context , or where things were found
8	Conserve the artifacts.

WHAT IS ARCHAEOLOGY?

INTRODUCTION

Archaeology is the study of the human past based on the objects the people who lived there left behind. Archaeologists find and examine **artifacts**, which are anything made or used by humans, such as pottery, tools, weapons, and jewelry, even entire buildings! Artifacts that cannot be moved are called **features**. Building foundations, water wells, fire pits, and walls are all examples of features. They cannot be moved, but they can still help archaeologists explain how that place was used in the past. When archaeologists find locations with artifacts or features, that place becomes an **archaeological site**.

READING CHECKPOINT:

What is the difference between artifacts and features?

WHY IS ARCHAEOLOGY IMPORTANT?

Cameras and movies have only been recording human events for just under two hundred years, but humans have been on the earth for more than 300,000 years! For most of that time, humans did not write down their experiences or ideas. Archaeologists want to learn about the **culture**, or way of life shared by a group of people in a certain location, of all humans, especially those that did not take pictures or write about their lives. Culture includes all of the details of human life such as language, religion, food, music, clothing, dancing, and many other things. Since much of this cannot be found in a site, archaeologists focus on **material culture** which are objects people use in everyday lives. Modern examples of material culture include cell phones, water bottles, school supplies, and even small pieces of trash, like candy wrappers.

READING CHECKPOINT:

What is an example of material culture that is in your desk right now? How about in your home?

THE ARCHAEOLOGICAL PROCESS

Before archaeologists begin digging, or **excavating** a site, they have to think about where an area might have a lot of artifacts. To do that, they research **oral histories**, or stories

WHAT IS ARCHAEOLOGY?

people share over many years. Archaeologists will also explore **historical records** which are things written down in the past, such as maps or newspapers. Once they have a good idea about the location of a site, archaeologists will conduct **surveys** that include searching for artifacts on the surface and recording their findings on a map. These steps help archaeologists determine the best places to excavate.

Once digging begins, archaeologists have to work carefully to avoid damaging any artifacts or features. The site is sectioned into grids in order to keep detailed records. Most people do not realize that where an artifact is found is just as important as the artifact itself, so archaeologists draw, photograph, and document any features and changes in the dirt including color, texture, or even smell! Archaeologists use clues from the things around an artifact to figure out what it was used for, just like how you use clues from words around a difficult word when you're reading. Once an artifact has been documented in **context** of the site, it can be removed for **conservation**, or cleaning and studying. It is often said that archaeology is a **destructive science** because the context must be destroyed in order to be studied, so excavation must be detailed and thoughtful to avoid losing valuable information

READING CHECKPOINT:

- What do archaeologists do before they dig in the ground?
- Why is context important?

CONSERVATION AND INTERPRETATION

While clean air is healthy for humans, it can cause serious damage to artifacts that have been protected by water or earth for a long time. After artifacts are removed from the ground, they go to a lab where they can be cleaned, studied, and recorded. Archaeologists and **historians** (people who study human events) can use the site findings to fill in knowledge gaps or correct **misconceptions** (wrong ideas) of the site's history. This is also the stage where the information is published and shared with other experts and the public, since history belongs to everyone!

READING CHECKPOINT:

Why do you think history belongs to everyone?

WHAT IS ARCHAEOLOGY STUDY GUIDE

DIRECTIONS: Use the reading titled “What is Archaeology?” to complete the chart and answer the questions.

SECTION	RIGHT THERE	THINK ABOUT IT
Introduction	1) Anything made or used by a human is called an _____. 2) Artifacts that cannot be moved are called _____	Give an example of a feature.
Why is Archaeology Important?	3) A way of life shared by a group of people in a certain location is called _____. 4) Objects people use in their everyday lives are called _____	Draw a picture of a piece of material culture in your classroom.
The Archaeological Process	5) _____ means digging. 6) Stories people share over many generations are called _____. 7) Things written down in the past like maps and newspapers are called _____. 8) Searching for artifacts on the surface and recording them on a map is called _____. 9) Cleaning and studying an artifact is called _____	Why is context important?

WHAT IS ARCHAEOLOGY STUDY GUIDE

ANSWER KEY

SECTION	RIGHT THERE	THINK ABOUT IT
Introduction	1) Anything made or used by a human is called an ARTIFACT . 2) Artifacts that cannot be moved are called FEATURES .	Give an example of a feature.
Why is Archaeology Important?	3) A way of life shared by a group of people in a certain location is called CULTURE . 4) Objects people use in their everyday lives are called MATERIAL CULTURE .	Draw a picture of a piece of material culture in your classroom.
The Archaeological Process	5) EXCAVATION means digging. 6) Stories people share over many generations are called ORAL HISTORIES 7) Things written down in the past like maps and newspapers are called HISTORICAL RECORDS . 8) Searching for artifacts on the surface and recording them on a map is called SURVEY . 9) Cleaning and studying an artifact is called CONSERVATION .	Why is context important?

TALKING TRASH

How do things get left behind? And what can we learn from them?

While on the hunt for material culture, archaeologists often find themselves studying trash from people long ago. They explore broken pottery, tools, and even bones and seeds from meals long gone. But how does trash get left around a home or a building? And what can it tell us about the people who used that space?

Before towns and cities created dumps and waste management systems, people often threw their trash into a hole in the ground in their yards called a **trash pit**. Other times people may have lost items or simply threw them on the ground where they were at the moment. As a result, archaeologists don't usually find complete objects, but instead broken ones or small pieces of a larger whole object.

Trash can tell archaeologists a lot about the people who lived and used the site in the past. For example, animal bones and plant seeds can give hints about the foods they ate. Broken tools can explain what kind of jobs people were performing there. Pottery pieces, called **sherds**, and jewelry beads can shed light on hobbies, skill, travel, and even trade routes.



TALKING TRASH

DIRECTIONS: Use the site description and artifacts found at the site to predict how the space was used.

SITE NUMBER	SITE DESCRIPTION Describe what you see. Where is this taking place?	ARTIFACTS FOUND Describe what you see. How do people use these items?	INFER (GUESS) How do you think this space was used?
1			
2			
3			
4			

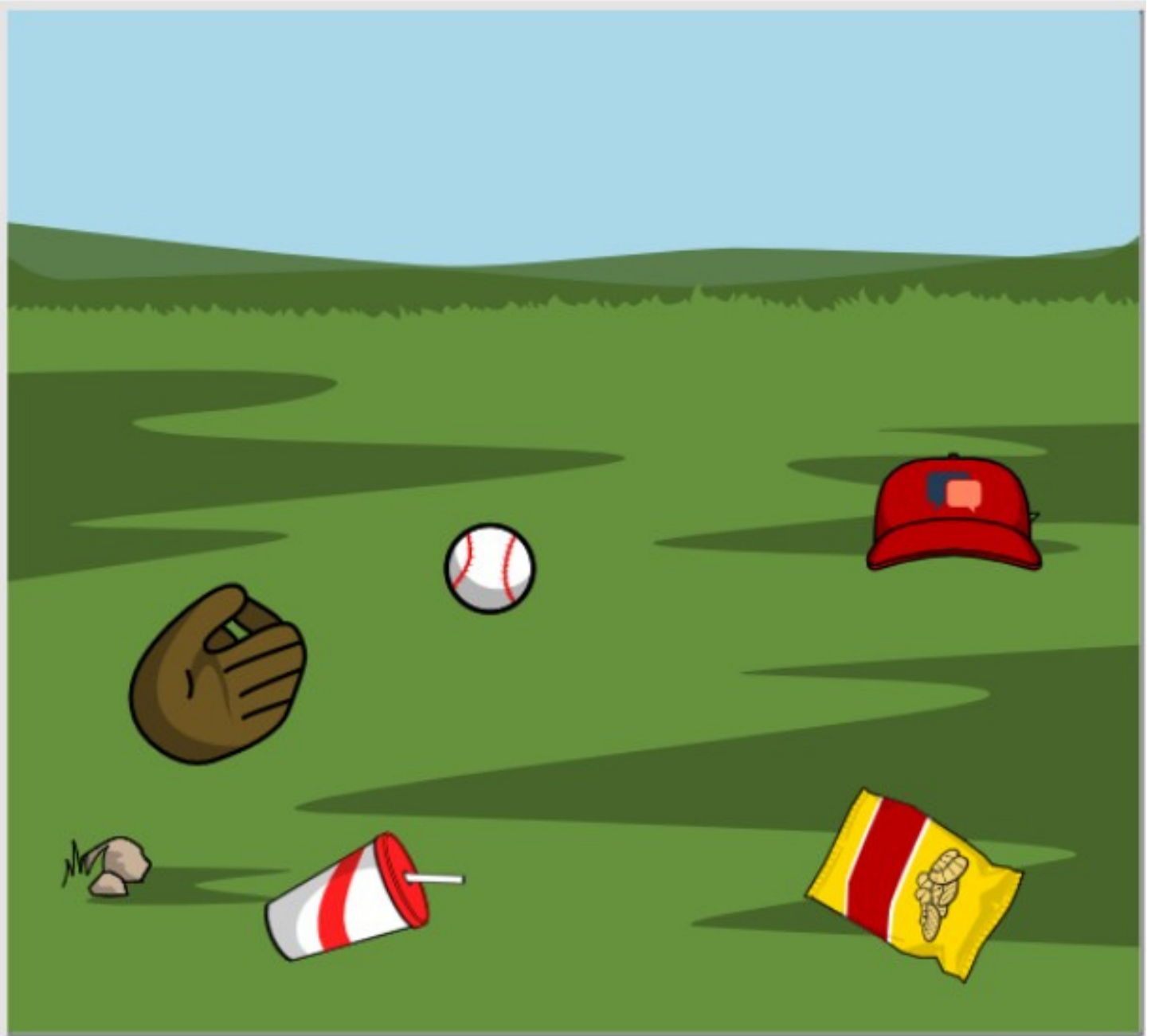
TALKING TRASH - SITE 1



TALKING TRASH - SITE 2



TALKING TRASH - SITE 3



TALKING TRASH - SITE 4



TALKING TRASH

ANSWER KEY

SITE NUMBER	SITE DESCRIPTION Describe what you see. Where is this taking place?	ARTIFACTS FOUND Describe what you see. How do people use these items?	INFER (GUESS) How do you think this space was used?
1	Lake, mountains, trees	Fishing pole and net for fishing for food. Sleeping bag and tent for shelter. Logs for building a fire.	Camping
2	Inside a room with a window and bulletin board	Pencils and paper for writing Dictionary and map for learning Chair for students to sit.	Classroom
3	Green open field	Glove and ball for playing baseball; Chips and cup for having a snack Hat to block the sun	Baseball field
4	Grass, trees, fence, party streamers	Paper hat and streamer for decoration ketchup bottle, soda cans, plastic can holder, and disposable dinnerware as food trash	Backyard party

SLAVERY IN WASHINGTON, D.C.

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 90 - 110 MINUTES

FOCUS QUESTION

How did slavery shape Washington, D.C.?

GOALS

Students will analyze images and maps in order to understand how slavery impacted Washington DC.

Students will identify how enslaved people in Washington, D.C. contributed to the development of the capital & resisted enslavement.

MATERIALS

- Projections of the following images:
 - Warm Up Image
 - James Madison's House at Montpelier
 - Montpelier's Reconstructed South Yard
 - Archaeology in the South Yard
- "Enslaved in the Capital" Reading
 - (1 per student)
- "Anticipation Guide: Enslaved in the Capital" Handout (1 per student)
- "Enslaved in the Capital: Memorializing Resistance" Handout (1 per student)

DCPS SOCIAL STUDIES STANDARDS

GRADE 3

- 3.3. Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
- 3.1. Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (G, E)
- 3.4.2 Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)

GRADE 5

- 5.3. Students describe the rapid growth of slavery in the South after 1800
- 5.3.2. Describe the contributions of enslaved and free Africans to the economic development of the colonies. (S, E) 3. Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S)
- 5.5. Students summarize the causes and consequences of the Civil War.
- 5.5.6. Analyze the rationales for the Emancipation Proclamation and the emancipation of African Americans in Washington, DC. (P, S)

COMMON CORE STATE STANDARDS

GRADE 3

- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.W.1.b Provide reasons that support the opinion.
- 3.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

GRADE 5

- 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Project the image titled “A Cotton Plantation on the Mississippi” by Currier and Ives on the whiteboard.
 - a. Ask students to identify what they see in the image.
 - b. What tasks are the people performing?
 - c. What tools/materials are they using?
2. Review the **lesson goals** with students.

MONTPELIER IMAGE ANALYSIS ACTIVITY

1. Project the image of **James Madison’s home, Montpelier**. Explain to students that this is the home of James Madison, the writer of the Constitution and the 4th president of the United States. The house was built in the 1760’s. This property is a 2,000+ acre plantation in Virginia. (Use this tool to compare the acreage to football fields: <https://www.justintools.com/unit-conversion/area.php?k1=acres&k2=acres>)
 - a. Guide students through analyzing the image with the following questions:
 - i. What do you see?
 - ii. What types of responsibilities/jobs do you think the people who lived here may have had?
 - iii. How do we get information about the people who lived in these houses?
2. Project the image of **Montpelier’s Reconstructed South Yard**. Explain to students that these buildings were reconstructed after archaeological investigation and represent where the enslaved domestic servants for Montpelier lived when it operated as a plantation.
 - a. Guide students through analyzing the image with the following questions:
 - i. What do you see?
 - ii. How do these homes compare to the other home we have looked at?
 - iii. How might the lives of the people in the South Yard be different than the people in the other homes?
 - iv. What types of jobs/ responsibilities do you think the people who lived here had?
 - v. How do we get information about the people who lived here/in these houses?

INSTRUCTIONAL SEQUENCE

3. Project the image of **Archaeology in the South Yard**. Explain to students that the homes in the previous picture were reconstructed after archaeological investigation. The people who lived in these homes were not allowed to write. Most of what we know about their lives because of the records of the Madison family.

Guide students through analyzing the image with the following questions that connect their knowledge in the previous lesson:

- What steps of archaeology do you see here?
 - What steps were already completed in order to reach this one?
 - Whose perspective is missing?
 - How does archaeology help to fill in our knowledge gap?
 - **Strategy Suggestion:** Reference the "Archaeological Steps Anchor Chart" noted in the previous lesson.

ENSLAVED IN THE CAPITAL READING ACTIVITY

1. Before reading "Enslaved in the Capital," review the vocabulary words and Anticipation Guide directions with students.
2. Read "Enslaved in the Capital" with students.
3. Optional Extension: Encourage students to complete the Challenge at the bottom of the Anticipation Guide.

EXIT TICKET: MEMORIALIZING RESISTANCE IN THE CAPITAL

1. Discuss the following questions with students:
 - a. Why do we create memorials?
 - b. Why is it important to remember the contributions of enslaved African Americans in Washington, D.C.?
 - c. Why is it important to remember acts of resistance to slavery in Washington, D.C.?
2. Provide students with the handout titled "Enslaved in the Capital: Memorializing Resistance".

Explain the following directions to students:

- a. Design a memorial/monument to remember the contributions of enslaved people in Washington, D.C. and how they fought for their freedom. You can choose to honor any of the people discussed in the "Enslaved in the Capital" reading, or create one monument that memorializes all of them.
- b. Explain what/who your design is honoring and why it is important to remember them.

WARM UP



Currier & Ives. A cotton plantation on the Mississippi. , 1884. [New York: Currier & Ives] Photograph.
Image Credit: Library of Congress. <https://www.loc.gov/item/91722891/>.



JAMES MADISON'S HOUSE AT MONTPELIER



Image Credit: Sarah Mason

MONTPELIER'S RECONSTRUCTED SOUTH YARD



Image Credit: Sarah Mason

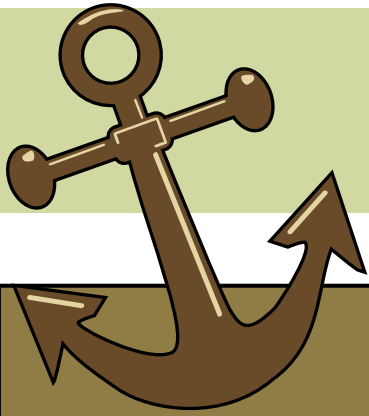
ARCHAEOLOGY IN THE SOUTH YARD



Image Credit: Matt Reeves, courtesy of the Montpelier Foundation

VOCABULARY

TERM	DEFINITION
Enslaved	A word describing a person who is forced to work without pay or freedom
Enslaver	A person who forces other people to work without pay or freedom, and treats them like animals or property
Plantations	Big farms that grew tobacco and other crops and made lots of money because they did not pay the people who were forced to work there
Paul Jennings	A man enslaved by President James Madison while living in the White House
Underground Railroad	A secret group of safe people and places that helped enslaved people seek freedom
Anthony Bowen	A conductor for the Underground Railroad in Washington, D.C. who helped more than 900 people seek freedom
Civil War	A war fought between Americans because southern states wanted to continue enslaving people and northern states did not. The war lasted from 1861-1865 and the northern states won.
Abraham Lincoln	President of the United States during the Civil War



ANCHOR CHART

ARCHAEOLOGICAL STEPS

1	Research oral histories and historical records to find a potential site
2	Conduct a survey and record findings on a map
3	Use research and surveys to decide where to dig.
4	Divide the site into grids.
5	Carefully excavate .
6	Record artifacts and features found
7	Record the context , or where things were found
8	Conserve the artifacts.

ENSLAVED IN THE CAPITAL

The capital of the United States is Washington, D.C. It was created in 1800 from parts of Maryland and Virginia. At that time, both of those states allowed people to own other people. People who were **enslaved** in America were kidnapped from their homes in Africa, separating them from their culture and loved ones forever. They were treated like animals or property and did not have the same rights as other people.

The people living in and near the capital of the country that fought for freedom from England also practiced slavery. They had big farms called **plantations** where they grew tobacco and made lots of money because they did not pay the people who were forced to work. Later, when tobacco prices went down, some **enslavers** rented out the people they enslaved to the government to build important buildings in Washington, D.C., like the White House and the U.S. Capitol. As the city got bigger, there wasn't as much need for enslaved workers, and by 1850, there were more free Black people living in the city than enslaved ones.

Eight of the first twelve presidents of the United States owned enslaved people. One man named **Paul Jennings** was enslaved by President James Madison in the White House. During the War of 1812, the White House and other parts of the city were burned by the British. Jennings is said to have saved a painting of President George Washington. After he was freed in 1848, Jennings helped plan the biggest attempted escape from slavery in U.S. history! Over 70 people took a big boat and sailed up the Potomac River towards Pennsylvania, which was a free state. Sadly, they didn't make it, but Jennings continued fighting for the end of slavery until the Civil War ended.

Washington, D.C. was a busy place for both slavery and people fighting against it. There used to be places where people could legally buy and sell people along the National Mall. But at night, the **Underground Railroad**, a secret group of safe people and places, helped enslaved people seek freedom. There were many stops for the Underground Railroad in Washington, D.C., and one man named **Anthony Bowen** helped over 900 people escape to freedom!

ENSLAVED IN THE CAPITAL

In 1861, the United States had a **Civil War** because the southern states, including Virginia, wanted to continue enslaving people, but the northern states did not. Washington, D.C. and the states north of it stayed in the United States. President **Abraham Lincoln** said that a country that says "all men are created equal" could not survive if many of those people were enslaved.

Slavery was made illegal in Washington, D.C. on April 16, 1862. This meant that over 3,000 people were finally freed in the capital. Some enslaved people from other states escaped to Washington, D.C. to be free, too. The leaders of the nearby slave states wanted these people to be sent back, but Washington, D.C. said no and tried to find places for the freed people to live.

After the Civil War ended in 1865, slavery was made illegal everywhere in the United States. There is not a lot of information about slavery in Washington, D.C. because most of the places where enslaved people lived and worked have been destroyed or turned into something else. This makes it hard for us to learn about what life was like for them. However, Kalorama Park is a special place because it has some of the only remaining evidence of enslaved life in the capital. This includes things like building foundations and artifacts that can help us understand more about the lives of the people who were enslaved in Washington, D.C. It is important to study and learn about this history because it helps us to better understand the past and how it has shaped our world today.

ANTICIPATION GUIDE: ENSLAVED IN THE CAPITAL

DIRECTIONS:

1. **BEFORE** reading “Enslaved in the Capital,” read each statement and predict whether the statements are true or false. Circle T for True and F for False in the left column.
2. **READ** “Enslaved in the Capital.”
3. **AFTER** reading: Use the information in the reading to check your answers. Circle the T for True or F for False in the right column.

BEFORE READING		STATEMENT	AFTER READING	
T	F	Before the Civil War, slavery was legal in Washington, DC.	T	F
T	F	Many presidents of the United States enslaved people.	T	F
T	F	By 1850, there were more enslaved than free Black people in Washington, D.C.	T	F
T	F	Paul Jennings helped organize the biggest attempted escape from slavery in U.S. history.	T	F
T	F	The Underground Railroad is where the modern metro lines run.	T	F
T	F	Slavery was the cause of the Civil War.	T	F
T	F	Slavery was outlawed in Washington, D.C. in 1860.	T	F
T	F	Historians know a lot about enslaved life in Washington, D.C.	T	F
T	F	Kalorama Park is important because it holds evidence of enslaved life in Washington, D.C.	T	F
CHALLENGE:		1. Choose two of the statements that you decided are false after reading the text. 2. Correct the statement to make it true.		
FALSE STATEMENT		MY CORRECTION		

ANTICIPATION GUIDE: ANSWER KEY

BEFORE READING		STATEMENT	AFTER READING	
T	F	Before the Civil War, slavery was legal in Washington, DC.	T	F
T	F	Many presidents of the United States enslaved people.	T	F
T	F	By 1850, there were more enslaved than free Black people in Washington, D.C.	T	F
T	F	Paul Jennings helped organize the biggest attempted escape from slavery in U.S. history.	T	F
T	F	The Underground Railroad is where the modern metro lines run.	T	F
T	F	Slavery was the cause of the Civil War.	T	F
T	F	Slavery was outlawed in Washington, D.C. in 1860.	T	F
T	F	Historians know a lot about enslaved life in Washington, D.C.	T	F
T	F	Kalorama Park is important because it holds evidence of enslaved life in Washington, D.C.	T	F
FALSE STATEMENT		MY CORRECTION		
By 1850, there were more enslaved than free people in Washington DC.		By 1850, there were more free than enslaved people in Washington DC.		
The Underground Railroad is where the modern metro lines run.		The Underground Railroad is a secret network of safe people and places that helped enslaved people seek freedom.		
Slavery was outlawed in Washington DC in 1860.		Slavery was outlawed in Washington DC in 1862.		
Historians know a lot about enslaved life in Washington DC.		Historians know little about enslaved life in Washington DC.		

KALORAMA PARK HISTORY

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 60 MINUTES

FOCUS QUESTION

What is the history of Kalorama Park?

GOALS

Students will create a timeline of Kalorama Park in order to evaluate how the landscape and values of Washington, D.C. have changed over time.

MATERIALS

- 13 pieces of bright construction paper
- Tape
- Timeline images printed
- Timeline Image Notes
 - (1 per student)
- Kalorama Park History Reading (1 per student)
- Kalorama Park History Reflection (1 per student)

DCPS SOCIAL STUDIES STANDARDS

GRADE 3

- 3.1. Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, DC, and the local community. 1. Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)
- 3.4. Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.
- 3.5. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

GRADE 5

- 5.5.7. Identify major goals of the Progressive Era (e.g., attacking racial discrimination, child labor, big business, and alcohol use). (P, S)
- 5.14. Students describe the key events and accomplishments of the Civil Rights movement in the United States.
- 5.14.4. List and describe the steps toward desegregation
- Grades 3-5 Skill: 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

GRADE 3

- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE 5

- 5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- 5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Instruct students to sketch a picture of their favorite local park. Instructional suggestion: Set a timer for 5 minutes. Have students complete this on whiteboards/desks with dry erase markers, or on a piece of plain paper with a pencil.
2. When the timer is up, instruct students to compare their drawings with the others around them. Ask them to identify what elements they have in common. Encourage students to identify elements that make up a park including things like natural outdoor space, trees, grass fields, playgrounds, ball courts, picnic tables, grills, walking paths, etc).
3. Ask students if they have ever visited Kalorama Park.
4. Explain to students that Kalorama Park is an important archaeological site. Tell students that archaeologists use historical evidence like photographs and maps to decide where to dig and analyze (study and understand) their findings. Explain to students that today they will be using the same tools as archaeologists to understand the historical importance of Kalorama Park.
5. To orient the students and teacher, project Google Maps to identify the following:
 - a. School location
 - b. Kalorama Park
 - c. Where the school is in relation to Kalorama Park

TIMELINE ACTIVITY

1. Prepare the timeline activity in advanced with the following:
 - a. Print the 13 provided images. Optional: Teachers may want print on cardstock and either laminate or place in sleeve protectors for material longevity.
 - b. Designate 13 numbered locations around the room with bright construction paper and tape on the front (for students to attach their assigned images).
2. Assign students to pairs. Have each pair be in charge of one image/ map.
3. Have students analyze their map/image with the following questions. Instruct students to record the answers to these questions on their copy of “Timeline Image Notes”
 - a. What do you see in your image?
 - b. What is the date on your image?
 - c. How is the land being used in your image? How do you know?
 - d. Based on the way the land is used in your image, *what* do you think was important to the people who used it in that time period?
 - i. Clarification: this question is intended to get students thinking about values. For example, if the land is used as a farm, the people using it might value selling products and making money. If the land is used as a park, the people using it might value fun, the environment, sports, or fresh air.

INSTRUCTIONAL SEQUENCE

TIMELINE ACTIVITY CONT.

1. Instruct students to work as a whole class to correctly place their images around the room in a timeline. Remind students that a timeline goes from the earliest date (the smallest number) to the most recent date (the biggest date).
 - a. Suggested Logistics: Set a timer for 5 minutes. At the end of the timer, students should have placed their image on the correct construction paper marker and be standing in front of their picture.
2. Allow students time to examine the entire timeline.
 - a. Suggested Logistics: Engage students in a gallery walk to examine all of the other images. Set a timer for 30-45 second intervals to allow students to travel around the room, one location at a time, to view everyone's pictures and then return to their assigned image/ starting point in order to share their observations.
3. In order of the numbered timeline of images, invite pairs to share observations about their image.
4. Encourage students to observe the change of land use from farm to park.
5. Instruct students to sit back down at their desks in order to continue the conversation/ observations and take note.
6. Explain that values are ideas or things that people believe are important and that they change over time as we learn more. Encourage students to observe the change in values by asking them the following questions. Instruct students to answer these questions on their copy of "Timeline Image Notes":
 - a. What was important to the owner of the property in 1860?
 - b. What was important to the city when the property was turned into a park?
 - c. What is important to the people who use the park today?

READING AND REFLECTION

1. Read "Kalorama Park History" aloud with students.
2. Have students use the reading to determine if the statements in the "Kalorama History Reflection" are True or False.
3. Optional Extension: If students finish early, have them complete the "Challenge" Section at the bottom of the Kalorama History Reflection Guide

EXIT TICKET

1. Have students reflect on their timeline, reading, and reflection guide to answer the following questions:
 - a. How does Kalorama Park show a change in American values from the Little ownership through today?
 - b. What do archaeologists hope to learn from more investigation in Kalorama Park?

TIMELINE IMAGE NOTES

STEP 1: My Image Directions: Work with your partner to explore your image. Use your observations to answer the questions on the chart below.

STEP 1: MY IMAGE

What do you see in your image?	
What is the date on your image?	
How is the land used in your image? How do you know?	
Based on the way the land is used in your image, what do you think was important to the people who used it in that time period?	

VALUES are ideas or things that people believe are important and they change over time as we learn more.

STEP 2: Our Class Timeline Directions: After exploring the whole class timeline, observe the change in values by answering the following questions.

STEP 2: OUR CLASS TIMELINE

What was important to the owner of the property in 1860?	
What was important to the city when the property was turned into a park?	
What is important to the people who use the park today?	

JOHN LITTLE HOUSE - CA. 1920



John Little House ca. 1920

Image Credit: The Historical Society of Washington DC, as cited in DC State Historic Preservation Office Archaeological Report #409.

KALORAMA PARK 2021, FORMER SITE OF LITTLE HOUSE



Kalorama Park (where John Little's House used to stand); Google Street View 2021

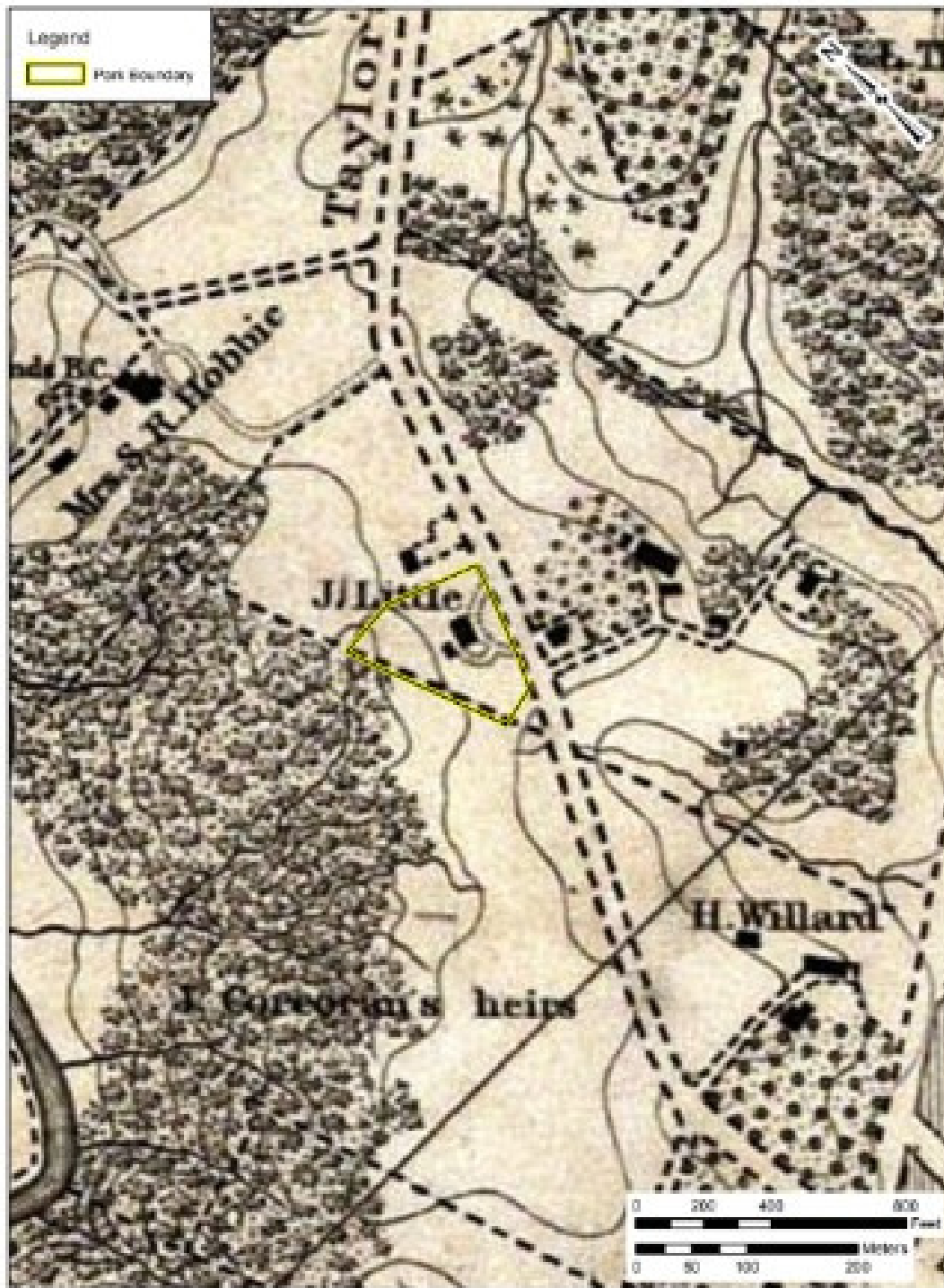
JOHN LITTLE HOUSE - CA. 1926



John Little House ca. 1926

Image Credit: Kalorama Park Archaeological Site National Register of Historic Preservation Nomination

MAP OF WASHINGTON D.C. - CA. 1861



Map of Washington D.C. ca 1861

Source: Boschke 1861, as cited in Kalorama Park Archaeological Site National Register of Historic Preservation Nomination

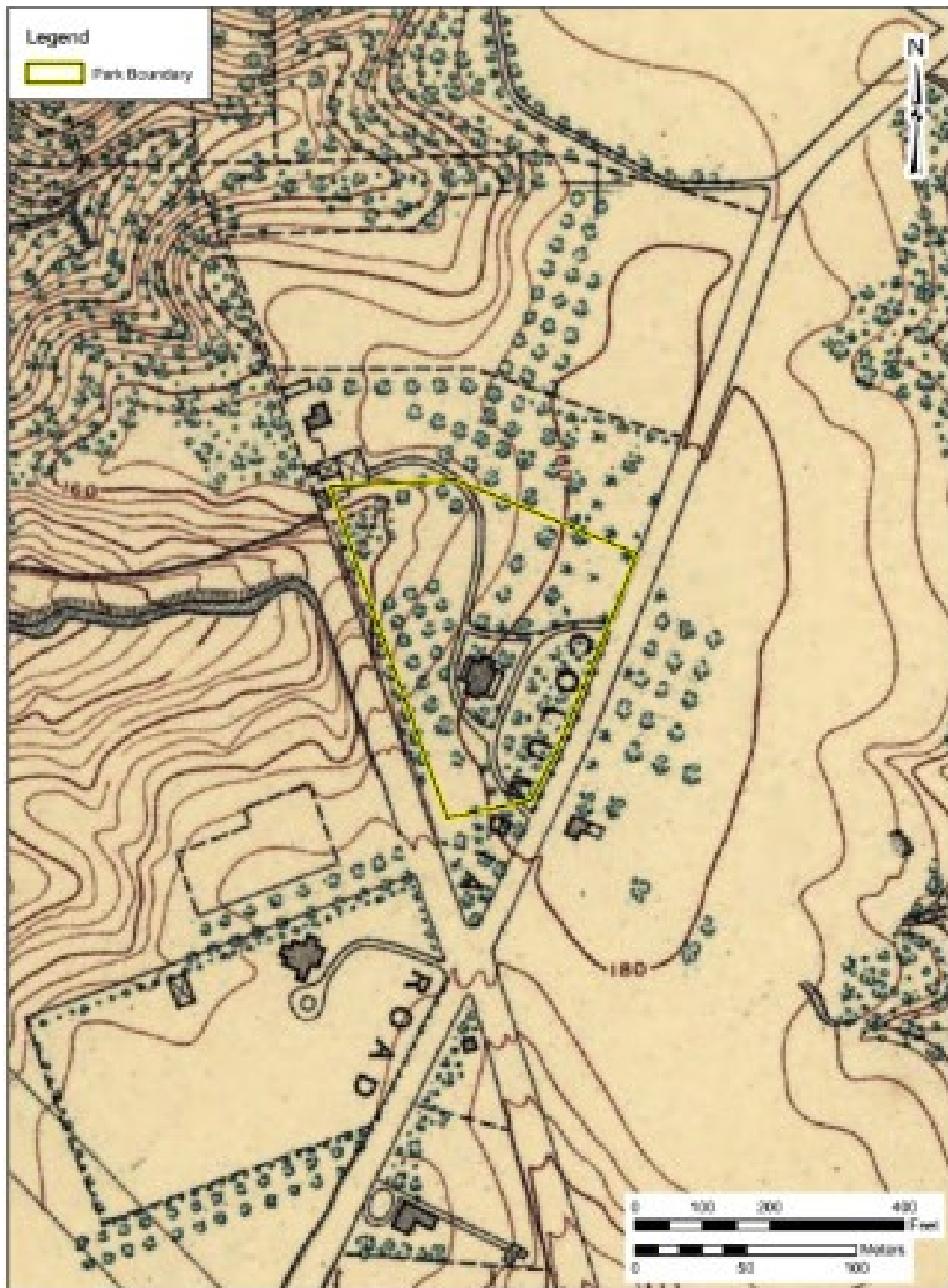
MAP OF WASHINGTON D.C. - CA. 1867



John Little's Manor House and Grounds as shown on Nathaniel Micheler's *Topographical sketch of the environs of Washington, D.C.* 1867

Image Credit: Library of Congress. <https://www.loc.gov/item/87693341/>

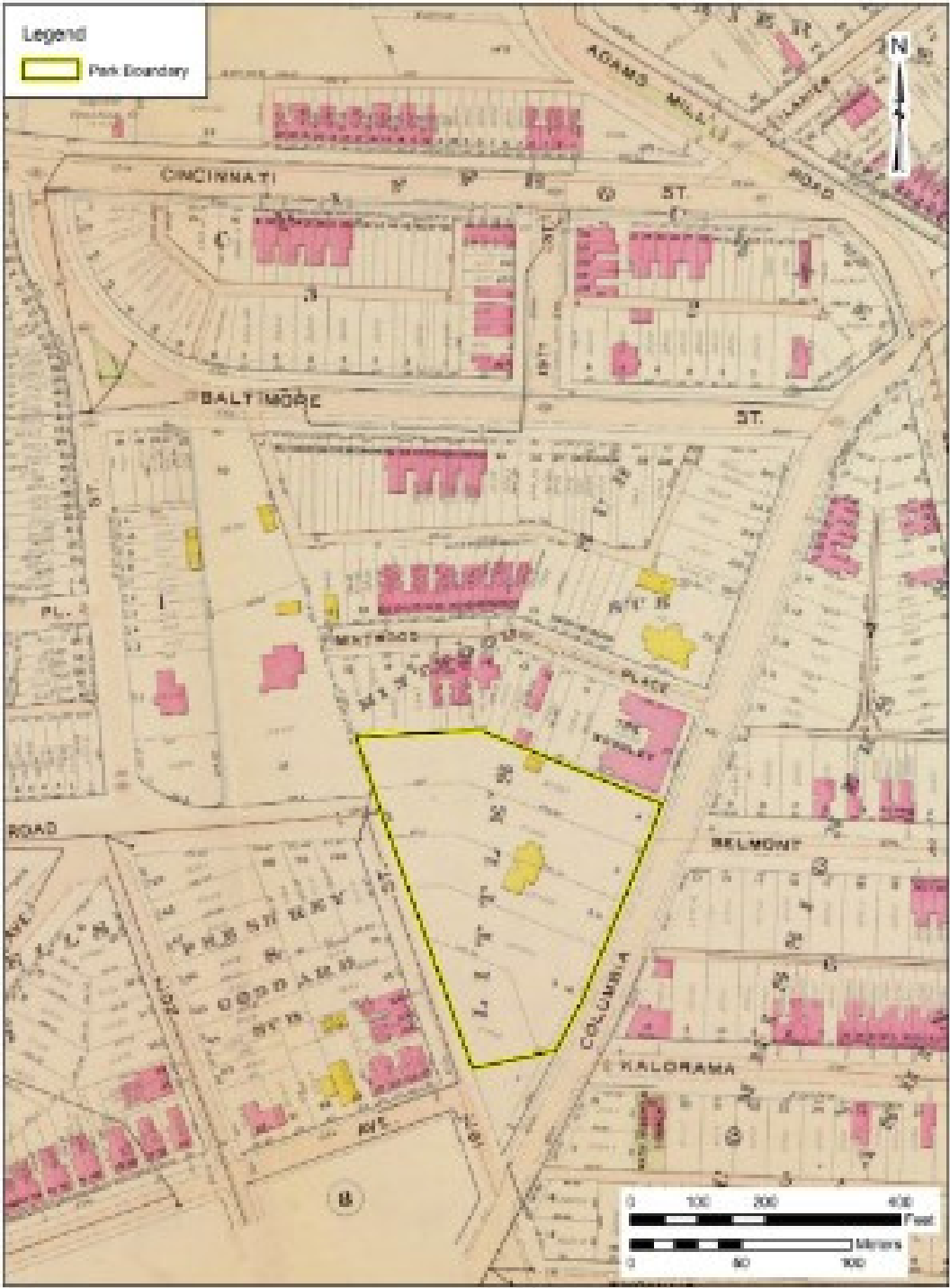
MAP OF WASHINGTON D.C. - CA. 1892



The Little Estate Vicinity in 1892

Image Credit: The US Coast and Geodetic Survey as cited in the DC State Historic Preservation Office Archaeological Report #409.

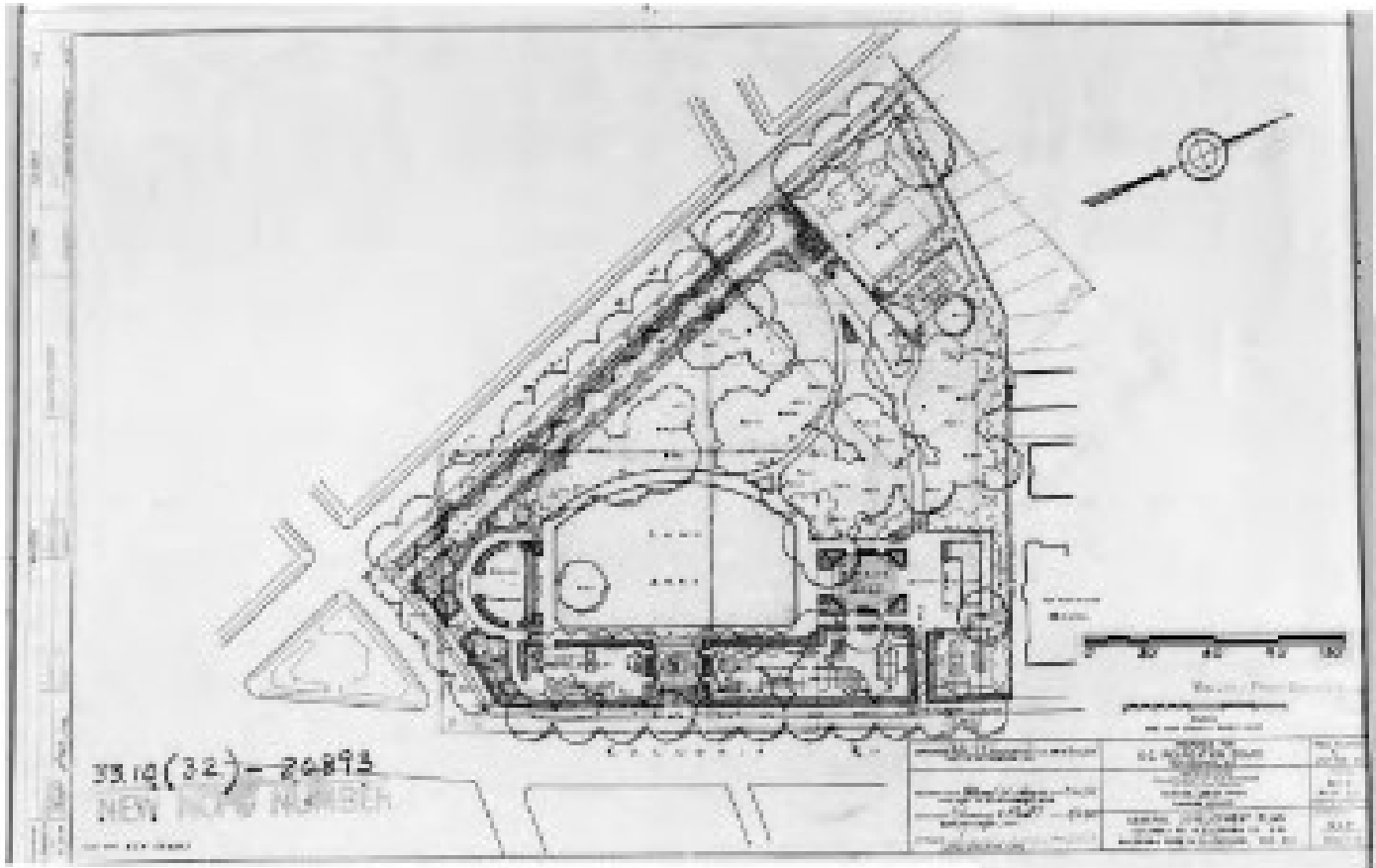
MAP OF WASHINGTON D.C. - CA. 1903



The Little Estate Vicinity in 1903

Image Credit: G.W. Baist's Real Estate Atlas Survey of Washington, 1903, as cited in DC State Historic Preservation Office Archaeological Report #409

PLAN FOR KALORAMA PARK - 1947



Plan for Kalorama Park, 1947

Image Credit: The National Park Service to the D.C. Recreation Board (National Capital Planning Commission), as cited in *Belcher, Mary, DC Application for Historic Landmarks, 2015.*

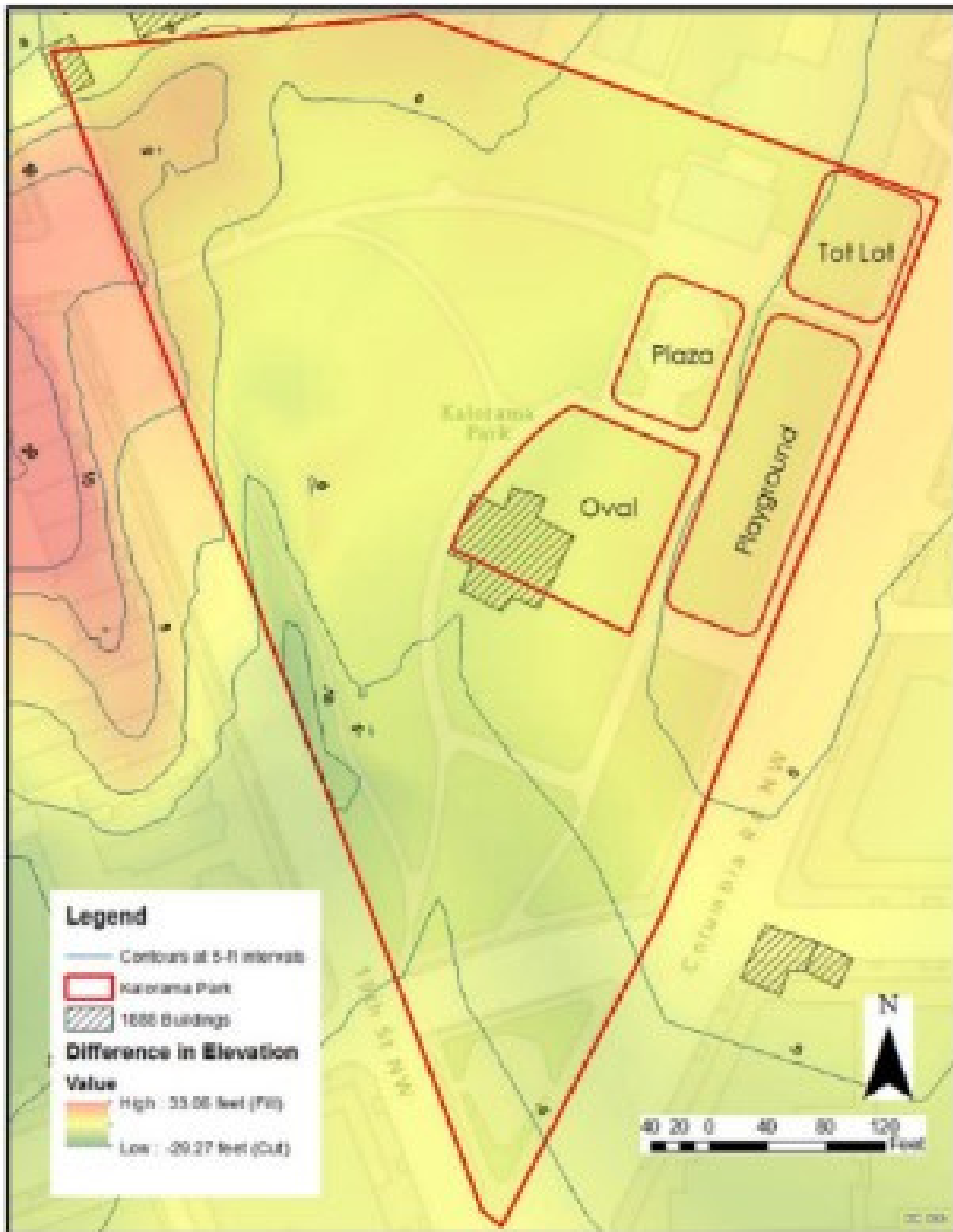
MAP OF WASHINGTON D.C. - CA. 1927



Ariel (sky) view of the Little Estate Vicinity in 1927

Image Credit: The National Archives as cited in, *Belcher, Mary, DC Application for Historic Landmarks, 2015.*

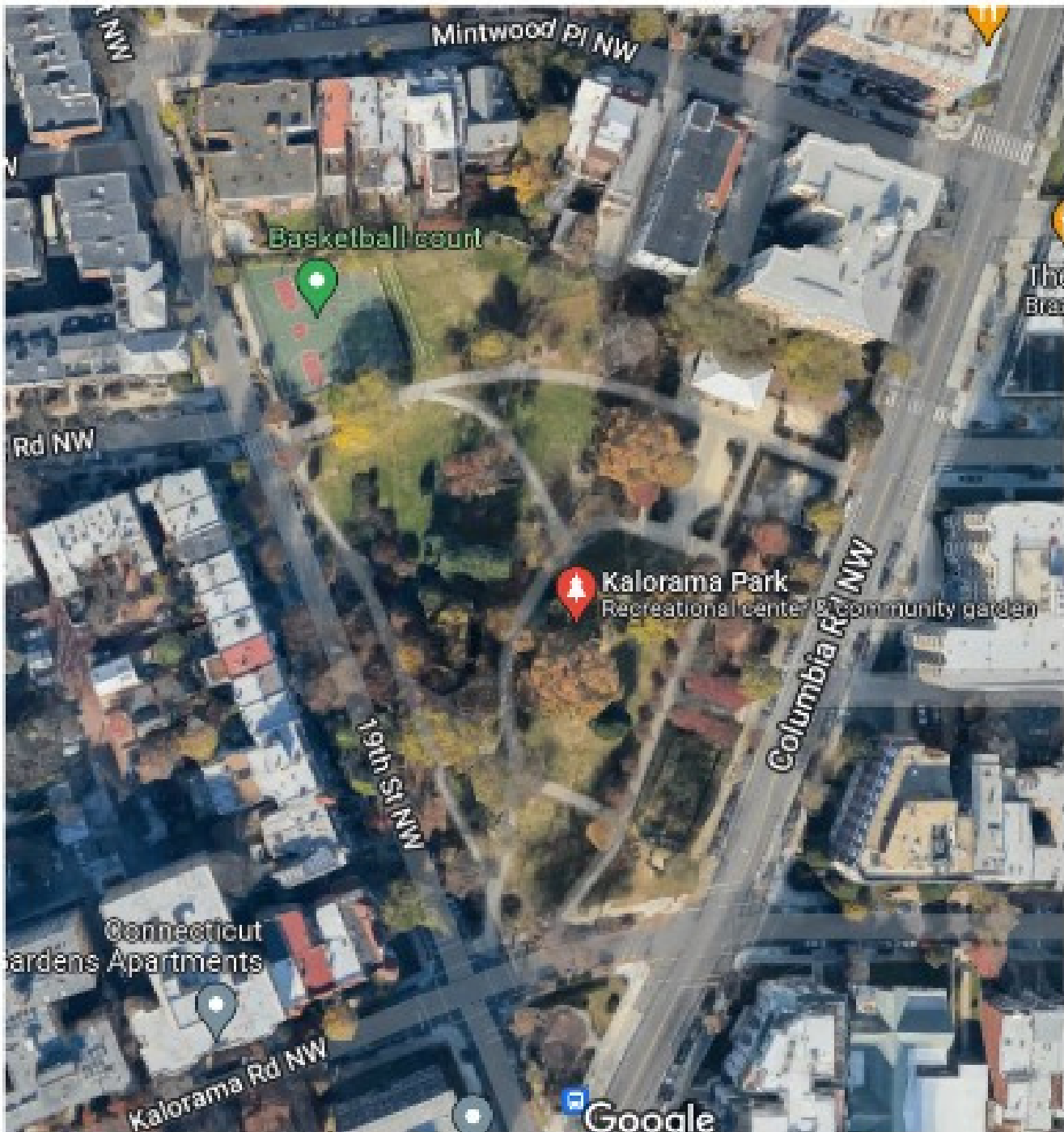
KALORAMA PARK - 2015



Kalorama Park, 2015 with outline of 1800s buildings

Image Credit: DC State Historic Preservation Archaeological Report #653 DRAFT;
Completed by Stantec in 2016

KALORAMA PARK - 2022



Kalorama Park, 2022
Image Credit: Google Maps

MAP OF WASHINGTON, D.C. - 1896



The Little Estate Vicinity in the 1896 Hopkins Real Estate Map
image Credit: The Historical Society of Washington, D.C. as cited in *Belcher, Mary, DC Application for Historic Landmarks, 2015.*

KALORAMA PARK ARCHAEOLOGICAL DIGS - 1986 & 2009



Kalorama Park Archaeological Digs overlaying the 1894 Hopkins Real Estate Map of Washington, D.C. 1986 (green), 2009 (red)

The locations of discoveries during the 1986 and 2009 archaeological investigations are shown above. The large circle at the center of the park produced find in 1986; the oval on the north side of the park was investigated in 2009.

Image Source: *Belcher, Mary, DC Application for Historic Landmarks, 2015.*

VOCABULARY

Term	Definition
Enslaved	A word describing a person who is forced to work without pay or freedom
Enslaver	A person who forces other people to work without pay or freedom, and treats them like animals or property
Razed	Torn down
Values	Things or ideas that someone believes are important
Segregation	Laws that said African Americans were not allowed to go to the same places as European Americans
Desegregate	Ending the separation of people based on skin color
Shards	Broken pieces from an artifact
Demolition debris	Trash created when a building is torn down



ANCHOR CHART

ARCHAEOLOGICAL STEPS

1	Research oral histories and historical records to find a potential site
2	Conduct a survey and record findings on a map
3	Use research and surveys to decide where to dig.
4	Divide the site into grids.
5	Carefully excavate .
6	Record artifacts and features found
7	Record the context , or where things were found
8	Conserve the artifacts.

KALORAMA PARK HISTORY

Kalorama Park is a beautiful outdoor space in the middle of bustling Washington DC. Here people are able to picnic on the lawn, help grow a community garden, and enjoy different playgrounds. Kalorama Park opened to most of the public in 1949, but the history of the park has many more layers.

In 1836, John Little purchased the property of Kalorama Park. In this time period, Washington DC was smaller so this land sat in the countryside outside of the city. Little built a three story house on the site and used the land to raise cows and sell their meat. To make as much money for himself as possible, Little enslaved people to run his farm. By 1860, he enslaved 13 humans, including Hortense Prout. In 1861, she attempted to leave John Little's ownership, making her one of the last enslaved persons to seek freedom through escape in Washington DC History (slavery ended in the capital in 1862).

In 1903, John Little's daughter, Finnella, sold the house and property. It went through a few owners before the manor house was **razed**, or torn down, in 1937. As the city grew, outdoor space for walking and playing became very rare. Children needed places to play and people wanted to breathe fresh air away from the city buildings, streets, and sewers. The property was purchased by the National Park and Planning Commission in 1939 and was turned into a public park in 1949.

The design of the park included the landscape created by the Littles. The Central Lawn is located where the manor house used to sit and the walkways follow the old driveways and paths created and used by the Little and Prout families. The decision to turn this land into a park for the people instead of selling it to a big business shows a change in American **values**. Instead of just valuing money, people started seeing the importance of health and nature. The land was changed for people to use freely instead of companies making money from it.

KALORAMA PARK HISTORY

Unfortunately, Kalorama Park opened in a time of **segregation**, meaning that African Americans were not allowed to go to the same places as European Americans. Many citizens of all skin colors fought to **desegregate** the park so that everyone could enjoy the space together. Even though many families who lived near the park were people of color, it was still only allowed to be used by White people until 1954. Segregation legally ended in 1954 and people of all races and skin colors could finally enjoy Kalorama Park.

Kalorama Park offers a natural break from city life and the lack of development, like paving or additional buildings, has preserved the history of the property in the ground. In 1986, archaeologists explored the area on the lawn where John Little's manor house used to sit. They found part of a brick wall, a stone floor, ceramic **sherds** (broken pieces) from dinnerware, and lots of **demolition debris** from when the house was torn down. They are excited about these discoveries and think there is more to find in this area that could better tell the story of the Prout family and others enslaved by John Little. Historians know a lot about John Little and his family because he left so much written evidence behind. However, enslaved people were forbidden by law to write, so many of their stories are waiting to be told through **artifacts**, which are objects made or used by humans.

In 2009, during a park improvement project, archaeologists accidentally found part of a brick wall in the northwest corner of the park. Historians used old maps (including the ones you looked at today) to decide that the building used to be a carriage house built in the 1870's after John Little died. Even though this was built after the Prout family was freed, archaeologists think that this spot could also hold more information about slavery in Washington DC.

In the next lessons, you will take on the role of an archaeologist researching and analyzing the findings of Kalorama Park. The purpose of your investigation is to learn more about Hortense Prout and her family.

KALORAMA PARK HISTORY REFLECTION

DIRECTIONS:

1. **READ:** “Kalorama Park History.”
2. **AFTER** reading: Use the information in the reading to decide if the statements are true or false. Circle T for True and F for False.

STATEMENT	AFTER READING	
Kalorama Park opened to the public in 1860.	T	F
John Little built a house on the Kalorama Park property in the 1800's.	T	F
John Little enslaved people to make more money for himself.	T	F
The Little House was razed in 1949.	T	F
The design of the park includes the paths and walkways created by the Little and Prout families.	T	F
The creation of Kalorama Park shows American values have stayed the same since the 1800's.	T	F
Kalorama Park was segregated until 1974.	T	F
Archaeologists use old maps to help them identify what they find.	T	F
Archaeologists think that Kalorama Park could have more artifacts from the Prout family and other enslaved people.	T	F

CHALLENGE DIRECTIONS:

1. Choose two of the statements that you decided are false after reading the text.
2. Correct the statement to make it true.

FALSE STATEMENT	MY CORRECTION

KALORAMA PARK HISTORY REFLECTION

ANSWER KEY

STATEMENT	AFTER READING	
Kalorama Park opened to the public in 1860.	T	F
John Little built a house on the Kalorama Park property in the 1800's.	T	F
John Little enslaved people to make more money for himself.	T	F
The Little House was razed in 1949.	T	F
The design of the park includes the paths and walkways created by the Little and Prout families.	T	F
The creation of Kalorama Park shows American values have stayed the same since the 1800's.	T	F
Kalorama Park was segregated until 1974.	T	F
Archaeologists use old maps to help them identify what they find.	T	F
Archaeologists think that Kalorama Park could have more artifacts from the Prout family and other enslaved people.	T	F

FALSE STATEMENT	MY CORRECTION
Kalorama Park opened to the public in 1860.	Kalorama Park opened to the public in 1949.
The Little House was razed in 1949.	The Little House was razed in 1937.
The creation of Kalorama Park shows American values have stayed the same since the 1800's.	The creation of Kalorama Park shows American values have changed since the 1800's.
Kalorama Park was segregated until 1974.	Kalorama Park was segregated until 1954.

HORTENSE PROUT - GRADE 3

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 120 MINUTES

FOCUS QUESTION

Who was Hortense Prout?

GOALS

Students will examine primary and secondary sources in order to empathize with Hortense Prout's attempted escape from slavery.

MATERIALS

- Projection of the Evening Star June 17, 1861 newspaper ad (warm up)
- Archaeological Steps Anchor Chart
- Sources Anchor Chart (projected or created in advance)
- Document Analysis Steps Anchor Chart (projected or created in advanced)
- Document Analysis Checklist- printed and laminated or placed in a sheet protector (1 per group)
- Dry erase markers (1 per group)
- Dry erase marker eraser (1 per group)
- Vocabulary Preview (1 per student)
- Background Information Reading (1 per student)
- Background Information Comprehension Questions (1 per student)
- Station B Document (1 per student)
- Stations A, B, C, and D Investigation Questions (1 per student)
- Stations A, C, and D Documents (5-6 copies of each, depending upon group size)
- Assessment Options Handout (1 per student)
- Storyboard Template (1 per student who chooses this option)
- Story Template (1 per student who chooses this option)

DCPS SOCIAL STUDIES SKILLS

- 3.5. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

Grades 3-5 Social Studies Skills:

- 2. Students differentiate between primary and secondary sources and know examples of each.
- 3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

GRADE 3

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **3.R.I.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **3.R.I.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **3.R.F.4.a** Read grade-level text with purpose and understanding.
- **3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Project the news report from the June 17, 1861 edition of the *Evening Star* on the board.
2. Explain that on June 17, 1861 the *Evening Star* (a newspaper in Washington, D.C.) reported that an enslaved woman sought her freedom by escaping her place of captivity. She was found in a nearby soldier camp dressed as a man. She was returned to her enslaver, John Little, who sent her to jail for ten days.
3. Ask students what questions they have about this attempted escape. Encourage students to use question starters such as “who,” “what,” “when,” “where,” and “why?”

BACKGROUND READING ACTIVITY

1. Explain to students that the woman referenced in the news report is Hortense Prout- a woman who lived in Washington, D.C. in the 1860's in the same place where Kalorama Park now sits.
2. Read new vocabulary terms and definitions with students.
3. Guide students through the Hortense Prout Background Investigation Reading and questions.

SOURCES

1. Review the lesson goal with students: *Students will examine primary and secondary sources in order to empathize with Hortense Prout's attempted escape from slavery.*
2. Refer to the Archaeological Steps Anchor Chart from Lesson 1. Explain to students that in this lesson they will be engaging in Step 1: Research historical records to find a potential site.
3. Explain to students that historical records are sources. Referencing the anchor chart, explain the following to students:
 - a. **Source:** person, place, or thing you can get information from
 - b. **Primary Source:** something or someone that was there when the event happened
 - i. *Examples:* diary, photograph, artifact, art, coins, clothing, letters, firsthand witness (someone who was at the event)
 - c. **Secondary Source:** something that was created after the event happened
 - i. *Examples:* textbooks, encyclopedias, movie about the event, a person who wasn't at the event
 - d. Using the Warm Up news report, ask students to identify if it is a primary or secondary source and how they know.
 - i. *Answer:* It is a primary source because it was written when the event (Hortense Prout's escape) happened.

INSTRUCTIONAL SEQUENCE

EVIDENCE INVESTIGATION

1. Students will explore four documents to learn more about Hortense's journey and understand how historians learn about the past.
2. Using the suggested anchor chart, walk students through the document analysis steps outlined below.
 - a. Look at the **source**.
 - i. Is it **primary** or **secondary**? How do you know?
 - ii. Read the note (if there is one).
 - b. Read the **questions** to give you an idea of the content.
 - c. Read the **document**.
 - d. **Re-read** question 1 and re-read the document to find the answer.
 - e. **Highlight/underline** parts of the document that support your answer.
 - f. **Repeat** step 5 and 6 for the remaining questions.
3. Model these steps for students with a whole class analysis of Station B (which is the same source examined in the warm up).
4. Chunk the activity into timed stations (8-10 minutes suggested)
 - a. Provide each group with a Document Analysis Checklist (laminated or in a sheet protector) a dry erase marker, and an eraser. Instruct students to check off each step as they complete it for each document station.
 - b. Jigsaw modification- have groups be responsible for one document and share their findings with the class

ASSESSMENT

Students will either create an illustrated storyboard or a narrative exploring Hortense's bid for freedom. See the attached handout for specific directions.

NOTE: Due to the complexity of the content, there are two versions of this lesson: one for 3rd grade readers and one for more advanced 5th grade readers. Teachers are encouraged to use their professional judgement in order to determine which reading levels and documents would best fit the needs of their students.



ANCHOR CHART

SOURCES

Source	person, place, or thing you can get information from
Primary Source	something or someone that was there when the event happened
	Examples: diary, photograph, artifact, art, coins, clothing, letters, firsthand witness (someone who was at the event)
Secondary Source	something that was created after the event happened
	Examples: textbooks, encyclopedias, movie about the event, a person who wasn't at the event



ANCHOR CHART

DOCUMENT ANALYSIS

1	Look at the source. Is it primary or secondary? How do you know?
2	Read the note (if there is one).
3	Read the questions to give you an idea of the content.
4	Read the document.
5	Re-read question 1 and re-read the document to find the answer.
6	Highlight/ underline parts of the document that support your answer.
7	Repeat steps 5 and 6 for the remaining questions.

WARM UP

A FUGITIVE.—A slave woman belonging to Mr. John Little having eloped, Mr. Little made diligent search and ascertained that she was in one of the Ohio camps. He made a visit to the camp and told the colonel commanding what he wanted, and the reply was, "You shall have her, if she is here." Search was made and the fugitive was found, completely rigged out in male attire. She was immediately turned over to the custody of Mr. Little, and was taken to jail. Every opportunity is afforded loyal citizens of loyal States to recover their fugitive slaves.

The Evening Star, Washington D.C., June 17, 1861, page 3

Image Source: The Library of Congress. <https://www.loc.gov/item/sn83045462/1861-06-17/ed-1/>



TRANSLATION

AN ATTEMPTED ESCAPE- A woman enslaved by Mr John Little tried to seek freedom. He searched and found her in the Ohio troop camp. She was wearing men's clothing. Mr. Little recaptured her and took her to jail.

VOCABULARY

TERM	DEFINITION
Confederate States of America	Southern states that tried to form their own country in order to continue enslaving people for free labor and money
Union	Northern states that were loyal to the United States and wanted to end slavery
Illegal	Not legal, or forbidden by law
Ancestry	A person's family background and cultural heritage
Enslaved	A word describing a person who is forced to work without pay or freedom
Black Codes	Laws that limited freedom for African American people
Enslaver	A person who forces other people to work without pay or freedom, and treats them like animals or property
Freedom Seeker	An enslaved person who escapes from slavery to gain freedom
Underground Railroad	a secret group of safe people and places that helped enslaved people seek freedom
William Still	Famous Underground Railroad conductor
Hortense Prout	A freedom seeker who was enslaved on a farm near Washington, D.C. and attempted to escape in 1861

HORTENSE PROUT BACKGROUND INVESTIGATION

HISTORICAL SETTING

The Civil War was fought between two groups of people in the United States between 1861-1865. One group, the **Confederate States of America**, wanted to keep enslaving African Americans for free labor and money, and the other group, the **Union**, wanted to end slavery. President Lincoln asked soldiers who were loyal to the United States to come and protect Washington, D.C. from the Confederacy in the early days of the war. Slavery was made **illegal** after the war ended in 1865, but in 1861, the year that Hortense Prout sought freedom, no one knew that the war would last for so long or that it would end slavery.

READING CHECKPOINT:

Why did the Confederate States of America leave the United States of America?
What group was loyal to the United States of America during the Civil War?

SLAVERY

Slavery was legal, or allowed by law, in Washington D.C. until 1862. During this time, a person's freedom depended on their **ancestry**, or family background, how they looked, and where they lived. Both **enslaved** and free African Americans were forced to follow rules called **Black Codes** that limited their freedom because of their skin color. These laws said they had to be home by 10pm, could only get together for church, and could not speak against White people in court.

READING CHECKPOINT:

Identify two ways Black Codes restricted (held back) freedom for free and enslaved African Americans in Washington, D.C.

HORTENSE PROUT BACKGROUND INVESTIGATION

IN PURSUIT OF FREEDOM

Enslaved African Americans wanted to be free, and tried many different ways to gain their freedom. They could buy their freedom, ask a court to set them free, or be freed by their **enslaver**. The last, and most dangerous, was to escape to northern states and Canada, places that were safer and offered more freedom for African Americans. Today, we call these people **freedom seekers**, but their former enslavers called them runaways, fugitives, or escapees. A group of people against slavery created the **Underground Railroad**, a secret network and route that helped enslaved people escape slavery. **Conductors** guided people on the journey, stopping at **stations** (safehouses) to hide and rest along the way. A man named **William Still** helped people escape through the Underground Railroad. He said that it was very hard and risky, especially for women. He thought it was very brave for women to escape slavery because it was so challenging.

READING CHECKPOINT:

How did the Underground Railroad help freedom seekers escape slavery?

HORTENSE PROUT

Hortense Prout was a freedom seeker who was enslaved on John Little's farm near Washington, D.C. She tried to escape in the summer of 1861 while there was chaos and confusion in the city because of the war. Little found her a few days later dressed as a man in an Union army camp. He took her to jail for ten days before taking her back to his farm. Hortense and her family were finally set free in 1862 when slavery was outlawed in Washington, D.C. Hortense's story is important because it is one of the last known attempted escapes in U.S. history. In this activity, you will take on the role of a historian and explain why this story of resistance deserves to be remembered.

READING CHECKPOINT:

Who is Hortense Prout and why is her story important?

HORTENSE PROUT

COMPREHENSION QUESTIONS

1

Why did the Confederate States of America leave the United States of America? What group was loyal to the United States of America during the Civil War?

2

Identify two ways Black Codes restricted (held back) freedom for free and enslaved African Americans in Washington DC

3

How did the Underground Railroad help freedom seekers escape slavery?

4

Who is Hortense Prout and why is her story important?

HORTENSE PROUT

COMPREHENSION QUESTIONS

1

Why did the Confederate States of America leave the United States of America?

The Confederate States of America wanted to continue enslaving African Americans to make as much money as possible. The Union.

2

Identify two ways Black Codes restricted (held back) freedom for free and enslaved African Americans in Washington DC.

Possible answers include: They had to be home by 10pm, could only get together for church, and could not speak against people identified as European American in court.

3

How did the Underground Railroad help freedom seekers escape slavery?

Conductors guided freedom seekers along a secret route, hiding them at safehouses called stations to rest along the way.

4

Who is Hortense Prout and why is her story important?

She was a freedom seeker who was enslaved on a farm near Washington, D.C. She attempted to escape slavery in 1861 making her journey one of the last freedom attempts in US History.

STATION A

SOURCE: Compiled from various sources including censuses from 1840, 1850, and 1860.

NOTE: John Little was a butcher who owned a large piece of land where Kalorama Park is now. He used that land to take care of cows and sell their meat. He also enslaved people to make more money. The Prout family is one of the groups of people Little enslaved. Below is a timeline of the Hortense Prout's family while they were enslaved by Little.

DATE	EVENT
1839	Three members of the Prout Family are bought from people who kidnapped and sold other people in Washington, D.C. <ul style="list-style-type: none"> • Delilah (Hortense's mom) • Leander (Hortense's brother - 5 years old) • Tabitha (Hortense's sister - 2 years old)
1840	Sister Celeste Prout is born.
1841	Hortense Prout is born.
1842	Sister Kalisti Prout is born.
1850-1855	Leander marries a free woman named Sophia . They have three children who are born free because their mom is free.
1855-1857	Tabitha gives birth to two children: Narcissa and Fermore .
1857	Kalisti gives birth to daughter Elsie .
1861	Hortense escapes from the Little Estate. She is found and captured in a Union camp two miles away dressed as a man.
1862	Slavery is ended in Washington DC and all members of the Prout family are freed.

STATION A

INVESTIGATION QUESTIONS

1

Who is Hortense's mother?

2

How many siblings (brothers and sisters) does Hortense have?

3

How many generations of the Prout family lived at the Little Estate when Hortense escaped in 1861?

4

How do you think leaving her family, possibly forever, made Hortense feel?

STATION A - ANSWER KEY

INVESTIGATION QUESTIONS

1

Who is Hortense's mother?

Delilah

2

How many siblings (brothers and sisters) does Hortense have?

4 siblings; 1 brother and 3 sister

3

How many generations of the Prout family lived at the Little Estate when Hortense escaped in 1861?

3 generations: Hortense's mother, her siblings, and her siblings' children

4

How do you think leaving her family, possibly forever, made Hortense feel?

Answers vary but should include words/phrases that reflect fear and sadness.

STATION B

SOURCE: THE EVENING STAR, WASHINGTON DC (NEWSPAPER). JUNE 17, 1861.

PRIMARY SOURCE

A FUGITIVE. – A slave woman belonging to Mr. John Little having eloped, Mr. Little made diligent search and ascertained that she was in one of the Ohio camps. He made a visit to the camp and told the colonel commanding what he wanted, and the reply was, ‘You shall have her, if she is here.’ Search was made, and the fugitive was found, completely rigged out in male attire. She was immediately turned over to the custody of Mr. Little, and was taken to jail. Every opportunity is afforded loyal citizens of loyal States to recover their fugitive slaves.

TRANSLATION

AN ATTEMPTED ESCAPE- A woman enslaved by. Mr John Little tried to seek freedom. He searched and found her in the Ohio troop camp. She was wearing men’s clothing. Mr. Little recaptured her and took her to jail.

NOTE: Historians (people who study the past) know this person was Hortense Prout because jail records show Little put her there for “safekeeping” on June 15, 1861. She stayed there for ten days before being made to go back to the Little farm. This was a punishment and it was made illegal less than six months after it happened to Hortense.

STATION B

INVESTIGATION QUESTIONS

1

Where was Hortense found?

2

Hortense was wearing men's clothes when she was found.
Why do you think she did that?

3

Where did Little send Hortense after he found her?

4

How do historians know the woman in the newspaper article
is Hortense Prout?

STATION B - ANSWER KEY

INVESTIGATION QUESTIONS

1

Where was Hortense found?

She was found in a Union soldier camp about two miles from the Little farm.

2

Hortense was wearing men's clothes when she was found. Why do you think she did that?

Answers vary. Historians think that Hortense may have been found in men's clothing as a disguise.

3

Where did Little send Hortense after he found her?

Little sent Hortense to jail for "safekeeping" for 10 days. This was a form of punishment.

4

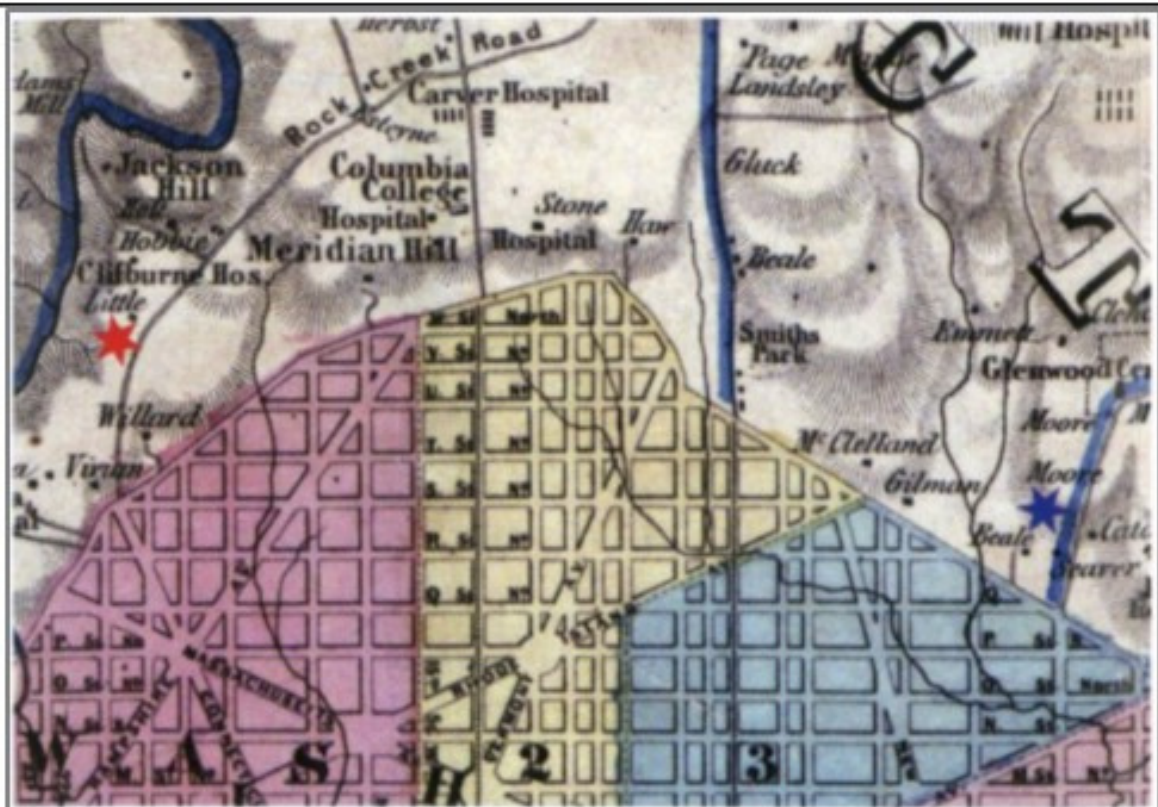
How do historians know the woman in the newspaper article is Hortense Prout?

Historians know the person referred to in the newspaper is Hortense because there is record of John Little putting her there for "safekeeping" after being found in the Ohio Union camp.

STATION C

SOURCE: Reading summarized from: Belcher, Mary. The Site of John Little's Manor House. National Underground Railroad Network to Freedom Nomination Form. 2008.

<http://kaloramacityzensassociation.org/wp-content/uploads/2016/04/HORTENSEPROUT-UGRRNOMINATION.pdf>



Hortense Prout escaped from the Little farm (marked by the **red star** on the right) and was found in the Ohio camp (**blue star** on the right). Photo courtesy of Kalorama Citizens Association.

NOTE: In May 1861, lots of soldiers from different states came to Washington, D.C. They were there to protect the country and wanted to help the Union win the war. They made some places for them to sleep and stay around the city while waiting for instructions on how to fight against the soldiers who wanted to break apart the country.

The soldiers from Ohio were told to stay on a farm called Bloomingdale, which was on the hills in the northeastern part of Washington DC. This farm was 2 miles away from where the Prout family lived on John Little's land. The Bloomingdale farm was owned by a family named Beale, and it was near two big roads that went north out of the city, to places where slavery was not allowed.

STATION C

INVESTIGATION QUESTIONS

1

Why did Union troops from other states come to Washington, D.C?

2

On what farm did the Ohio troops make their camp?

3

The Ohio camp was near a major road that went north. Why do you think Hortense Prout went to the Ohio camp?

4

How do you think Hortense felt when she was hiding in the camp?

STATION C - ANSWER KEY

INVESTIGATION QUESTIONS

1

Why did Union troops from other states come to Washington DC?

Union troops came to Washington DC to protect the country from Confederate soldiers. They were told to make camps near the capital and wait for further orders.

2

On what farm did the Ohio troops make their camp?

The Ohio troops made camp on Bloomingdale Farm, which was about two miles from the Little farm.

3

The Ohio camp was near a major road that went north. Why do you think Hortense Prout went to the Ohio camp?

Answers vary. Possible answers include that Hortense was planning on taking that road north to freedom when news of her escape calmed down.

4

How do you think Hortense felt when she was hiding in the camp?

Answers vary. Possible answers could include fear and anxiety about being caught; excitement about seeking freedom; sadness and grief about missing family.

STATION D

SOURCE: Summarized from: Belcher, Mary. The Site of John Little's Manor House. National Underground Railroad Network to Freedom Nomination Form. 2008.

<http://kaloramacitycitizensassociation.org/wp-content/uploads/2016/04/HORTENSEPROUT-UGRRNOMINATION.pdf>

Historians don't know if Hortense acted alone or had help with her escape. But her story does share many similarities with others who successfully escaped with the help of the **Underground Railroad**, which was a secret group of people and safe places that helped people escape slavery.

- The Beale family that owned the Bloomingdale Farm enslaved people. But the person who lived next to them, named **Jonathan Seaver**, did not believe in owning people. He used his own money to help at least one person be free, and also helped other people when they went to court to try to be free too. He also had people who were already free living in his house and working for him. The Ohio camp was close to Mr. Seaver's house, so it's possible that he may have helped Hortense escape.
- When Hortense was found in the Ohio camp, she was **wearing men's clothes**. This is something that many people who were trying to be free did, especially women. They wore different clothes to hide their real identity because it was very dangerous for them to seek freedom on the Underground Railroad.
- When enslaved people decided to seek freedom, they would often **hide nearby** and wait for people to stop looking for them before they started their journey north. This allowed them to not be seen easily and for the situation to cool down before continuing the next steps to freedom.

STATION D

INVESTIGATION QUESTIONS

1

What was the Underground Railroad?

2

Who was Jonathan Seaver?

3

Why do historians think Hortense dressed as a man?

4

Why do historians think Hortense was hiding in the Ohio camp?

STATION D - ANSWER KEY

INVESTIGATION QUESTIONS

1

What was the Underground Railroad?

The Underground Railroad was a secret network of people and safe places that helped enslaved people seek freedom.

2

Who was Jonathan Seaver?

Jonathan Seaver was a neighbor of the Bloomingdale Farm who was against slavery and may have helped Hortense escape.

3

Why do historians think Hortense dressed as a man?

Historians think Hortense dressed as a man to disguise herself while traveling north through the Underground Railroad.

4

Why do historians think Hortense was hiding in the Ohio camp?

Historians think Hortense was hiding in the Ohio camp because she may have been waiting for enslavers to stop looking for her so that she could more safely continue her journey north through the Underground railroad.

HORTENSE PROUT INVESTIGATION ASSESSMENT OPTIONS

CHALLENGE: Everything we know about Hortense Prout and her journey to be free is from the words of the person who enslaved her. After slavery ended in Washington DC, we don't know what happened to her. America is missing the voice of this brave woman. Your job is to use the information we have and your own feelings to try to imagine what it would have been like for her to go through this experience.

TASK: You will create either an illustrated storyboard or write a story about Hortense's "daring bid for freedom."

OPTION 1 - FOR THE ARTISTS: You will create an illustrated storyboard (like a comic strip) about Hortense's bid for freedom. Your storyboard needs to include a picture and a sentence for each of the following events:

1. Hortense's family
2. Hortense's escape and time in the Ohio camp
3. Hortense's capture
4. Hortense and her family's freedom in 1862

Your pictures and sentences should explain what Hortense may have **thought and felt** during these events.

OPTION 2 - FOR THE AUTHORS: You will create a story about Hortense's experience during her bid for freedom. Your story should be from Hortense's perspective and include the following events:

1. Hortense's family
2. Hortense's escape and time in the Ohio camp
3. Hortense's capture
4. Hortense and her family's freedom in 1862

Your story should be one paragraph long and explain what Hortense may have **thought and felt** during these events.

HORTENSE PROUT INVESTIGATION

OPTION 1 - FOR THE ARTISTS

CREATE an illustrated storyboard (like a comic strip) about Hortense’s bid for freedom. Your storyboard needs to include a picture and a sentence for each of the following events:

1. Hortense’s family
2. Hortense’s escape and time in the Ohio camp
3. Hortense's capture
4. Hortense and her family’s freedom in 1862

Your pictures and sentences should explain what Hortense may have **thought and felt** during these events.

1) Hortense's family	2) Hortense’s escape and time in the Ohio camp
3) Hortense's capture	4) Hortense and her family's freedom in 1862

STORYBOARD EXAMPLE

DRAW HERE	DRAW HERE
WRITE YOUR SENTENCE HERE	WRITE YOUR SENTENCE HERE
DRAW HERE	DRAW HERE
WRITE YOUR SENTENCE HERE	WRITE YOUR SENTENCE HERE

HORTENSE PROUT - GRADE 5

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 120 MINUTES

FOCUS QUESTION

Who was Hortense Prout?

GOALS

Students will examine primary and secondary sources in order to empathize with Hortense Prout's attempted escape from slavery.

MATERIALS

- Projection of the Evening Star June 17, 1861 newspaper ad (warm up)
- Archaeological Steps Anchor Chart
- Sources Anchor Chart (projected or created in advance)
- Document Analysis Steps Anchor Chart (projected or created in advanced)
- Document Analysis Checklist- printed and laminated or placed in a sheet protector (1 per group)
- Dry erase markers (1 per group)
- Dry erase marker eraser (1 per group)
- Vocabulary Preview (1 per student)
- Background Information Reading (1 per student)
- Background Information Comprehension Questions (1 per student)
- Station B Document (1 per student)
- Stations A, B, C, and D Investigation Questions (1 per student)
- Stations A, C, and D Documents (5-6 copies of each, depending upon group size)
- Assessment Options Handout (1 per student)
- Storyboard Template (1 per student who chooses this option)
- Story Template (1 per student who chooses this option)

DCPS SOCIAL STUDIES SKILLS

- 5.3.2. Describe the contributions of enslaved and free Africans to the economic development of the colonies. (S, E)
- 5.3. 3. Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S)
- 5.5. Students summarize the causes and consequences of the Civil War.
- 5.5.6. Analyze the rationales for the Emancipation Proclamation and the emancipation of African Americans in Washington, DC. (P, S)

Grades 3-5 Social Studies Skills:

- 2. Students differentiate between primary and secondary sources and know examples of each.
- 3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

GRADE 5

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
- **5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**
- 5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Project the news report from the June 17, 1861 edition of the Evening Star on the board.
2. Explain that on June 17, 1861 the Evening Star (a newspaper in Washington DC) reported that an enslaved woman sought her freedom by leaving her place of captivity. She was found in a nearby soldier camp dressed as a man. She was returned to her enslaver, John Little, who sent her to jail for ten days.
3. Ask students what questions they have about this attempted escape. Encourage students to use question starters such as “who,” “what,” “when,” “where,” and “why?”

BACKGROUND READING ACTIVITY

1. Explain to students that the woman referenced in the news report is Hortense Prout- a woman lived in Washington DC in the 1860's in the same place where Kalorama Park now sits.
2. Read new vocabulary terms and definitions with students.
3. Guide students through the Background Information Reading and questions.

SOURCES

1. Review the lesson objective with students: Students will examine primary and secondary sources in order to empathize with Hortense Prout's attempted escape from slavery.
2. Refer to the Archaeological Steps Anchor Chart from Lesson 1. Explain to students that in this lesson they will be engaging in Step 1: Research historical records to find a potential site.
3. Explain to students that historical records are sources. Referencing the anchor chart, explain the following to students:
 - a. **Source:** person, place, or thing you can get information from
 - b. **Primary Source:** something or someone that was there when the event happened
 - i. *Examples:* diary, photograph, artifact, art, coins, clothing, letters, firsthand witness (someone who was at the event)
 - c. **Secondary Source:** something that was created after the event happened
 - i. *Examples:* textbooks, encyclopedias, movie about the event, a person who wasn't at the event
 - d. Using the Warm Up news report, ask students to identify if it is a primary or secondary source and how they know.
 - i. *Answer:* It is a primary source because it was written when the event (Hortense Prout's escape) happened.

INSTRUCTIONAL SEQUENCE

EVIDENCE INVESTIGATION

1. Students will explore four documents to learn more about Hortense's journey and understand how historians learn about the past.
2. Using the suggested anchor chart, walk students through the document analysis steps outlined below.
 - a. Look at the **source**.
 - i. Is it **primary** or **secondary**? How do you know?
 - ii. Read the note (if there is one).
 - b. Read the **questions** to give you an idea of the content.
 - c. Read the **document**.
 - d. **Re-read** question 1 and re-read the document to find the answer.
 - e. **Highlight/underline** parts of the document that support your answer.
 - f. **Repeat** step 5 and 6 for the remaining questions.
3. Model these steps for students with a whole class analysis of Station B (which is the same source examined in the warm up).
4. Chunk the activity into timed stations (8-10 minutes suggested)
 - a. Provide each group with a Document Analysis Checklist (laminated or in a sheet protector) a dry erase marker, and an eraser. Instruct students to check off each step as they complete it for each document station.
 - b. Jigsaw modification- have groups be responsible for one document and share their findings with the class

ASSESSMENT

Students will either create an illustrated storyboard or a narrative exploring Hortense's bid for freedom. See the attached handout for specific directions.

NOTE: Due to the complexity of the content, there are two versions of this lesson: one for 3rd grade readers and one for more advanced 5th grade readers. Teachers are encouraged to use their professional judgement in order to determine which reading levels and documents would best fit the needs of their students.



ANCHOR CHART

SOURCES

Source	person, place, or thing you can get information from
Primary Source	something or someone that was there when the event happened
	Examples: diary, photograph, artifact, art, coins, clothing, letters, firsthand witness (someone who was at the event)
Secondary Source	something that was created after the event happened
	Examples: textbooks, encyclopedias, movie about the event, a person who wasn't at the event



ANCHOR CHART

DOCUMENT ANALYSIS

1	Look at the source. Is it primary or secondary? How do you know?
2	Read the note (if there is one).
3	Read the questions to give you an idea of the content.
4	Read the document.
5	Re-read question 1 and re-read the document to find the answer.
6	Highlight/ underline parts of the document that support your answer.
7	Repeat steps 5 and 6 for the remaining questions.

WARM UP

A FUGITIVE.—A slave woman belonging to Mr. John Little having eloped, Mr. Little made diligent search and ascertained that she was in one of the Ohio camps. He made a visit to the camp and told the colonel commanding what he wanted, and the reply was, "You shall have her, if she is here." Search was made and the fugitive was found, completely rigged out in male attire. She was immediately turned over to the custody of Mr. Little, and was taken to jail. Every opportunity is afforded loyal citizens of loyal States to recover their fugitive slaves.

The Evening Star, Washington D.C., June 17, 1861, page 3

Image Source: The Library of Congress. <https://www.loc.gov/item/sn83045462/1861-06-17/ed-1/>



TRANSLATION

AN ATTEMPTED ESCAPE- A woman enslaved by Mr John Little tried to seek freedom. He searched and found her in the Ohio troop camp. She was wearing men's clothing. Mr. Little recaptured her and took her to jail.

VOCABULARY

TERM	DEFINITION
Confederate States of America	Southern states that tried to form their own country in order to continue enslaving people for free labor and money
Union	Northern states that were loyal to the United States and wanted to end slavery
Enslaved	A word describing a person who is forced to work without pay or freedom
Black Codes	Laws that limited freedom for African American people
Curfew	Law requiring people to be home at certain times
Enslaver	A person who forces other people to work without pay or freedom, and treats them like animals or property
Freedom Seeker	An enslaved person who escapes from slavery to gain freedom
Underground Railroad	a secret group of safe people and places that helped enslaved people seek freedom
William Still	Famous Underground Railroad conductor
13th Amendment	United State Constitutional Amendment that abolished slavery and involuntary servitude, except as punishment for a crime
Abolition	the act of formally put an end to something (a system, practice, or institution)
Hortense Prout	A freedom seeker who was enslaved on a farm near Washington, D.C. and attempted to escape in 1861
Bondage	Another word for enslavement

HORTENSE PROUT BACKGROUND INVESTIGATION

HISTORICAL SETTING

The United States' Civil War officially began in April 1861 when South Carolina troops attacked and captured Fort Sumter. In June of 1861, eleven states south of Washington, D.C. chose to leave the United States and form their own country called the **Confederate States of America** in order to continue enslaving people for free labor and profit. The war was growing quickly and moving north towards Washington, D.C., so President Lincoln called in **Union** troops loyal to the United States of America and told them to make camp around the city and prepare for battle.

READING CHECKPOINT

Why did the Confederate States of America leave the United States of America? What group was loyal to the United States of America during the Civil War?

SLAVERY

There were more than 3,000 enslaved African Americans and 11,000 free African Americans in the nation's capital when slavery was outlawed in April 1862. In 1861, a person's freedom depended on their ancestry (family background and cultural heritage,) how they looked, and where they lived. During this time, freedom did not mean Black people enjoyed equal rights and protections under the law. Both free and **enslaved** African Americans were forced to follow **Black Codes** which restricted their right to own property, jobs they could hold, and ability to move freely through public spaces. The laws included a 10pm **curfew**, denied them the right to speak against White people in court, and outlawed mass gatherings except for religious reasons.

READING CHECKPOINT:

Identify three ways Black Codes restricted (held back) freedom for Black people in Washington, D.C.

HORTENSE PROUT BACKGROUND INVESTIGATION

IN PURSUIT OF FREEDOM

Enslaved African Americans wanted to be free, and tried many different ways to gain their freedom. They could buy their freedom, ask a court to set them free, or be freed by their **enslaver**. The last, and most dangerous, was to escape to northern states and Canada, places that were safer and offered more freedom for African Americans. Today, we call these people **freedom seekers**, but their former enslavers called them runaways, fugitives, or escapees. The **Underground Railroad** had a few **stations** and **conductors** in the Washington, D.C. area to help enslaved people seek freedom. According to **William Still**, a famous Underground Railroad conductor in Philadelphia, men were more likely to run away than women because it was such a dangerous journey. He said “to the heroic female who was willing to endure the most extreme suffering and hardship for freedom, doubled honors were due.”

READING CHECKPOINT:

Why were women less likely to seek freedom through the Underground Railroad?

HORTENSE PROUT

The Civil War raged on for four years and finally ended on April 9, 1865. Afterwards, slavery was outlawed by the **13th Amendment** on December 6, 1865. But in 1861, as the conflict was building up, there was no reason to believe that the war would last for years or that it would result in the **abolition**, or end of slavery. So, under the cover of war and chaos, **Hortense Prout**, a twenty year old woman enslaved on a cattle farm just outside of Washington, D.C., seized her opportunity to escape **bondage**. A few days after Prout disappeared, John Little, her enslaver, found her in a Union camp dressed as a man. He took her to jail for “safekeeping” before returning her to his property ten days later. Hortense and her entire family were finally freed in 1862 when Washington, D.C. outlawed slavery, less than a year after her attempted escape. In this activity, you will take on the role of a historian to investigate one of the last known attempted freedom seekers in Washington, D.C. history and explain why this story of resistance deserves to be remembered.

READING CHECKPOINT:

What law outlawed slavery after the Civil War ended? Who is Hortense Prout and why is her story important?

HORTENSE PROUT

COMPREHENSION QUESTIONS

1

Why did the Confederate States of America leave the United States of America?

2

What group was loyal to the United States of America during the Civil War?

3

Identify three ways Black Codes restricted (held back) freedom for free and enslaved African Americans in Washington DC.

4

Why were women less likely to seek freedom through the Underground Railroad?

5

What law outlawed slavery after the Civil War ended?

6

Who is Hortense Prout and why is her story important?

HORTENSE PROUT

	ANSWER KEY
1	Why did the Confederate States of America leave the United States of America?
	<i>The Confederate States of America wanted to continue enslaving humans to make as much money as possible.</i>
2	What group was loyal to the United States of America during the Civil War?
	<i>The Union</i>
3	Identify three ways Black Codes restricted (held back) freedom for free and enslaved African Americans in Washington DC.
	<i>Possible answers include: They had to be home by 10pm, could only get together for church, had limited rights to own property, and could not speak against people identified as European American in court.</i>
4	Why were women less likely to seek freedom through the Underground Railroad?
	<i>Women were less likely to seek freedom through the Underground Railroad because it was more dangerous for women than men.</i>
5	What law outlawed slavery after the Civil War ended?
	<i>The 13th Amendment outlawed slavery after the Civil War ended.</i>
6	Who is Hortense Prout and why is her story important?
	<i>She was a freedom seeker who lived on a farm near Washington DC. She attempted to escape slavery in 1861, making her journey one of the last freedom attempts in US History.</i>

STATION A

SOURCE: Compiled from various sources including censuses from 1840, 1850, and 1860.

NOTE: John Little was a butcher who owned a large piece of land where Kalorama Park is now. He used that land to take care of cows and sell their meat. He also enslaved people to make more money. The Prout family is one of the groups of people Little enslaved. Below is a timeline of the Hortense Prout's family while they were enslaved by Little.

DATE	EVENT
1839	Three members of the Prout Family are bought from people who kidnapped and sold other people in Washington, D.C. <ul style="list-style-type: none"> • Delilah (Hortense's mom) • Leander (Hortense's brother - 5 years old) • Tabitha (Hortense's sister - 2 years old)
1840	Sister Celeste Prout is born.
1841	Hortense Prout is born.
1842	Sister Kalisti Prout is born.
1850-1855	Leander marries a free woman named Sophia . They have three children who are born free because their mom is free.
1855-1857	Tabitha gives birth to two children: Narcissa and Fermore .
1857	Kalisti gives birth to daughter Elsie .
1861	Hortense escapes from the Little Estate. She is found and captured in a Union camp two miles away dressed as a man.
1862	Slavery is outlawed in Washington, D.C. and all members of the Prout family are freed.

STATION A

INVESTIGATION QUESTIONS

1

Who is Hortense's mother?

2

How many siblings (brothers and sisters) does Hortense have?

3

Why were Leander's children born free?

4

Would Tabitha and Kalisti's children have been born free?

5

How many generations of the Prout family lived at the Little Estate when Hortense escaped in 1861?

6

How do you think leaving her family, possibly forever, made Hortense feel?

STATION A - ANSWER KEY

INVESTIGATION QUESTIONS	
1	Who is Hortense's mother?
	<i>Delilah</i>
2	How many siblings (brothers and sisters) does Hortense have?
	<i>4 siblings: 1 brother and 3 sisters</i>
3	Why were Leander's children born free?
	<i>Leander's children were born free because their mother was free. Children's status was determined by the status of the mother.</i>
4	Would Tabitha and Kalisti's children have been born free?
	<i>No, Tabitha and Kalisti's children would have been born enslaved because their mothers were enslaved. Children's status was determined by the status of the mother.</i>
5	How many generations of the Prout family lived at the Little Estate when Hortense escaped in 1861?
	<i>3 generations: Hortense's mother, her siblings, and her siblings' children</i>
6	How do you think leaving her family, possibly forever, made Hortense feel?
	<i>Answers vary but should include words/phrases that reflect fear and sadness.</i>

STATION B

SOURCE: THE EVENING STAR, WASHINGTON DC (NEWSPAPER). JUNE 17, 1861.

PRIMARY SOURCE

A FUGITIVE. – A slave woman belonging to Mr. John Little having eloped, Mr. Little made diligent search and ascertained that she was in one of the Ohio camps. He made a visit to the camp and told the colonel commanding what he wanted, and the reply was, ‘You shall have her, if she is here.’ Search was made, and the fugitive was found, completely rigged out in male attire. She was immediately turned over to the custody of Mr. Little, and was taken to jail. Every opportunity is afforded loyal citizens of loyal States to recover their fugitive slaves.

TRANSLATION

AN ATTEMPTED ESCAPE- A woman enslaved by. Mr John Little tried to seek freedom. He searched and found her in the Ohio troop camp. She was wearing men’s clothing. Mr. Little recaptured her and took her to jail.

NOTE: Historians (people who study the past) know this person was Hortense Prout because jail records show Little put her there for “safekeeping” on June 15, 1861. She stayed there for ten days before being made to go back to the Little farm. This was a punishment and it was made illegal less than six months after it happened to Hortense.

STATION B

INVESTIGATION QUESTIONS

1

Choose two adjectives to describe how Hortense may have felt when she made her brave escape.

2

Where was Hortense found?

3

Hortense was wearing men's clothes when she was found. Why do you think she did that?

4

Why did Little send Hortense to jail when he recaptured her?

5

How do historians know the woman in the newspaper article is Hortense Prout?

STATION B - ANSWER KEY

INVESTIGATION QUESTIONS

1

Choose two adjectives to describe how Hortense may have felt when she made her brave escape.

Answers vary. Possible answers could include proud, brave, scared, sad. Encourage students to share the reasons they chose their adjectives.

2

Where was Hortense found?

She was found in a Union soldier camp about two miles from the Little farm.

3

Hortense was wearing men's clothes when she was found. Why do you think she did that?

Answers vary. Historians think that Hortense may have been found in men's clothing as a disguise.

4

Why did Little send Hortense to jail when he recaptured her?

Little sent Hortense to jail for "safekeeping" for 10 days. This was a form of punishment.

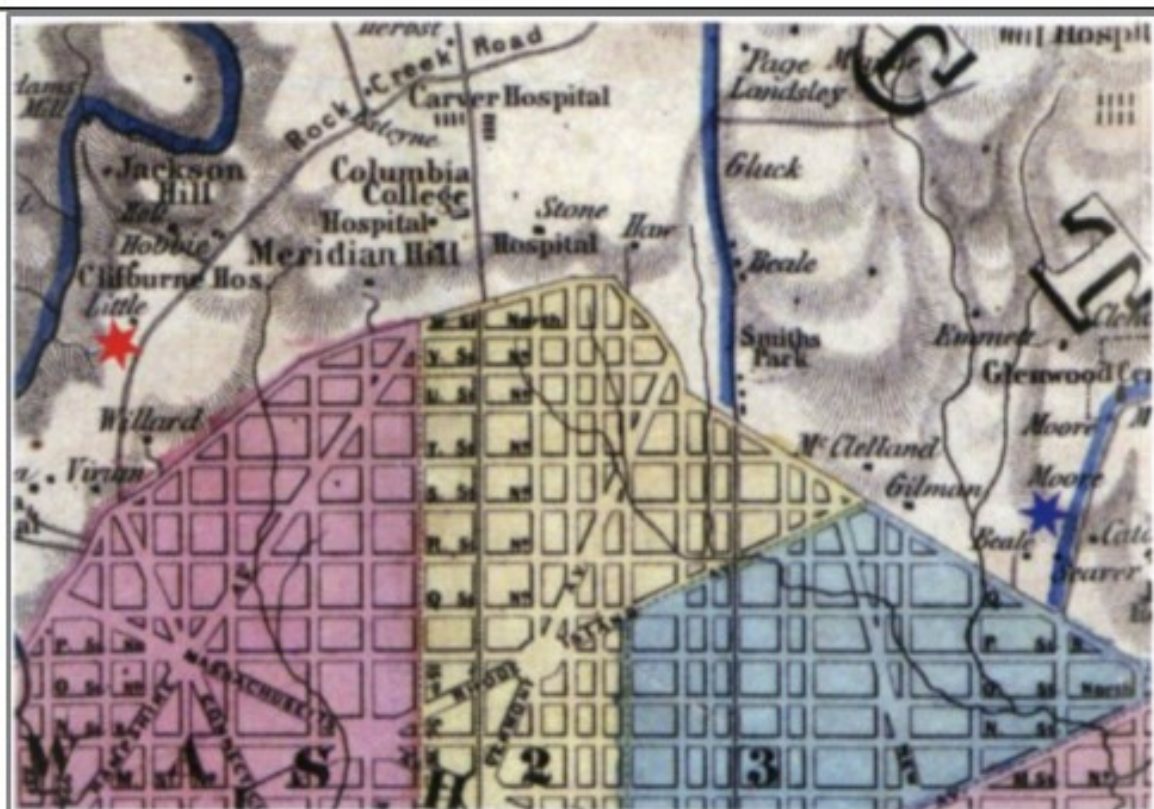
5

How do historians know the woman in the newspaper article is Hortense Prout?

Historians know the person referred to in the newspaper is Hortense because there is record of John Little putting her there for "safekeeping" after being found in the Ohio Union camp.

STATION C

SOURCE: Reading summarized from: Belcher, Mary. The Site of John Little's Manor House. National Underground Railroad Network to Freedom Nomination Form. 2008.
<http://kaloramacityzensassociation.org/wp-content/uploads/2016/04/HORTENSEPROUT-UGRRNOMINATION.pdf>



Hortense Prout escaped from the Little farm (marked by the red star on the right) and was found in the Ohio camp (blue star on the right). Photo courtesy of Kalorama Citizens Association.

NOTE: In May 1861, lots of soldiers from different states came to Washington DC. They were there to protect the country and wanted to help the Union win the war. They made some places for them to sleep and stay around the city while waiting for instructions on how to fight against the soldiers who wanted to break apart the country.

The soldiers from Ohio were told to stay on a farm called Bloomingdale, which was on the hills in the northeastern part of Washington, D.C. This farm was 2 miles away from where the Prout family lived on John Little's land. The Bloomingdale farm was owned by a family named Beale, and it was near two big roads that went north out of the city, to places where slavery was not allowed.

STATION C

INVESTIGATION QUESTIONS

1

Why did Union troops from other states come to Washington, D.C.?

2

On what farm did the Ohio troops make their camp?

3

How far away was the Little farm from the Ohio camp?

4

The Ohio camp was near a major road that went north. Why do you think Hortense Prout went to the Ohio camp?

5

How do you think Hortense felt when she was hiding in the camp?

STATION C - ANSWER KEY

INVESTIGATION QUESTIONS	
1	Why did Union troops from other states come to Washington DC?
	<i>Union troops came to Washington DC to protect the country from Confederate soldiers. They were told to make camps near the capital and wait for further orders.</i>
2	On what farm did the Ohio troops make their camp?
	<i>The Ohio troops made camp on Bloomingdale Farm, which was about two miles from the Little farm.</i>
3	How far away was the Little farm from the Ohio camp?
	<i>The Little farm was about two miles away from the Ohio camp.</i>
4	The Ohio camp was near a major road that went north. Why do you think Hortense Prout went to the Ohio camp?
	<i>Answers vary. Possible answers include that Hortense was planning on taking that road north to freedom when news of her escape calmed down.</i>
5	How do you think Hortense felt when she was hiding in the camp?
	<i>Answers vary. Possible answers could include fear and anxiety about being caught; excitement about seeking freedom; sadness and grief about missing family.</i>

STATION D

SOURCE: Summarized from: Belcher, Mary. The Site of John Little's Manor House. National Underground Railroad Network to Freedom Nomination Form. 2008.

<http://kaloramacitycitizensassociation.org/wp-content/uploads/2016/04/HORTENSEPROUT-UGRRNOMINATION.pdf>

Historians don't know if Hortense acted alone or had help with her escape. But her story does share many similarities with others who successfully escaped with the help of the **Underground Railroad**, which was a secret group of people and safe places that helped people escape slavery.

- The Beale family that owned the Bloomingdale Farm enslaved people. But the person who lived next to them, named **Jonathan Seaver**, did not believe in owning people. He used his own money to help at least one person be free, and also helped other people when they went to court to try to be free too. He also had people who were already free living in his house and working for him. The Ohio camp was close to Mr. Seaver's house, so it's possible that he may have helped Hortense escape.
- When Hortense was found in the Ohio camp, she was **wearing men's clothes**. This is something that many people who were trying to be free did, especially women. They wore different clothes to hide their real identity because it was very dangerous for them to seek freedom on the Underground Railroad.
- When enslaved people decided to seek freedom, they would often **hide nearby** and wait for people to stop looking for them before they started their journey north. This allowed them to not be seen easily and for the situation to cool down before continuing the next steps to freedom.

STATION D

INVESTIGATION QUESTIONS

1

What was the Underground Railroad?

2

Who was Jonathan Seaver?

3

Why do historians think Hortense dressed as a man?

4

Why do historians think Hortense was hiding in the Ohio camp?

5

Do you think Hortense Prout had help from the Underground Railroad? Why or why not?

STATION D - ANSWER KEY

INVESTIGATION QUESTION	
1	What was the Underground Railroad?
	<i>The Underground Railroad was a secret network of people and safe places that helped enslaved people seek freedom.</i>
2	Who was Jonathan Seaver?
	<i>Jonathan Seaver was a neighbor of the Bloomingdale Farm who was against slavery and may have helped Hortense escape.</i>
3	Why do historians think Hortense dressed as a man?
	<i>Historians think Hortense dressed as a man to disguise herself while traveling north through the Underground Railroad.</i>
4	Why do historians think Hortense was hiding in the Ohio camp?
	<i>Historians think Hortense was hiding in the Ohio camp because she may have been waiting for enslavers to stop looking for her so that she could more safely continue her journey north through the Underground railroad.</i>
5	Do you think Hortense Prout had help from the Underground Railroad? Why or why not?
	<i>Answers vary. Encourage students to use information from the stations to support their answer.</i>

HORTENSE PROUT INVESTIGATION

ASSESSMENT OPTIONS

CHALLENGE: Everything we know about Hortense Prout and her journey to be free is from the words of the person who enslaved her. After slavery ended in Washington DC, we don't know what happened to her. America is missing the voice of this brave woman. Your job is to use the information we have and your own feelings to try to imagine what it would have been like for her to go through this experience.

TASK: You will create either an illustrated storyboard or write a story about Hortense's "daring bid for freedom."

OPTION 1 - FOR THE ARTISTS: You will create an illustrated storyboard (like a comic strip) about Hortense's bid for freedom. Your storyboard needs to include a picture and a sentence for each of the following events:

1. Hortense's family
2. Hortense's escape and time in the Ohio camp
3. Hortense's recapture
4. Hortense and her family's freedom in 1862

Your pictures and sentences should explain what Hortense may have **thought and felt** during these events.

OPTION 2 - FOR THE AUTHORS: You will create a narrative about Hortense's experience during her attempted escape to freedom. Your narrative should be from Hortense's perspective and include the following events:

1. Hortense's family
2. Hortense's escape and time in the Ohio camp
3. Hortense's recapture
4. Hortense and her family's freedom in 1862

Your narrative should be at least two paragraphs long and explain what Hortense may have **thought and felt** during these events.

HORTENSE PROUT INVESTIGATION

OPTION 1 - FOR THE ARTISTS

CREATE an illustrated storyboard (like a comic strip) about Hortense’s bid for freedom. Your storyboard needs to include a picture and a sentence for each of the following events:

1. Hortense’s family
2. Hortense’s escape and time in the Ohio camp
3. Hortense's recapture
4. Hortense and her family’s freedom in 1862

Your pictures and sentences should explain what Hortense may have **thought and felt** during these events.

1) Hortense's family	2) Hortense’s escape and time in the Ohio camp
3) Hortense's capture	4) Hortense and her family's freedom in 1862

STORYBOARD EXAMPLE

DRAW HERE	DRAW HERE
WRITE YOUR SENTENCE HERE	WRITE YOUR SENTENCE HERE
DRAW HERE	DRAW HERE
WRITE YOUR SENTENCE HERE	WRITE YOUR SENTENCE HERE

KALORAMA PARK STRATIGRAPHY

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 60 MINUTES

FOCUS QUESTION

What is stratigraphy?

GOALS

Students will analyze stratigraphic layers at Kalorama Park in order to determine how archaeologists apply the Law of Superposition to date artifacts and events of a site.

MATERIALS

- Projected image of ice cream sundae
- Stratigraphy at Kalorama Park reading (1 per student)
- Stratigraphy Vocabulary Activity
 - (1 per student)
- Kalorama Park Stratigraphy image (1 per partner/ small group; teacher may want to laminate or place in a sheet protector for more longevity)
- Kalorama Park Stratigraphy Investigation (1 per student)
- Optional materials: layered dessert and distribution materials such as spoons, bowls, etc

DCPS SOCIAL STUDIES STANDARDS

GRADES 3-5

3.5. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

Grades 3-5 Skill:

4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- 3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

COMMON CORE STATE STANDARDS

- 3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 3.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.3.d Provide a sense of closure.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Project the provided image of an ice cream sundae on the board.
2. Ask students the following questions:
 - a. How many layers do you see?
 - b. Which layer was created first?
 - c. Which layer was created last?
 - d. What ingredient might disturb (or mix up) the layers?
3. Explain to students that this illustrates the **Law of Superposition: objects and layers at the bottom are older than the objects and layers on the top.**

Optional Instructional Strategy: This lesson lends itself to hands-on learning opportunities and the following ideas are options teachers may want to fold into the lesson:

1. Create a big ice cream sundae with the class instead of examining the provided image for the warm up. Teachers are encouraged to be mindful of potential student food allergies. Distribute bowls of ice cream to the students after the class answers the warm up questions.
2. This activity also works with other layered desserts, such as layer cakes, parfaits, and trifles. Again, teachers are encouraged to be mindful of potential student allergies when incorporating food into the classroom.

READING AND VOCABULARY ACTIVITY:

1. Guide students through the reading titled “Stratigraphy at Kalorama Park”
2. Provide students with the handout entitled “Stratigraphy Vocabulary Activity.” Review the directions with them:
 - a. Use the reading to find definitions for each of the vocabulary words and write them in the middle column.
 - b. Draw a picture representing the vocabulary word.

STRATIGRAPHY PRACTICE:

1. Provide students with a copy of the handout titled “Kalorama Park Stratigraphy” or project it on the board.
2. Guide students through analyzing the image as a whole group by asking them to identify what they see.
3. Following the whole class discussion, provide students with the handout titled “Kalorama Park Stratigraphy Investigation.”
4. Guide students through answering the questions in small groups or as a whole class.

EXIT TICKET:

1. Encourage students to summarize their learning by answer the question “How does stratigraphy help archaeologists understand the history of Kalorama Park?” Students should use the Claim, Evidence, and Reasoning writing strategy to respond to the question. Remind students to use evidence from the reading in their structured response.

STRATIGRAPHY SUNDAE



STRATIGRAPHY AT KALORAMA PARK

The **Law of Superposition**, the idea that objects deeper in the ground are older than layers and objects closer to the surface, is an important part of archaeology. When archaeologists **excavate** (dig and study) a site, they often find layers of soil that have built up over time. These layers, called **stratigraphy**, can provide important clues about the history of the site and the people who lived there.

For example, imagine that an archaeologist is excavating a site in Kalorama Park. As they dig, they might find several layers of soil. The top layer might contain artifacts from more recent times, such as pieces of metal or plastic. The layer below that might contain evidence of earlier park use, such as pieces from aluminum cans, glass bottles, and even pieces of brick and coal from old barbecue pits. The layer below that might contain even older artifacts from the time the Little and Prout families lived on the site, such as broken porcelain, window glass, and roofing material.



Soil can include clay, sand, silt, or a combination of any of them. Soil also can be seen in every color of the rainbow around the world! Each layer of soil represents a different time period in the history of the site. By studying the different layers, archaeologists can learn about the changes that have occurred at the site over time. For example, they can see the change in land use in Kalorama Park from a butcher farm in the mid 1800's to a park in the mid 1900's.

*DC State Historic Preservation Archaeological Report #653 DRAFT;
Completed by Stantec in 2016*

Stratigraphy is just one tool that archaeologists use to learn about the past. By studying the layers of soil and sediment at a site, they can piece together a story about the people who lived there and the events that took place.

STRATIGRAPHY VOCABULARY ACTIIVTY

DIRECTIONS:

1. Use the reading to find definitions for each of the vocabulary words and write them in the middle column.
2. Draw a picture representing the vocabulary word.

VOCABULARY WORD	DEFINITION	DRAWING
Law of Superposition		
Excavate		
Stratigraphy		
Artifacts		
Soil		

STRATIGRAPHY VOCABULARY ACTIIVTY

ANSWER KEY

VOCABULARY WORD	DEFINITION	DRAWING
Law of Superposition	Objects deeper in the ground are older than objects closer to the surface.	Answers vary.
Excavate	To dig.	Answers vary.
Stratigraphy	Layers of soil.	Answers vary.
Artifacts	Objects made or used by humans.	Answers vary.
Soil	What the ground is made of. It can include clay, sand, silt, or a combination of them. Also comes in every color in the rainbow.	Answers vary.

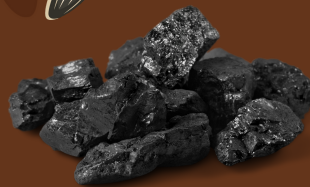
KALORAMA PARK STRATIGRAPHY



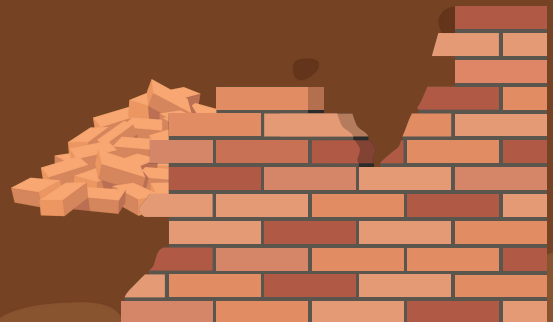
LAYER 1



LAYER 2



LAYER 3



KALORAMA PARK STRATIGRAPHY

DIRECTIONS: Use the Kalorama Park Stratigraphy image to answer the following questions. Be sure to evidence from the image to explain how you know what you know!

Which layer is oldest? How do you know?	
Which is older: the plastic water bottle or the window glass? How do you know?	
What artifacts can help archaeologists identify a date range for Level 2?	
Which layer do you think is related to the Prout and Little family? Explain your answer.	
How is the land used differently from layer 3 to layer 2?	

EXIT TICKET: How does stratigraphy help archaeologists understand the history of Kalorama Park? Use the Claim, Evidence, and Reason chart below to structure your answer.

CLAIM: (Answer the question: How does stratigraphy help archaeologists understand the history of Kalorama Park?)	
EVIDENCE: (Explain your answer with evidence from your findings chart above.)	
REASON: (Explain how your evidence supports your claim.)	

KALORAMA PARK STRATIGRAPHY

ANSWER KEY

Which layer is oldest? How do you know?	<i>Layer 3- it is the deepest layer</i>
Which is older: the plastic water bottle or the window glass? How do you know?	<i>The window glass is older because it is further down in layer 3 than the water bottle which is in layer 1.</i>
What artifacts can help archaeologists identify a date range for Level 2?	<i>The coins. One penny has the year 1947, the other has 1954. That means the other artifacts will likely date around that time too.</i>
Which layer do you think is related to the Prout and Little family? Explain your answer.	<i>Layer 3 is related to the Prout family because the artifacts in that layer—a brick wall, brick fragments, ceramic sherds, glass, and animal bones—show the land being used as a living space.</i>
How is the land used differently from layer 3 to layer 2?	<i>Layer 2 shows the land being used as a park whereas the artifacts in layer 3 show the land being used as a living space.</i>
CLAIM: (Answer the question: How does stratigraphy help archaeologists understand the history of Kalorama Park?)	Answers vary. Students might reference the law of superposition or explain that different layers of soil represent different times and land uses.
EVIDENCE: (Explain your answer with evidence from your findings chart above.)	Answers vary. Example: the artifacts in Layer 1 are modern and show the land being used as a park. The artifacts in Layer 2 also show the land being used as a park, but the pennies from 1947 and 1954 dates the layers earlier, when the park opened to the public and desegregated a few years later. Layer 3 is much different than Layers 1 and 2 because the artifacts show the land being used as a home instead of a park.
REASON: (Explain how your evidence supports your claim.)	Answers Vary. Students should include information about the differences in the way the land is used as shown by the artifacts.

ARTIFACT CATEGORIZATION

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 60 - 90 MINUTES

FOCUS QUESTION

How do archaeologists organize and study artifacts?

GOALS

Students will categorize artifacts in order to experience how archaeologists draw conclusions about how space was used in the past.

MATERIALS

- Printed or projected grocery list (if printed, 1 per partner/small group)
- Projected Maps
- Printed Artifact Report of Unit 103 (teacher may want to laminate or put in protective sleeve)
- Artifact Categories Suggested Anchor Chart (teacher created or projected)
- Stratigraphy of Unit 103 Handout (1 per partner/ small group)
- Unit 103 Artifact Handout (1 per partner/small group)
- Artifact Analysis Handout (1 per student)
- Projected image of Brick Wall Found in Unit 103
- Sticky notes (1 per student)

DCPS SOCIAL STUDIES STANDARDS

GRADE 3

- 3.1.1 Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)

Grades 3-5 Social Studies Skills:

- 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Students use nontext primary and secondary sources, such as maps,
- Grades 3-5 Historical Research, Evidence, and Point of View
- 4. charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

GRADE 3

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **3.SL.1.d Explain their own ideas and understanding in light of the discussion.**
- **3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.**
- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 3.W.1.b Provide reasons that support the opinion.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

COMMON CORE STATE STANDARDS

GRADE 5

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
- **5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.**
- 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 5.W.1.b Provide logically ordered reasons that are supported by facts and details.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INSTRUCTIONAL SEQUENCE

WARM UP

1. Provide students with the grocery list provided below or project it on the board.
2. Instruct students to organize the grocery list into food categories with a partner or a small group (no more than 4 students). Give students 3-5 minutes to complete this task and emphasize that there is no wrong way to organize the groceries.
3. Have students compare their chosen organization strategy with that of their neighbors. Instruct students to identify similarities and differences between their organization choices and categories.
4. Write or project the following meal categories on the board: Breakfast, Lunch, Dinner. Assign each partner or small group one meal category and instruct them to identify the grocery items that might go in their category.
5. Have students of the same meal assignment compare their grocery list with one another. Ask students to identify what is similar and different about their grocery choices.
6. Ask students what they can learn about the people who bought these groceries based on the way the meal/ dish organization.
7. Connect this activity to archaeology by explaining that after archaeologists find artifacts on their dig, they must then move them to the lab for cleaning and further study. To help them with this, archaeologists categorize the artifacts in different ways in order to learn as much as they can about how the space was used based on context.

ARTIFACT CONTEXT ACTIVITY

1. Artifact **Context** Activity:
2. Display and refer to the Steps of Archaeology Anchor Chart created in Lesson 1 to remind students about key terms and definitions used in previous lessons:
 - a. Artifacts- anything made or used by humans
 - b. Context- clues around an artifact, such as the soil description and other artifacts, that help archaeologists understand how the artifact was used, when it was made, and how it got there

INSTRUCTIONAL SEQUENCE

ARTIFACT STRATIGRAPHY ACTIVITY

1. Provide students with the Unit 103 Artifact handout and the Artifact Report of Unit 103 chart. Instruct students to cut out the different artifacts with their partner.
2. Modification suggestion: The teacher may want to have these artifacts pre-cut to maximize instructional time.
3. Provide students/partners with a blank Stratigraphy of Unit 103 handout. Instruct students to place their artifact cards in the matching layer using the Artifact Report of Unit 103 chart. (Do NOT glue them as the cards will be moved again).
4. Modification suggestion: Use a piece of cardstock or construction paper to reveal one layer at a time so that students can match the images from the Artifact Report to the correct stratigraphy location.
5. When students have Instruct student to complete the Stratigraphy Reflection question on their Artifact Analysis handout.

ARTIFACT MATERIAL CATEGORIZATION ACTIVITY

1. Instruct students to categorize the artifacts in each layer based on material (such as pottery, metal, bone, etc)
2. Instruct students to count their categories in each layer and compare them to the other groups around them. Ask them what was similar and different about their categories.
3. Ask students what they learned about the people who used this space based on this categorization.
4. Instruct students to complete the Artifact Material Reflection questions on their Artifact Analysis handout.

ARTIFACT USE CATEGORIZATION ACTIVITY

1. Instruct students to categorize the artifacts in each layer based on their possible use including food remains, tableware, building material, and ammunition.
2. Optional Modification: Allow students to create and organize the artifacts according to their own categories. If time allows, encourage students to compare their categorization to that of other students. Remind students that the intention of this activity is to explore different ideas, not find the “right” answer.
3. Instruct students to compare their artifact sorting to the groups around them. Ask students what is similar and different about their categorization.
4. Ask students what they learned about the people who used this space based on this categorization.

INSTRUCTIONAL SEQUENCE

EXIT TICKET

1. Reveal one additional finding in Unit 103: part of a brick wall! (Show students the image.)
2. Remind students that an immovable artifact like a wall is called a feature.
3. Ask students to brainstorm what this feature might be. (This is assumed to be part of the Little Manor house foundation wall.)
4. Discuss the following wrap up questions as a class:
5. How does the feature help us understand the whole unit more?
6. How does context help archaeologists understand how a space was used? Use artifacts and features from your lesson to explain.
7. If archaeologists found only 1 or 2 artifacts, do you think they would be able to gather as much information? Why or why not?
8. Instruct students to choose one of the questions above to answer on a sticky note and placed in a designated area (like the whiteboard or a door) as a formal exit ticket.

GROCERY LIST

Pancake Mix

Pasta

Marinara sauce

Parmesan cheese

Eggs

Bacon

Lettuce

Salad dressing

Croutons

KALORAMA PARK ARCHAEOLOGICAL DIGS

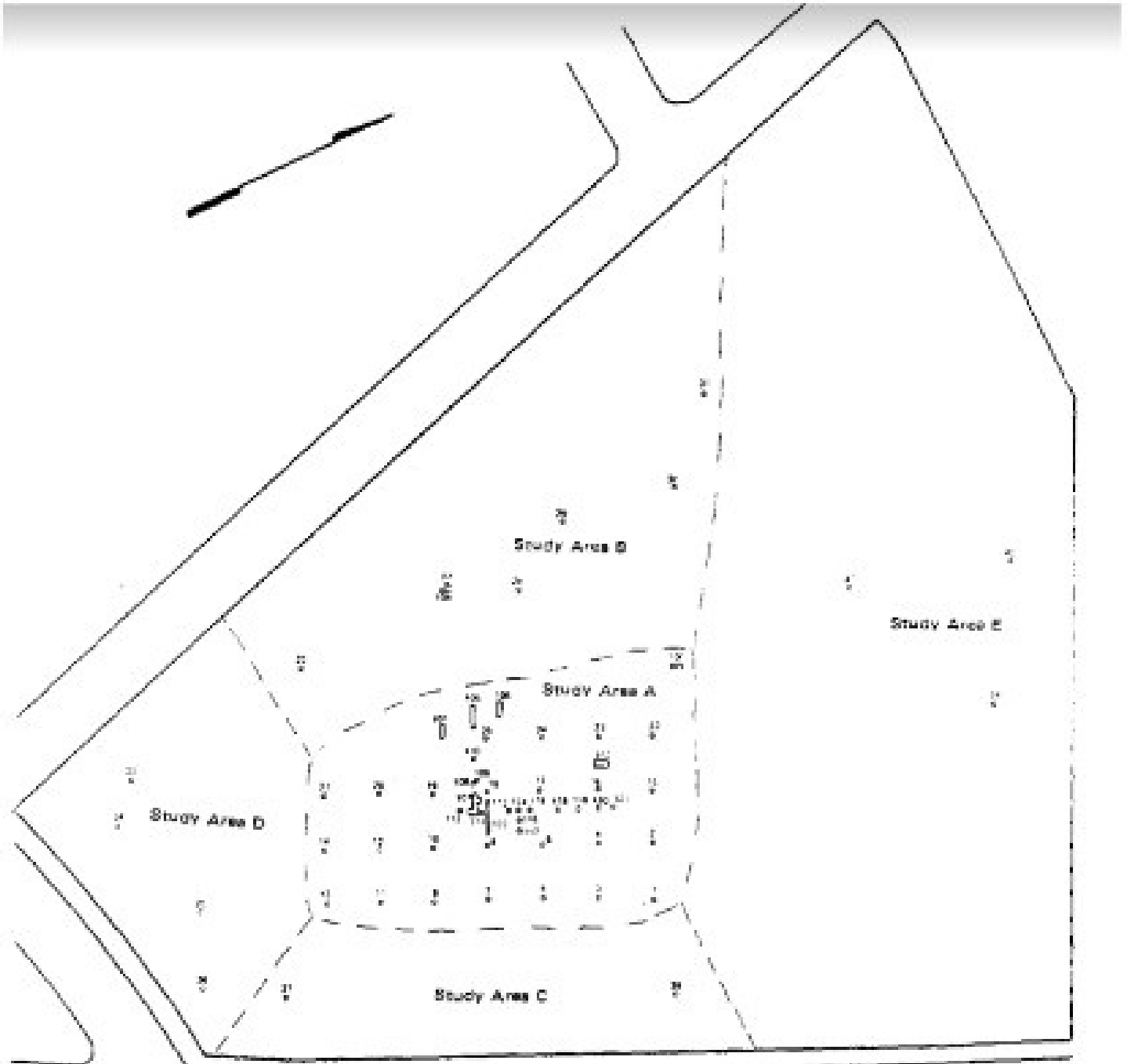


Kalorama Park Archaeological Digs overlaying the 1894 Hopkins Real Estate Map of Washington, D.C. 1986 (green), 2009 (red)

The locations of discoveries during the 1986 and 2009 archaeological investigations are shown above. The large circle at the center of the park produced find in 1986; the oval on the north side of the park was investigated in 2009.

Image Source: *Belcher, Mary, DC Application for Historic Landmarks, 2015.*

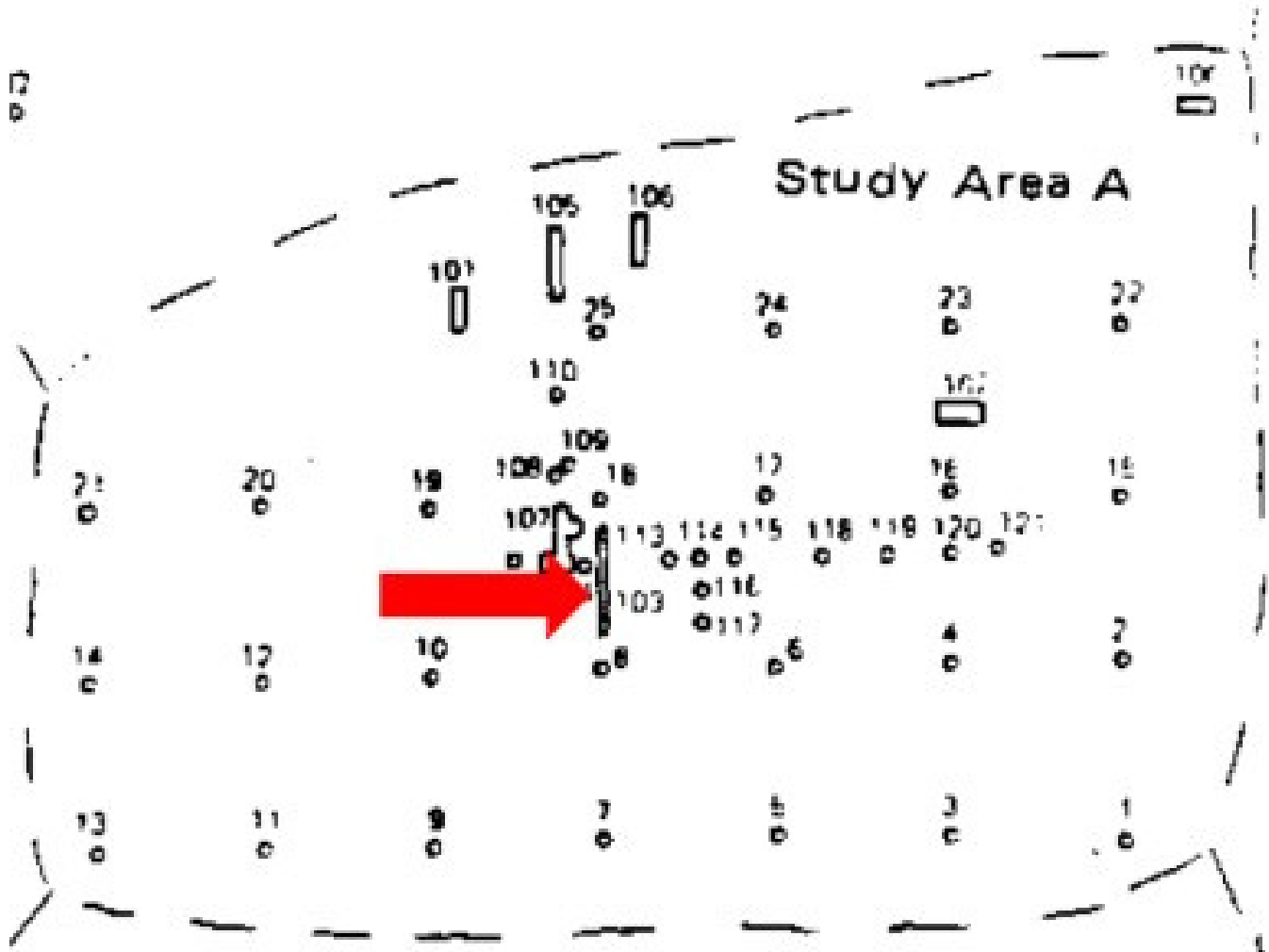
KALORAMA PARK 1986 STUDY AREA MAP



1986 Archaeology Dig of Kalorama Park. The park is divided into five areas. This lesson will be focusing on the artifacts found in Area A.

Image Credit: D.C. State Historic Preservation Office Archaeological Report 137

KALORAMA PARK STUDY AREA MAP - 1986



Area A Shovel Test Unit Map. Each of the numbers represents an excavated area of study. You will be studying the artifacts found in Unit 103.

UNTI 103 ARTIFACT REPORT

LAYER	ARTIFACTS FOUND
A	None Reported
B	1 piece of terracotta (pottery); 1 oyster shell; Slate (building stone); 4 nails; 7 pieces of window glass; 1 white dinnerware sherd; 1 piece of green bottle glass; 2 pieces of dark yellow bottle glass; 1 piece clear bottle glass; 1 piece light green bottle glass
C	1 blue and white dinnerware sherd; 1 bullet shell casing; 1 piece dark green bottle glass; 1 piece window glass; 1 oyster shell; 1 clear, white quartz chip; 1 clear, white quartz flake; cinder (burned coal); 1 animal bone; 1 piece of asphalt (building material); 5 nails
D	None Reported
E	None Reported
F	Painted mortar and plaster (building material)
G	1 Iron window lock 1 piece iron hardware
Builder's Trench (created when the house was built)	brick



ANCHOR CHART

MATERIAL CATEGORIES

Pottery	Glass
Metal	Rock
Bone	Brick
Shell	Asphalt

USE CATEGORIES

Food Remains
Table/ Dinnerware
Building Materials
Ammunition

UNIT 103 STRATIGRAPHY

Layer A

Layer B

Layer C

Layer D

Layer E

Layer F

Layer G

Builder's Trench

UNIT 103 ARTIFACTS



Nails (4)



Nails (5)



Terra Cotta



Oyster Shell



Oyster Shell



Slate



Window Glass
(7)



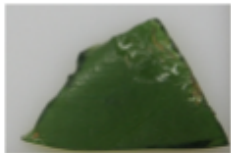
Window Glass
(1)



White
Dinnerware



Blue and white
Dinnerware



Green Bottle
Glass



Dark Green
Bottle Glass



Dark Yellow
Bottle Glass



Clear Bottle
Glass



Light Green
Bottle Glass



Bullet Shell
Casing



Clear White
Quartz Chip



Clear White
Quartz Flake



Cinder
(burned coal)



Animal Bone



Asphalt



Painted Mortar
and Plaster



Iron Window
Lock



Iron Hardware



Brick

ARTIFACT ANALYSIS

STRATIGRAPHY REFLECTION

Which two layers have the most artifacts?

ARTIFACT MATERIAL CATEGORIZATION REFLECTION

How many categories did you make in each layer?

What do your categories for Layer B tell you about the people who used the space?

What do your categories for Layer C tell you about the people who used the space?

ARTIFACT USE CATEGORIZATION REFLECTION

Which category had the most items in Layer B?

How do you think the space was used in Layer B?

Which category had the most items in Layer C?

How do you think the space was used in Layer C?

BRICK FOUNDATION WALL



Image Credit: *Belcher, Mary, DC Application for Historic Landmarks, 2009*

ARTIFACT ANALYSIS ANSWER KEY

STRATIGRAPHY REFLECTION

Which two layers have the most artifacts?

B and C

ARTIFACT MATERIAL CATEGORIZATION REFLECTION

How many categories did you make in each layer?

B- around 6
C- around 8
F- 1
G- 1
Builders Trench- 1

What do your categories for Layer B tell you about the people who used the space?

Lots of broken bottle glass indicates food storage and service (remind students that this layer dates from the mid 1900's in the early days of the park)

What do your categories for Layer C tell you about the people who used the space?

More variety of materials and less bottle glass than layer C- evidence of previous building and its razing (tearing down).

ARTIFACT USE CATEGORIZATION REFLECTION

Which category had the most items in Layer B?

Dinnerware and building material

How do you think the space was used in Layer B?

A place where people ate and drank (park)

Which category had the most items in Layer C?

Building material

How do you think the space was used in Layer C?

This is likely where the Little Manor house was located

ANSWER KEY

WARM UP

1. Possible categories include: Dry goods, meat, dairy, pasta, cold items, vegetables
2. Possible dishes/ meals include: Spaghetti (pasta, marinara sauce, parmesan cheese); Breakfast (pancake mix, eggs, bacon); Salad (lettuce, salad dressing, croutons)

WRAP UP

1. How does the feature help us understand the whole unit more?
 - a. Answers vary. Students are encouraged to identify that the feature confirms the Little Manor house's location. The artifacts closer to the top of and above the feature are likely from the time that the space was used as a park in the early 1900's. The artifacts closer to the bottom of the feature are likely from the Little/ Prout family.
2. How does **context** help archaeologists understand how a space was used? Use artifacts and features from your lesson to explain.
 - a. Answers vary. Students are encouraged to explain that one artifact cannot tell a complete story. The layers, feature and other artifacts give a more complete understanding of the way the space was used.
3. If archaeologists found only 1 or 2 artifacts, do you think they would be able to gather as much information? Why or why not?
 - a. Answers vary. Students are encouraged to explain archaeology is like putting a puzzle together, and the more pieces we have, the easier it is to understand the big picture.

THE NEXT DIG

KALORAMA PARK: ARCHAEOLOGY IN WASHINGTON, D.C. CURRICULUM



AUTHOR: SARAH MASON

TIME SUGGESTION: 120 MINUTES

FOCUS QUESTION

Where should archaeologists dig in Kalorama Park Next?

GOALS

Students will demonstrate their understanding of the significance of archaeology at Kalorama Park by creating a proposal for future excavation.

MATERIALS

- Laptops with shared drive access (like Google Slides)- 1 per student
- Proposal Brainstorm Handout- 1 per student
- Previous lesson in this unit (readings and notes)

DCPS SOCIAL STUDIES STANDARDS

- **GRADE 3.** 3.5. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)
- **GRADE 5.** 3. Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S)

Grades 3-5 Skills:

- 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 2. Students differentiate between primary and secondary sources and know examples of each.
- 3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

COMMON CORE STATE STANDARDS

GRADE 3

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**
- **3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**
- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 3.W.1.b Provide reasons that support the opinion.

COMMON CORE STATE STANDARDS

GRADE 5

While this lesson aligns with the following CCSS, the first two listed are the suggested instructional focus.

- **5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
- **5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- 5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- 5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

INSTRUCTIONAL SEQUENCE

WARM UP (REVIEW)

1. As a class, make a list of what historians know about Hortense Prout and her family.
2. Ask students how historians know what they know and what they don't know.
 - a. Encourage students to explain that historians gain their knowledge from primary sources, in this case from the perspective of enslavers and pro-slavery people.
 - b. Hortense Prout and her family's experience is missing from the narrative.
3. Ask students why Hortense Prout's experience is missing from the narrative.
 - a. Encourage students to understand that enslaved people were not allowed to write or make a record of their experiences. Education, reading, and writing encouraged free thought and challenged slavery. Enslavers wanted to dehumanize and oppress their victims and did so by controlling the stories that were told about this time period.
4. As a class, make a list of what archaeologists have learned about Kalorama Park.
5. As a class, make a list of the questions they still have about Hortense and the Prout family.

HOOK

1. Tell students that archaeologists want to learn more about Hortense Prout and her family, but they need the students' help. Their task is to convince the city of Washington DC to fund another dig at Kalorama Park. They will do this by creating a proposal presentation.
2. Share the following proposal prompt with students:

Washington DC needs your help! Archaeologists want to learn more about Hortense and her family, so they would like to conduct another dig. Using the information you have learned in this unit, create a proposal convincing the city of Washington DC to fund (pay for) another archaeological dig. Be sure to include the following information in your proposal:

1. Explain who Hortense Prout is and why her story is important.
2. Explain what historians do and do not know about Hortense.
3. Explain what archaeologists have learned about the park during the Prout time.
4. Explain why another dig would help archaeologists learn more about the Prout family and what they're hoping to find out.

INSTRUCTIONAL SEQUENCE

BRAINSTORM JIGSAW

1. Provide students with the Proposal Brainstorm handout.
2. Break students into groups of 4.
3. Explain that students will be working in jigsaw groups create their proposal.
 - a. Jigsaw directions:
4. Each student in the original group of 4 will be assigned a question on the handout- they will be the “expert” on that information.
5. Instruct experts to meet with other students assigned the same question. To streamline learning, ensure that each expert group has access to the lesson readings and their completed activities noted for each question.
6. Give students 10-20 minutes to answer each question with 4-7 bullet points each using the lesson readings and their completed activities.
7. Instruct students to go back to their original groups and share their responses with the other students there. Teachers are encouraged to chunk this sharing process per question in order to ensure conversations stay on track. Also encourage students to take notes on what their group mates share instead of copying directly from their papers.

FINAL PROPOSAL (SUMMATIVE ASSESSMENT)

1. Instruct students to create a slideshow proposal using the information they have gathered with their groups.
2. The slideshow proposal should include the following:
 - a. Title Slide
 - b. One slide per question/ topic on their chart
 - c. Each answer written in complete sentences
 - d. One image or visual aid for each question/topic
 - e. Appropriate background/ theme
3. Remind students that the city of Washington DC is their target audience, so their information should be neatly organized.
4. Extension Options: Have students share proposals with another group or the class or a representative from the city.

NEXT DIG REVIEW

QUESTION	WHAT I KNOW	WHERE DID I LEARN THIS?
<p>Who is Hortense Prout? Why is her story important?</p>		
<p>How do historians know about Hortense Prout and her family? What do they not know?</p>		
<p>What do archaeologists know about the park during the Prout time?</p>		
<p>Why would a third dig help archaeologists learn more about the Prout family? What do we want to learn?</p>		

NEXT DIG ANSWER KEY

QUESTION	WHAT I KNOW	WHERE DID I LEARN THIS?
<p>Who is Hortense Prout? Why is her story important?</p>	<p>Woman who lived in Washington DC Enslaved by John Little Forced to work in his house and on his butcher farm Attempted to escape from slavery in 1861 Fled in June of 1861 Found in the Ohio camp dressed as a man. Possible that she was being helped by the Underground Railroad Recaptured and imprisoned for 10 days as punishment One of the last freedom seeking attempts in Washington DC</p>	<p>Lessons 2 and 4</p>
<p>How do historians know about Hortense Prout and her family? What do they not know?</p>	<p>There is much written evidence about Hortense and her family, but all we know of her is from the enslaver and pro slavery perspective. Her bid for freedom made the newspapers Many written records from John Little Hortense and her family's story is missing from the narrative.</p>	<p>Lesson 4</p>
<p>What do archaeologists know about the park during the Prout time?</p>	<p>In layer C they found evidence of the space having a house on it previously - probably the Little Manor house. Found a brick wall feature, dinnerware, and evidence of food, and building material</p>	<p>Lessons 3, 5, and 6</p>
<p>Why would a third dig help archaeologists learn more about the Prout family? What do we want to learn?</p>	<p>To learn more about Hortense, the Prout families, and other enslaved people who lived in Washington DC. What jobs did the Prouts do? Where did they sleep? What food did the Prouts eat? What clothes did the Prouts wear? What did the Prouts do in their spare time? (Games, hobbies, talents, religious worship)</p>	<p>Lesson 1 and 3</p>