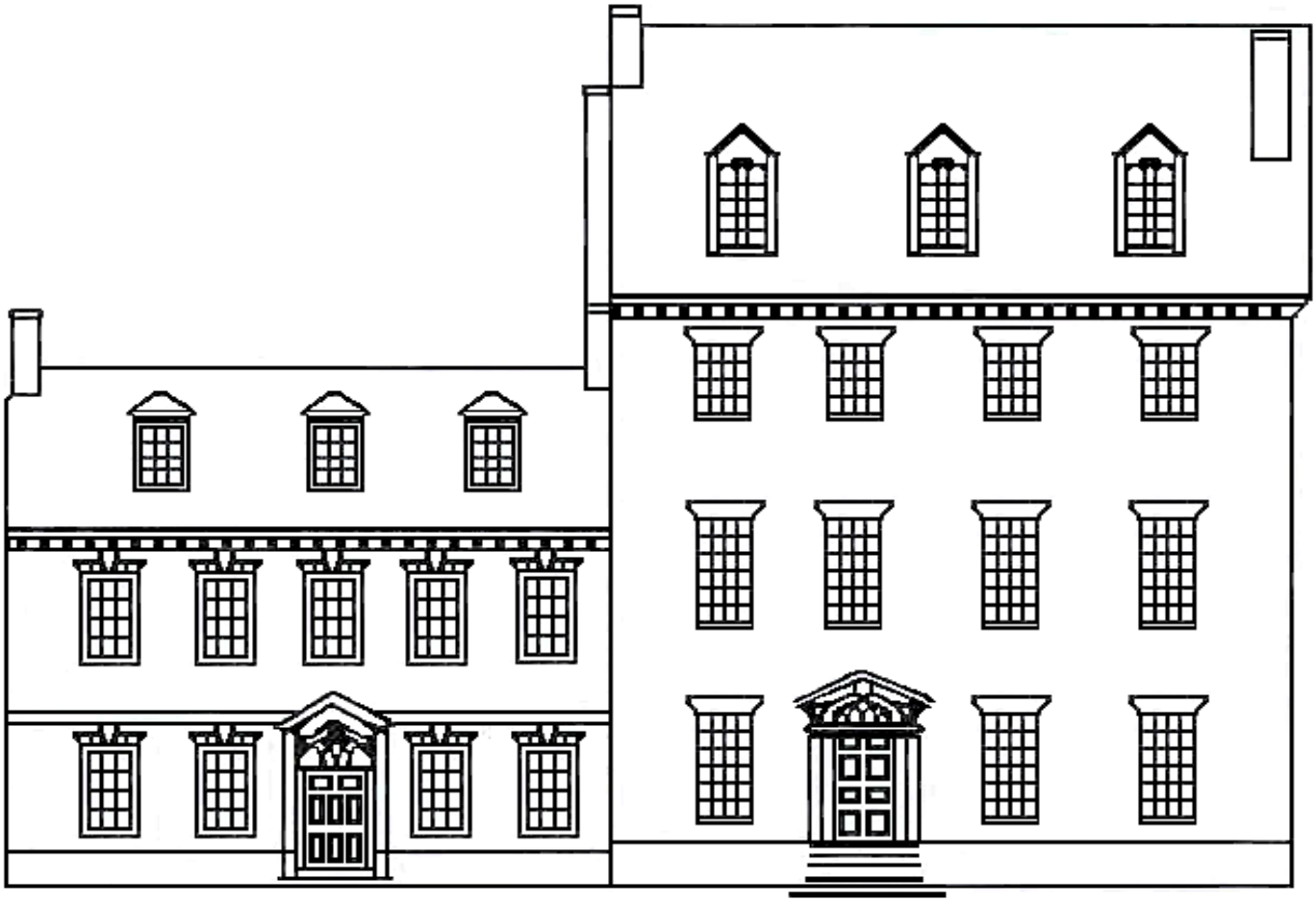
Gadsby's Tavern Museum

Where the 18th century comes alive!

Classroom materials and pre-visit information for

A Tavern at Work



134 N. Royal Street Alexandria VA 22314 www.gadsbystavern.org 703-746-4242

Supplemental Lessons for Classroom Use Only

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Tour Confirmation and Invoice

Thank you for booking a field trip with Gadsby's Tavern Museum! Please take a moment to review the information below for accuracy.

Trip Information

Date of visit: _____ Time(s) of visit: _____

School: _____ Public / Private

Number of Students: _____ Grade level(s): _____ Number of adults*: _____

Other sites to be visited: _____

Payment

Estimated cost (based on anticipated numbers): _____

Payment is due upon arrival. The final total will be $2 per student at the museum, with a $30 minimum. *Five adults are admitted free with each time slot; additional adults will be charged the group rate of $3 each. Checks should be made payable to Gadsby's Tavern Museum. We also accept Visa, MasterCard, and American Express. Cancellations must be received at least two days prior to the tour or the group will be liable for full payment, unless cancelled due to weather-related reasons. Please pay for each site separately.

Contact Information

School's Address: _____

Fax: _____

Contact: _____ Teacher (if different): _____

E-mail: _____

Phone: (w) _____ (c) _____

Additional Notes

Please note that our museum does not have elevators available. Please let us know if you have any special needs at least 10 days in advance and we will do our best to accommodate them. Thank you.

Please call Michele Longo at 703-746-4242 if you have any questions or concerns.

Additional Trip Information

Student:Adult ratio

We require a minimum of two adults per time slot for groups where less than 20 students will be visiting our site at a time. For groups where 20 to 30 students will be at the museum at once, we require 4 adults per time slot. Please be aware that groups with more than 10 students will be split in half for the tour and the chaperones and teachers will be divided evenly between the two groups. If more than 5 adults per time slot attend, the additional adults will be charged our group rate of $3 per person. Check your school requirements before coming, as they may require more adults per student.

Upon Arrival

Weather permitting, school tours begin outside. Please have the person making payment enter the museum to let us know you are ready and to pay while the rest of the adults gather the students around the steps of the museum. If weather forces you indoors, please feel free to bring the group in immediately and line them up in the hallway while taking care of payment.

Gift Shop

Our tour schedule does not include time in the gift shop for the students. Groups where there will be 10 or fewer students may arrange beforehand for additional time. Teachers are welcome to pre-purchase postcards, pencils, or other items. Please call the Curator of Education at 703-746-4242 for more information.

Chaperone Responsibilities

While our guides are trained to work with school groups, no one know the children better in the group than the teacher and chaperones. To ensure the students have the highest quality experience, please assist with lining children up, ensuring that they do not touch objects or cross boundaries that they have not been invited to, and take turns speaking. We also ask that chaperones model proper field trip behavior by turning off or silencing cell phones and refraining from chatting during the program.

Lunch and Bathroom Facilities

Due to the size of our museum, we cannot accommodate groups for lunch or large bathroom breaks. We do have a restroom available during the tour, but recommend the entire group use the restrooms in City Hall during the day. We would be happy to direct you to them.

There are a number of options for lunch in Old Town. Smaller groups may wish to arrange space in one of the numerous nearby restaurants, including Gadsby's Tavern Restaurant, or visit Subway, Popeye's, or Brueggers Bagels nearby. If weather is nice, many groups enjoy eating outside at Market Square, across the street from the museum. The Food Pavilion, on the water only a few blocks away, is an indoors food court with space for groups.

Directions

From Washington DC:
Take the George Washington Parkway south into Alexandria. The Parkway becomes Washington Street in the city. Go about a mile, past Queen Street, and turn left on Cameron Street, opposite Christ Church. Go three blocks and turn right on North Royal Street. Gadsby's Tavern Museum is located on the right.

From I-95/I-495 (Capitol Beltway):
Take the US Route 1 North exit (first exit on the Virginia side of the Woodrow Wilson Bridge). Please note the ramps may change due to the construction of the Woodrow Wilson Bridge. Follow Route North to 1 (Patrick Street) about one mile. Turn right on King street, go five blocks, turn left onto North Pitt Street. Turn right onto Cameron Street. Turn right on North Royal Street. Gadsby's Tavern Museum is located on the right.

By Metro:
Take the yellow or blue line to the King Street Station. Walk east on King Street approximately one mile. Leave approximately 20 minutes to walk from the Metro to the Museum. Turn left on North Royal Street and Gadsby's Tavern Museum is located at the end of the block on the left. There are multiple busses that pass between the metro and museum. For information about bus schedules from the Metro call (703) 370-DASH or visit www.dashbus.com.

Bus Parking:
Buses may only park in designated areas and teachers are required to reserve spaces in advance for each bus needing a space. To reserve a space, you will need to create a user log in and walk through the reservation steps at: http://apps.alexandriava.gov/MotorcoachReservations/. Reservations are free.

Bus Parking Map

Old Town Alexandria, Virginia

Gadsby's Tavern Museum
134 North Royal Street
Alexandria, VA 22314

1. Ramsay House Visitors Center
2. Stabler-Leadbeater Apothecary Shop
3. Old Presbyterian Meeting House
4. The Athenaeum
5. Torpedo Factory Art Center
6. Alexandria Archaeology
7. Carlyle House
8. Market Square/City Hall
9. Gadsby's Tavern Museum ★
10. Boyhood Home of Robert E. Lee
11. Lee-Fendall House
12. Lloyd House
13. Christ Church
14. The Lyceum
15. Friendship Firehouse
16. Black History Resource Center
17. Alexandria Canal Lock
18. George Washington Masonic National Memorial
19. Fort Ward Museum & Historic Site

■ = Parking

M = Metro subway stations

Bus Drop-Off

- *One Bus*

In front of Museum at 134 N. Royal Street

- *Multiple Bus*

On N. Fairfax near intersection of King Street

Bus Parking

- 500 Block of N. Union Street
- 900 Block of N St. Asaph St.
- Must reserve space in advance
- Bus must be turned off

Tour Objectives and SOLs

A Tavern at Work Objectives:
After completing this program, students will be able to:

1. List several functions of an 18th century tavern
2. Identify the location of Alexandria on a map
3. Explain the significance of Alexandria's location on the Potomac River
4. Describe how Alexandria was established and how the town was initially laid out
5. Explain how the location of a tavern within town can impact its success
6. Describe what it was like to visit the dining rooms, sleeping rooms, and ballrooms of the tavern in the late 18th century
7. Articulate several similarities and differences between 18th century and 21st century life

Virginia Standards of Learning this tour meets

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.

VS.1 The student will develop skills for historical and geographical analysis including the ability to
- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events

VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by
- c) locating and identifying water features important to the early history of Virginia

VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- d) describing how money, barter, and credit were used

USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877
- b) make connections between the past and present
- e) evaluate and discuss issues orally and in writing
- f) analyze and interpret maps to explain relationships among landform, water features, climatic characteristics, and historical events

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves

The History of Gadsby's Tavern Museum

English merchant ships sailed up the Potomac River to Alexandria.

During the early 1700s, many farmers settled in parts of northern Virginia, with dreams of making money by growing tobacco and selling it to England. Tobacco was grown in large fields and harvested by hand. Once dried, the tobacco leaves were put into hogsheads (large barrels) and rolled to a warehouse along the Potomac River where they were stored until merchant ships could load them up and sail them to England. In 1749, the town of Alexandria was established near the site of several tobacco warehouses. By the early 1770s, Alexandria was a busy seaport town.

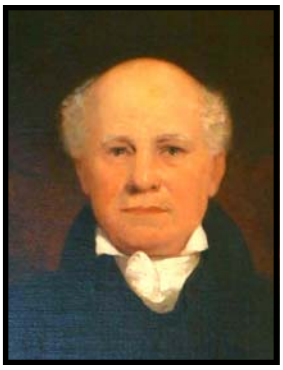
Many people traveled to Alexandria for business. When they arrived in the town, they were often hungry and tired. They used Alexandria's taverns as places to eat, to drink, to hold meetings and to sleep. The local townspeople also used the taverns as places to meet with friends, to learn the latest news and to debate politics. Sometimes doctors or dentists would see patients at a tavern. Traveling sword-masters and dance-masters gave lessons. Occasionally, beautiful balls and parties were held at taverns as well.

Because taverns were busy places, tavern keepers needed a lot of people to work for them. Many tavern keepers owned enslaved African Americans. The slaves worked six days a week doing the chores of the tavern including cooking, serving, cleaning, doing laundry and taking care of the travelers' horses.

In 1776, America declared independence from England during the American Revolutionary War. Alexandria continued to grow in size and in population. Around 1785, a tavern keeper named John Wise built a tavern across from the town's courthouse and market place. It was a nice tavern with public and private dining rooms, a large ball room and three sleeping rooms. In 1792, Wise built a fancy tavern next door, called the City Tavern. It was a very large tavern with fourteen sleeping rooms. Wise used the elegant ballroom in the City Tavern to hold many balls and parties, including an Independence Day celebration that George Washington attended.

John Wise built the smaller circa 1785 tavern and the 1792 City Tavern & Hotel that now make up Gadsby's Tavern Museum.

The History of Gadsby's Tavern Museum

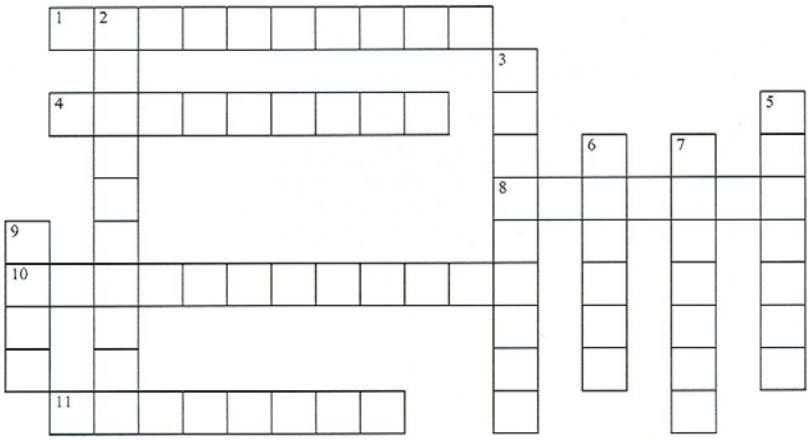


Portrait of John Gadsby

In 1796, John Wise rented out the City Tavern building to another tavern keeper named John Gadsby. Six years later,Gadsby took over the lease of the smaller tavern building as well. He made the buildings famous by offering the finest rooms in the area and by having fancy parties and balls. Many important figures in American history visited Gadsby's Tavern in its heyday. In 1800, Gadsby hosted a dinner for John Adams. In 1801, Thomas Jefferson's inaugural dinner was held there to celebrate his becoming president.

Today, the tavern buildings have been carefully preserved and turned into a museum. Visitors who come to the museum can tour the original dining rooms, sleeping rooms and ballrooms of the taverns and they can see first-hand what life was like in America more 200 years ago.

Complete the crossword puzzle below and test your knowledge of Gadsby's Tavern Museum!



Across

1 President George _____ visited the tavern.
4 President _____ had his inaugural dinner at Gadsby's Tavern.
8 A type of town that can be reached by sea-going ships
10 The American colonists declared this from England
11 The space in taverns most often used for parties and balls

Down

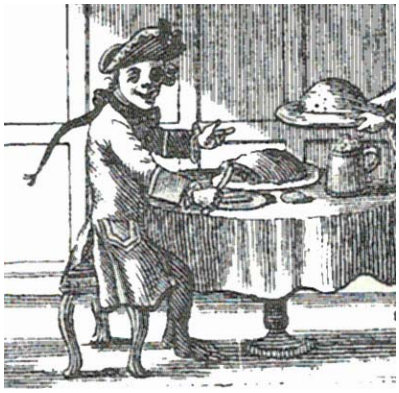
2 Gadsby's Tavern Museum is located in this Virginia city
3 Large barrels used to store tobacco and other goods
5 The river along side of Alexandria
6 John _____ is the tavern keeper the museum is named for today
7 The first cash crop grown by local Virginian farmers
9 John _____ tavern keeper who built the buildings that now make up Gadsby's Tavern Museum

Name: _____ Date: _____

Tavern Activities

What could people do?

Eighteenth century taverns were popular gathering spots within the community. At taverns, people could EAT, DRINK, SLEEP, DANCE, SMOKE, PLAY GAMES, and BE ENTERTAINED. Under each 18th century illustration, write the type of tavern activity that is being shown.

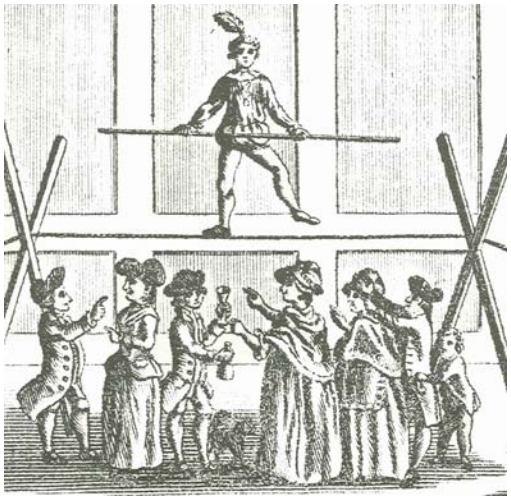


A. _____

B. _____

C. _____

D. _____



E. _____

F. _____

G. _____

Name: _____ Date: _____

Alexandria Advertisements:

How Was a Tavern Used?

Teacher's Copy

Objectives

1. After completing this lesson, students will be able to identify several uses of a tavern during the late 18th and early 19th centuries.
2. After completing this lesson, students will be able to articulate several similarities and differences between modern life and life approximately 200 years ago.

Introduction

During the 18th and 19th centuries, a tavern was a center of community activity. Enclosed are four advertisements from local Alexandria newspapers that mention activities that took place at Gadsby's tavern besides dining and lodging. By examining these primary sources, students will discover some of the common uses of a tavern during this time period.

Directions

Students can work in small groups or individually. Hand everyone a copy of the ads labeled A, B, C, & D. Have students examine the ads and answer the corresponding questions for each ad. Leave time for class discussion at the end. If short on time, divide students into small groups and have each group work on a different ad (A, B, C, or D).

Class Discussion

Use class discussion to summarize what was learned from the activity. Have students share their responses to the questions in order to answer the following:

1. What are some of the different ways that Gadsby's Tavern was used?
2. What is the closest modern equivalent to a tavern?

Alexandria Advertisements:

How Was a Tavern Used?

Questions and Answers (for teachers only)

Advertisement A *Alexandria Gazette*, February 7, 1797

1. What is this an advertisement for? (A ball)
2. When is the event taking place? (February 10, 1797)
3. What is being celebrated? (George Washington's birthday)
4. What must gentlemen provide themselves with? (Tickets of admission)
5. What role does Gadsby's Tavern play in this advertisement? (Place where obtain tickets & where the ball is being held)
6. Where can you find an event like this today? (A hotel, convention center, a school...)

Advertisement B *Alexandria Advertiser,* May 5, 1803

1. Who is this an advertisement for? (Charles Gouvernet)
2. What is his profession? (Jewelry salesman)
3. What is he selling? (Necklaces, ear rings, bracelets, gold & silver watches, watch chains, breast pins, lockets, rings, pearl beads, and black jettes)
4. What role does Gadsby's Tavern play in this advertisement? (Customers can find him there)
5. Where can you purchase items like this today? (A jewelry store, a gift shop, a fair, etc.)

Advertisement C *Alexandria Advertiser*, June 9, 1802

1. What is this an advertisement for? (a stagecoach company)
2. What two cities are involved? (Alexandria and Baltimore)
3. What is its schedule (time and location)? (Leaves Gadsby's City Tavern at 4:30 am and travels to Baltimore. Leaves Mr. Evan's Indian Queen at 6:00 am for Alexandria)
4. What role does Gadsby's Tavern play in this advertisement? (It is a stagecoach stop)
5. Compare this service to a modern form of transportation. What details would be advertised today? (Trains, buses, airlines...rates, times, discounts, comfort)

Advertisement D *Alexandria Advertiser*, March 22, 1803

1. Who is this an advertisement for? (Dr. Fendall)
2. What is his profession? (A dentist)
3. What product is he selling that he thinks is superior to any other? (Columbian Antifcorbutic Dentifrice)
4. What is a modern name for this product? (Toothpaste)
5. What role does Gadsby's Tavern play in this advertisement? (Where patients can see the dentist)
6. Where do you visit a person of this profession today? (A medical building, a private office)

Alexandria Advertisements:

How Was a Tavern Used?

During the late 18th and early 19th centuries, a tavern was used by the community in many different ways. Enclosed are four advertisements for Gadsby's Tavern that were copied from an Alexandria newspaper printed in the 18th and 19th century. Examine these primary sources to discover common uses for a tavern.

Directions: Carefully read the advertisements marked A, B, C, & D. Answer the corresponding questions.

L ***Changes in writing:*** please note that when the letter "s " is used in the beginning or middle of a word in the original advertisements, it looks very similar to the letter "f ". This was common during the time period. Don't let it confuse you!

Advertisement B *Alexandria Advertiser,* May 5, 1803

1. Who is this an advertisement for?
2. What is his profession?
3. What is he selling?
4. What role does Gadsby's Tavern play in this advertisement?
5. Where can you purchase items like this today?

Advertisement C *Alexandria Advertiser*, June 9, 1802

1. What is this an advertisement for?
2. What two cities are involved?
3. What is its schedule (time and location)?
4. What role does Gadsby's Tavern play in this advertisement?
5. Compare this service to a modern form of transportation. What details would be advertised today?

Advertisement D *Alexandria Advertiser*, March 22, 1803

1. Who is this an advertisement for?
2. What is his profession?
3. What product is he selling that he thinks is superior to any other?
4. What is a modern name for this product?
5. What role does Gadsby's Tavern play in this advertisement?
6. Where do you visit a person of this profession today?

Alexandria Advertisements
Advertisement A

Anniverſary Ball.

THE Ladies of Alexandria and its vicinity on both ſides of the Potomac, are reſpectfully invited to a BALL, to be held at Mr, Gadſby's Ball Room, on Friday Evening, the 10th of this month, to celebrate the Anniverſary of the birth of the Preſident of the United States.

Gentlemen muſt provide themſelves with tickets of admiſſion, which may be had of Mr. Gadſby.

N. B. As the Preſident's birth-day happens to fall on Saturday, it has been deemed proper to celebrate it on Friday to avoid any encroachment on the Sabbath.

Alexandria, 7th Feb.

Alexandria Gazette, February 7, 1797

1. What is this an advertisement for? _____

_____

2. When is the event taking place? _____
3. What is being celebrated? _____
4. What must gentlemen provide themselves with? _____
5. What role does Gadsby's Tavern play in this advertisement? _____

_____

6. Where can you find an event like this today? _____

_____

Alexandria Advertisements
Advertisement B

JEWELRY.

CHARLES GOUVERNET,

Who has just arrived at this place, informs the ladies and gentlemen that he has a handsome assortment of Jewelry, consisting of

Necklaces, ear rings, bracelets, gold and silver watches, watch chains, breast pins, lockets, rings, pearl beads, black jetts, &c. &c.

All of which he offers for sale, by wholesale and retail, on the most reasonable price. Apply at Mr. Gadsby's tavern.

☞ A HORSE and CHAIR for sale.

May 5. d3t

Alexandria Advertiser, May 5, 1803

1. Who is this an advertisement for? _____

_____

2. What is his profession? _____

3. What is he selling?_____

4. What must gentlemen provide themselves with? _____

5. What role does Gadsby's Tavern play in this advertisement? _____

_____

6. Where can you purchase items like this today? _____

_____

Alexandria Advertisements
Advertisement C

THE

Accommodation Coachee,

WILL leave Mr. Gadſby's City Tavern every morning, at half paſt four o'clock, for Baltimore, to accommodate our Alexandria friends: returning, leaves Mr. Evans's, Indian Queen, every morning at ſix o'clock, and arrives at Alexandria the ſame evening.

The Proprietors will not undertake to promiſe as much as the Mail Pilot, which runs but 50 miles per day, although it is ſaid to Pilot the Mail, which runs from 80 to a 100 miles per day.

THE PROPRIETORS.

June 9. d6t3aw

Alexandria Advertiser, June 9, 1802

1. What is this an advertisement for? _____

_____

2. What two cities are involved? _____
3. What is its schedule (time and location)? _____
4. What role does Gadsby's Tavern play in this advertisement? _____

_____

5. Compare this service to a modern form of transportation. What details would be advertised today? _____

_____

_____

Alexandria Advertisements
Advertisement D

Dr. FENDALL,

OPERATOR UPON TEETH,

IS juſt arrived in Alexandria, and may be ſeen and conſulted at Mr. Gadſby's tavern at any time. As the Doctor's continuance in town is uncertain, the ſooner applications are made to him the better, as he is anxious to return to his reſidence, from which place he has been ſo long abſent.

Dr. Fendall cures the ſcurvy in the gums, be it ever ſo inveterate, in a ſhort time; faſtens looſe teeth, by making the gums grow firm up to them; renders teeth white and beautiful; prevents their decay; keeps ſuch as are ſo from becoming worſe, even to old age; fills up thoſe that are hollow with gold or lead, which will not only render them uſeful, but prevents their aching and further decay; extracts teeth and ſtumps; make and fixes artificial teeth.

His Columbian Antiſcorbutic Dentifrice for preſerving the teeth, gums, ſockets, &c. and ſuperior he thinks both in elegance and efficacy to any other, is ſtill ſold by the Doctor.

March 22. 2aw

Alexandria Advertiser, March 22, 1803

1. Who is this an advertisement for? _____

2. What is his profession? _____

3. What product is he selling that he thinks is superior to any other? _____

_____

4. What is a modern name for this product? _____

5. What role does Gadsby's Tavern play in this advertisement? _____

_____

6. Where do you visit a person of this profession today? _____

Lost and Found

Learning from Runaway Slave Ads

Objectives:

1. After completing this lesson, students will be able to describe some of the skills of enslaved African Americans living in the late 18th and early 19th centuries.
2. After completing this lesson, students will be able to list reasons a runaway might choose a specific location as his/her runaway destination.
3. After completing this lesson, students will be able to describe some common characteristics of runaway slaves.

Background Information:

Most tavern-keepers in the southern states used the labor of enslaved African Americans to complete the work needed to run a tavern. Tavern-keeper John Gadsby owned eleven enslaved African Americans to cook, serve, clean, tend to the stables, do laundry, etc. In late August 1808, Gadsby advertised in the *Alexandria Daily Gazette Commercial and Political* for the return of his long-time hostler, James Lewis, who had run away.

Alexandria's large free black population (10-20% between 1790 and 1808) made it a popular destination for runaway slaves who could blend in and attempt to work as though they were free. Advertisements describing a runaway's name, appearance, skills and possible whereabouts circulated the early cities. Authorities were always on the lookout for unknown African Americans and frequently stopped them for questioning. Failure to prove status as a free black or to produce a pass from an owner could mean that the person could be jailed or hired out until his/her owner was found. If an owner was not found, the person could be sold at auction or by private sale to a new owner.

Runaway slave ads provide historians with a rich description of the skills, clothing and appearance of enslaved African Americans in early America. Read the following ads from the *The Virginia Journal and Alexandria Gazette* between 1785 and 1810 and see what you uncover!

Directions:

1. Have each student read the enclosed runaway slave advertisements and answer the questions beside them.
2. Together, answer the class discussion questions and summarize what the students have learned about slavery.

Class Discussion Questions:

1. How did runaways choose their destinations?
2. What skills did the enslaved African Americans possess? Why do you think their owners listed these skills in the ads?
3. Which enslaved African Americans possessed the skills that John Gadsby could have used in his tavern?
4. Were most of the people who ran away old or young adults? Why do you think this is the case?
5. Why didn't all enslaved African Americans run away?
6. Based on the original slave advertisements, what have you learned about early American slave life?

Lost and Found

Learning from Runaway Slave Ads

The following fragments of advertisements for runaway slaves were taken from the pages of the Virginia Journal and Alexandria Gazette between the years of 1785 and 1810. Use the information from the ads to answer the corresponding questions. Not all questions can be answered for each advertisement.

. L ***Changes in writing:*** please note that when the letter "s " is used in the beginning or middle of a word in the original advertisements, it looks very similar to the letter "f ". This was common during the time period. Don't let it confuse you!

A.

Elgin, about 25, has a bit cut out of one slide of his noſe, somewhat pitted with small pox; he took with him a broad axe; he has been uſed to work at the carpenters buſineſs and is expected to be at *Red Houſe, Prince William Co.* as he has a wife at that place.

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

B.

THIRTY DOLLARS REWARD

For Dick about 21, much uſed to horſes and is a good wagoner; he is supposed to be headed for *Pennſylvania* as he was heard to ſay that the Negroes of that ſtate had been free.

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

C.

TWENTY DOLLARS REWARD

Run off from Alexandria a mulatto fellow named Solomon Brokenberry, 20 years of age, uſed chiefly in house and waiting on gents, has acquired a good deal of politeneſs, ſpeaks very proper and rather quick; he was ſeen on his way to Georgetown, where I ſuppoſe he will try to paſs as a free man.

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

Lost and Found

Learning from Runaway Slave Ads

D.

FORTY DOLLARS *Reward*
For apprehending...Negro ABNER;

He is a ſtout, ſtrong, and active fellow;underſtands plantation buſineſs well and is a good ſhoemaker; he is about 32 years old, about 5 feet 9 or 10 inches high; he has ſome old ſcars from a whip which he received
ſeventeen years ago for running away; he has a mother in Fauquier county, Virginia, and I have been informed he was ſeen on the road

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

E.

Twenty Dollars Reward.
A Negro Man, named Lige;

He is an able strong fellow, large buſhy head, green eyes, much pitted with the small pox, very black, has a ſcar on his cheek, remarkable bad countenance, fond of company and ſtrong drink. It is preſumed that he is harbored by the free negroes of this town or, or gone to Dumfries where he was raiſed.

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

F.

Six Cents Reward.

Ran away from the ſubſcriber on Monday last a bright mulatto girl known by the name of Eliza, and bound by the name of
Malinda Willenden: She is about 17 years old: Had on when ſhe went away a calico gown dyed black ſince it was made. It is ſupposed ſhe has gone to George Town or the City of Washington.

What was the runaway's
name? _____
age? _____
skill? _____

Location where he/she might be found ?
_____

Reason for choosing that location? _____
_____

Royal Street Diorama

Objective:

1. After completing this lesson, students will be able to illustrate the urban context in which Gadsby's Tavern existed during the late 18th century.
2. After completing this lesson, students will be able to describe differences between a community in early American and the community they live in today.

Introduction:

Established in 1749, Alexandria quickly became a bustling seaport town. By 1793, both buildings of Gadsby's Tavern stood on Royal Street across from the courthouse, jail, and town market. The streets were made of dirt or of cobblestones and were often filled with pedestrians, horses, wagons and other animals. In this activity, students will use their knowledge of the late 18th century to create their own 3-D illustration of Royal Street, which can be used to compare early American communities to their own.

Materials:

- Pencils
- Scissors
- Glue
- Shoe box (or small piece of poster board)
- Coloring utensils
- White paper
- Construction paper
- Photocopies of cut-out page

optional supplies includes toothpicks, tissue paper, sandpaper, cotton balls

Directions:

1. Using your new knowledge of the 18th century, as a class, discuss the 18th century appearance of Gadsby's Tavern and make a list of objects that would have been found outside it on the street. This is an opportunity to discuss as a class what early American cities had or didn't have that your community does today and how this will effect the diorama.

2. Give each student a copy of the attached tavern drawing and encourage them to draw and color their own accompanying objects from the list. Make sure that they leave a flap at the bottom of their objects that can be bent down later to secure the object to the surface.

3. Give each student a shoe box or piece of poster board to serve as their ground (place the shoe box on its side).

4. Have students cut out their objects and the image of the tavern and glue the flaps underneath the objects to the surface so that they stand up.

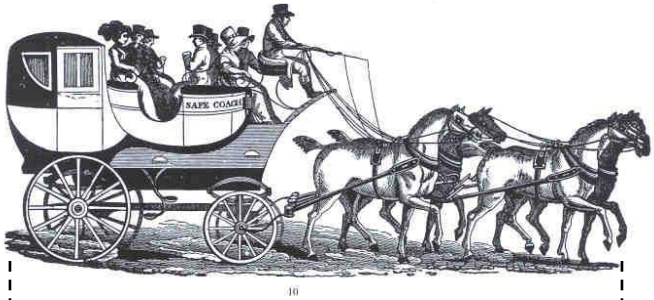
5. Display the finished dioramas in the classroom.

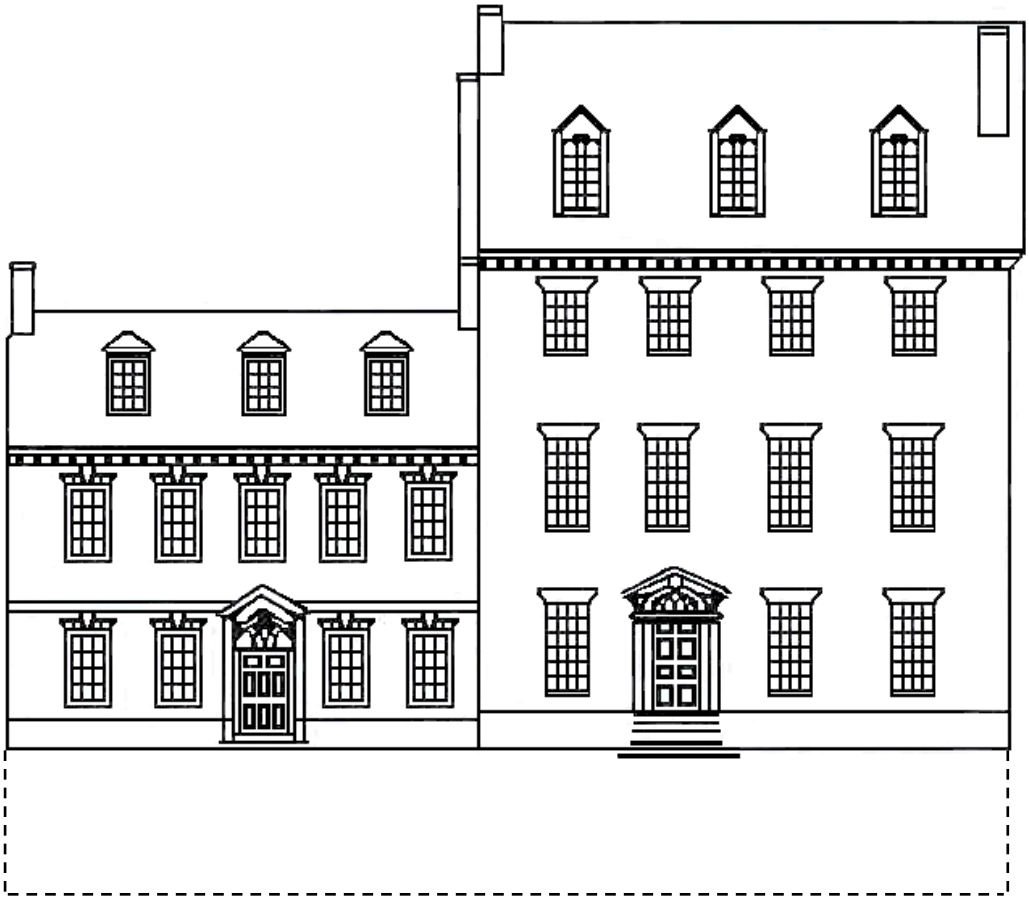
**Extra: Each student could make two dioramas—one picturing the past and one picturing the same street today, or students could work in pairs to create the two dioramas.

Royal Street Diorama

Instructions:

Cut the pictures out and fold up the bottom rectangle to create a base. Tape or glue the base onto the shoe box or piece of poster board to make the picture stand up. When drawing your own pictures, be sure to include a rectangle at the bottom big enough to hold up the picture!





Ball and Cup Toy

Introduction:

Many of the toys and games that boys and girls played in the 18th century are still played today! Many toys were made from items found around the house or growing outside. This toy would have been carved out of wood. Try making a ball and cup toy of your own with things you find in the classroom.

Materials:

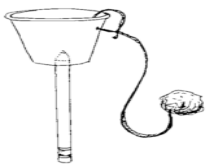
- Small paper cup
- Pencil
- Piece of string (about 18 inches long)
- Glue stick
- Piece of aluminum foil (about 4 inches wide and 6 inches long)
- Clear tape
- Scissors (as needed)

Instructions:

1. Poke a hole in the side of the cup to thread the string through (you may need scissors or a pencil to help you). Tie the string so a long piece is hanging from the outside of the cup.
2. Carefully push the pencil up through the bottom of the cup. Use the tape to attach the pencil so to the cup so it does not slide out of the hole. The pencil makes your handle.
3. Wrap the piece of aluminum foil around the end of the string that is hanging down, squeezing it into a ball.
4. Hold the pencil and try to catch the foil ball in the cup using a swinging motion. Remember, practice makes perfect!

**Hint: to make it easier, use a smaller piece of string -

a longer piece of string makes it more difficult.**

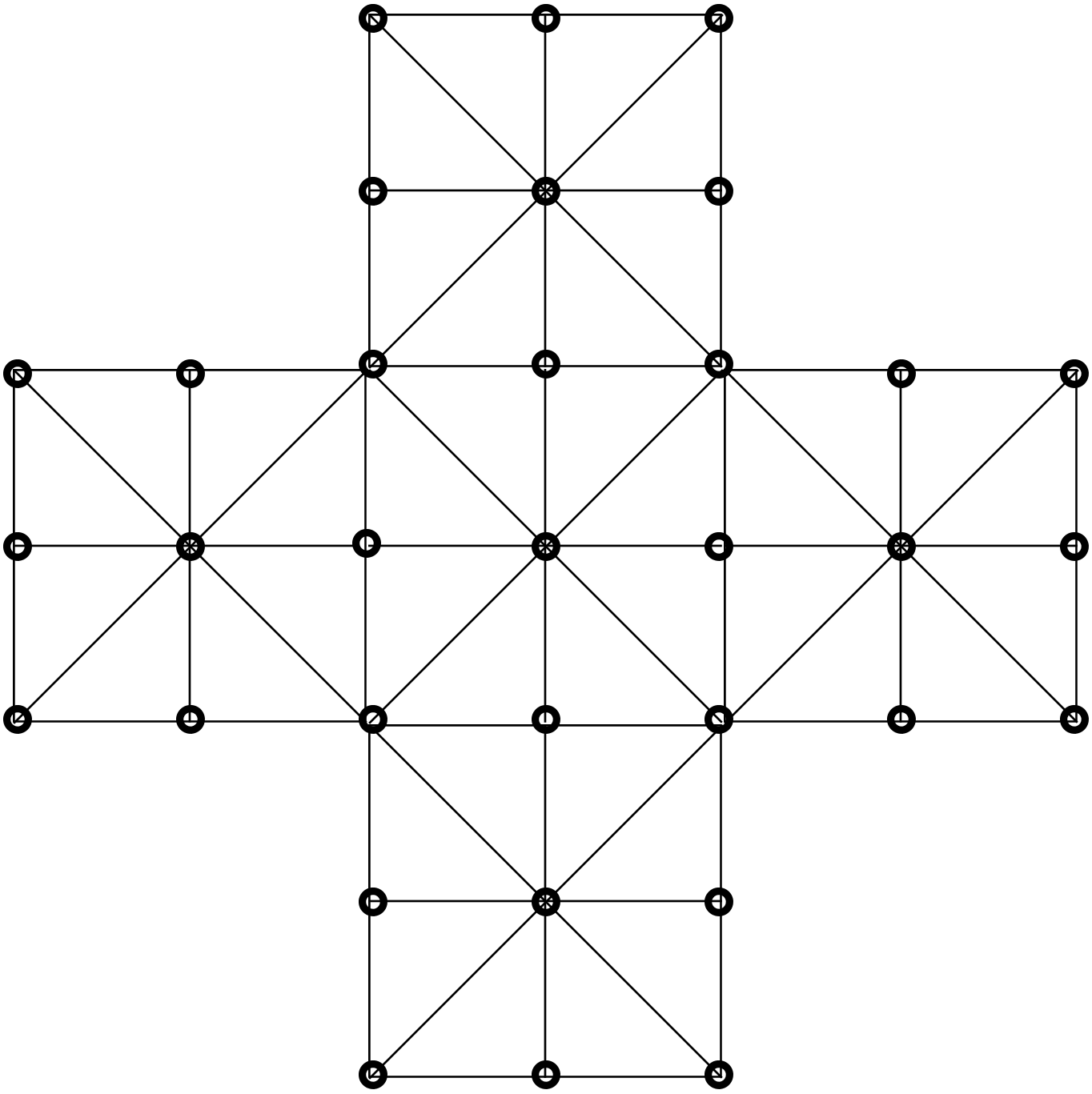


Fox and Geese

an 18th century game of strategy

Rules:

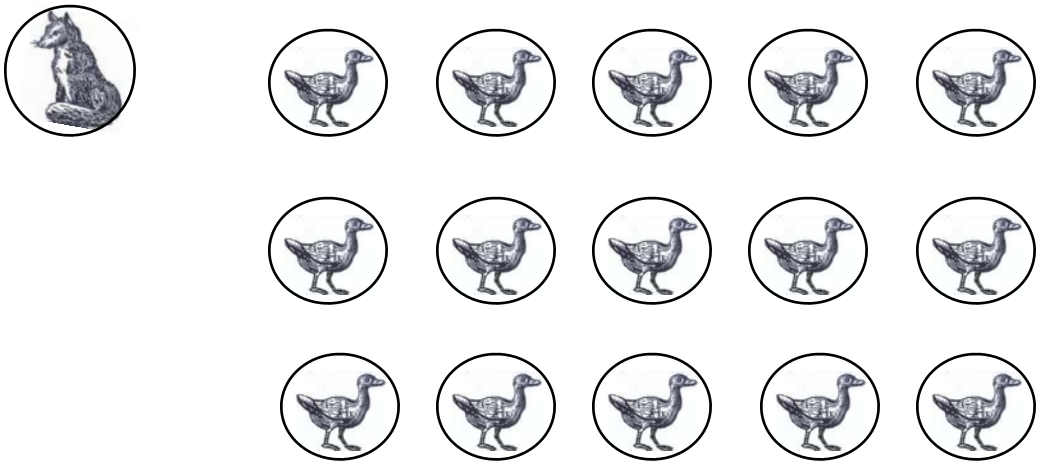
Fox and Geese is played by two players. One is responsible for the fox, who begins in the center of the board, and the other is responsible for the fifteen geese that are spread out along the one end of the board. Each player takes turns (with the geese making the first move). The fox wins if he removes (jumps over) eight of the geese. The geese win the game if (1) eight of them successfully reach the other end of the board or (2) if they corner the fox so that he cannot move or jump. The fox can move in any direction along the marked paths. The geese can only move forward and sideways, never backwards or diagonally backwards, and cannot jump.



Fox and Geese

Game Pieces

Instructions:
Cut out these pieces to use with the fox and geese game. You could also use items you find in around your home or classroom, such as pennies, small erasers, etc.

Extras:

Main pieces (15 geese and 1 fox)