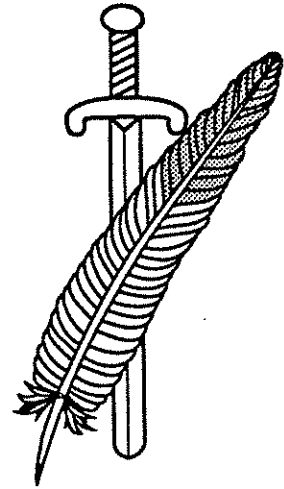


William Penn: *Young Rebel*



Introduction

This curriculum was written by the Curriculum Subcommittee of the Religious Education Committee with the hope that young children will see how William Penn's upbringing and Quakerism helped him decide to build a city of Brotherly Love. Included in this packet are interesting stories and activities which illustrate how important this Quaker man's life was.

Each chapter contains themes around which the story and activities are woven. Depending on the age of the children in your class, you may choose to highlight only one or two themes. Read each story several times to yourself until you can tell it in a lively way. Sometimes jotting down notes of four or five main events of the story helps the story flow more smoothly in the telling. Then gather the materials needed to introduce the story. Pick which activity you will do following the discussion of the story. Gather materials and practice making the craft or run through the chosen activity in order to gauge for time and account for glitches.

To help children visualize Penn's early life in England, his youth in Paris, and what Philadelphia was like as a new city, they need to see large, colorful pictures. Good sources suggested in this packet are:
Quaker Reflections to Light the Future, by FGC, in most Meetings
The Story of William Penn, by PYM Peace Committee
Philadelphia, Portrait of an American City, by Wolfe
Philadelphia Quakers, by Wilson

All the above can be borrowed from the Philadelphia Yearly Meeting Library.

The Life of William Penn, Illustrated, by the Pennsylvania Historical Museum.

In the appendix, starting on page 51, you will find more detailed help for suggested activities, and two resources: a booklet, *The Contributions of William Penn*, which colorfully illustrates several events mentioned in this curriculum, and a map of Philadelphia which will be particularly helpful in teaching Chapters 7 and 8. If you are near enough to Philadelphia to consider a visit, your students may be interested in visiting the dioramas photographed in the booklet, at Fourth and Arch Street Meeting House. For information you may call the Meeting House, at (215) 627-2667.

We acknowledge with gratitude the major contribution of Elinor Briggs, of Middletown Meeting, who wrote the carefully researched and interesting stories about William Penn. These stories were the catalyst which sparked the Curriculum Committee to provide activities and develop the curriculum as a whole. The attractive text and some of the illustrations for the craft projects are the work of Martha C. Haines.

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William Penn: *Young Rebel*

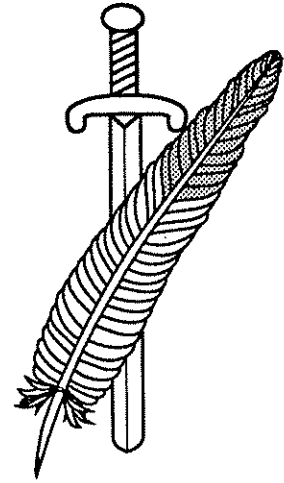


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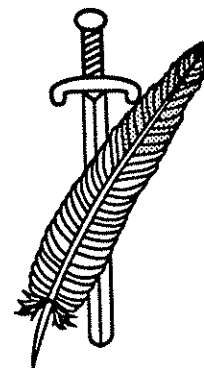
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Chapter 1 - Life in William Penn's time



Come, O blessed of my Father, inherit the kingdom prepared for you from the foundation of the world: for I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was in prison and you came to me ...

Matt. 25:34b-36

If thou art clean and warm, it is sufficient; for more doth rob the poor and please the wanton.

Penn

Themes:

William Penn as a boy.

The times and social conditions which existed in England when Penn was a boy.

Materials Needed:

Pictures of England in the 1600's, especially homes, schools, transportation, etc.

Crayons, markers, scissors, heavy paper, string, folder to decorate.

Photocopies of "Then and Now" worksheets and/or "The Athletic School Boy" to color.

Questions and Activities to Introduce the Story:

Put up pictures about Penn from *Quaker Reflections to Light the Future*, *FGC*, The Yearly Meeting Library and many Meetings have copies.

Without mentioning William Penn, ask some of these questions:

What special thing do you like to eat? How do you make it? (Do you cook it on a stove? Do you keep it in a refrigerator? etc.)

How do you travel when you visit your grandparents? (or aunts and uncles, etc.) (Car, bus, train, airplane, even bicycle?) How do you let them know that you are coming to visit? (letter, phone, fax?)

What do you like to do best after dinner? (Play outdoors - play what? watch TV, read, shower?)

What is your favorite subject in school (after recess and physical education?)

Use any other questions that you feel are appropriate that will point out the differences in the time of *William Penn* and now.

Background for Story: *William and the Big Plum Pie*.

(Don't say that it is a story about William Penn; tell the children if they guess who it is about to keep it a secret until the end.) This is a story about a boy who was born in 1644, far away in London, England.

Try to include in the story:

1. The difference in the money.
2. The way the pie was baked. Explain that an oven was made of brick with thick walls. A fire was made in it and it was heated for a long time to just the right temperature; the ashes were cleaned out, and the bread and pies put in to bake from the heat of the brick walls.
3. Explain how buttermilk was made in a churn, dipping out the butter.
4. Explain how easy it was to be taken to prison for debt and that the whole family went.

5. Travel was by horseback, wagon, stage coach, sail or row boat, or walking. There were no phones, no electricity, no telegraph, etc.
 6. The school, if you were lucky enough to go, was called a Latin School. It started at 6:00 in the morning. You worked sitting still in your seat, studying Latin and math, until 11:00 and had a break until 1:00. At 1:00 you started again and were finished at 6:00. You had to memorize a lot of the things you learned because there were few books and not very much paper. The recess was the time you ate your lunch and ran races, the favorite pastime.
- Show the picture of Chigwell School (in resource section, end of this chapter).

Tell (or read) the Story: Even if you miss some points it is better to tell it.

William and the Big Plum Pie

William's favorite store was Mrs. Turner's pie-shop. Mrs. Turner made delicious pies of many different kinds and sizes.

Every morning she made fresh pies. When the Chigwell boys went by on their way to school, they could smell the sweet brown pies baking in the oven. Often they stopped to buy a small, warm tart for breakfast.

"A small pie disappears so quickly," William often said to himself. "Especially when you have several friends who would like a bit of it. It would be fun to have a very large pie."

One day Mrs. Batten came over from Walthamstow to visit Mrs. Penn. She gave William a piece of money as a gift. "This is for your birthday," she said kindly. "Use it to buy whatever you like."

William knew just what he wanted. He took the money down to Mrs. Turner's shop and showed it to the pie lady. "How big a plum pie could I get for this coin?" he asked.

The pie woman looked at the coin and then at her pans. She picked up the biggest pan. It was as large as a barrow wheel. "For that coin I would fill this pan with a plum pie," she smiled.

"Please have the pie ready for me by next Friday," ordered William. Outside the shop he met Robert Watts. He took the coin from his pocket and showed it to his friend. "See what Mrs. Batten gave me for my birthday present!" he said.

Robert whistled in an admiring way. "What a fortune! It is a fine birthday present."

When the boys had walked on a few steps, he added, "One piece of money does not make any noise in your pocket. If you had several pieces, they would rattle together."

"Mrs. Batten gave me only one piece," said William. "I did not think it would be respectful to ask her for others."

"Oh, William," laughed Robert, "how silly you are! One piece of money is often worth more than several pieces of money. Take your coin to the stationer's shop and ask him to trade you smaller ones for it. They will jingle together and make a rich noise!"

William thought about this during the day. The more he thought about it, the more he felt that a pocketful of coins would be nicer than one coin.

After school that day he went to the stationer's shop and traded his one big coin for six small coins. Robert went along to count the money and make sure his friend got the right amount.

As they walked home from the stationer's shop William could hear the six coins jingling in his pocket. He liked the cheerful noise.

"Now everybody knows you have money," Robert told him. As they went past a group of poor boys who were rolling hoops, the boys looked at them. "Did you see how those boys noticed you?" asked Robert. William said yes.

The next morning as he walked to school he could hear the money rattling in his pocket. He felt that the shopkeepers along the street gave him respectful looks.

"I like the way people look at me when I have money jingling in my pocket," he told Robert. He felt grateful toward his friend.

"Robert has helped me to enjoy my money," he said to himself. "I would like to do something nice for him. I wonder what it could be."

He thought hard. "I might give him a piece of my big plum pie when I get it Friday."

Then he remembered that Robert did not eat pie. Mrs. Watts thought that pie was too rich a food for her little boy. "But if he had a piece of money, he could buy what he wanted," decided generous William. "It is more fun to choose your own present, anyway."

He rattled the coins in his pocket. There were six of them. He could easily spare one for his friend.

While the schoolboys were having their noonday rest, William went over to Robert and dropped one of his coins into his friend's hand. "Use this to buy something for yourself," he said. "Spend it for something you want very much."

"But this is part of your money," answered Robert. "It is your birthday present, for you to spend as you wish."

"I wish you to have part of it," answered William. He thought to himself, "I still have five pieces of money. Five coins make a pleasant noise."

As he went to school the next morning, he heard a loud howling and crying. It came from Mrs. Shipman's dairy shop. "What can be wrong?" he wondered, hurrying to see.

One of the school's poor boys was crying and jumping around. Mrs. Shipman had a big switch in her hand, and she was switching the boy. Her round, fat face was red and angry. "This naughty boy was trying to steal some of my buttermilk!" she told William. "I caught him just in time!"

Every boy in Wanstead knew what good cream and buttermilk Mrs. Shipman had. On churning days the boys from school would hurry to the shop and spend their money for great mugs of the fresh buttermilk with golden dots of butter.

It is very wicked to steal," said William gravely. Every day the schoolmaster told the boys they must be honest. "But it seems a shame he must steal buttermilk when it is so good for him."

Mrs. Shipman looked cross. "I am an honest woman and I sell buttermilk to make my living," she said. "If naughty boys steal my buttermilk, I shall soon be poor."

William thought of the five coins down in his pocket. He offered one to Mrs. Shipman. "How much buttermilk would this coin buy?" he asked.

The butterwoman looked kindly at him. "It would buy a mug as tall as your head, Master Penn," she smiled. "And I would put in plenty of butter lumps, too!"

William bought the great mug of milk and paid Mrs. Shipman one of his coins. Then he handed the mug to Dobby, the poor boy. "Here is a present for you," he said.

Dobby was too surprised to say a word. He took the mug in both dirty hands and drank till he was out of breath.

While he was drinking, another one of the poor boys came slipping around to the back of the shop. He stopped suddenly. He looked surprised. "Where did Dobby get the money to buy buttermilk with so many lumps of butter in it?" he asked. "Did he steal the money?"

"Certainly not," returned the dairywoman. "Admiral Penn's son bought it for him. He has a pocketful of money."

"I wish I had some money so I could buy a mug of buttermilk," said the other boy. His name was Harry. He was small and thin and ragged. His face looked very dirty, and he seemed hungry. "Give me just one little swallow of milk!" he begged Dobby.

But Dobby was not generous. He shook his head and drank faster. William felt sorry for poor little Harry. "Never mind," he said to him. "You shall have a mug of your own with plenty of butter in it!"

He bought another mug of the fresh buttermilk and gave Mrs. Shipman another one of his coins.

Then he went on to school. He still had three pieces of money in his pocket. "Many boys do not have so much money as this." He jingled the three coins together. "Three coins make quite a cheerful sound."

This was on Wednesday. It would not be long now until Friday. "I do hope Mrs. Turner will have good luck with my pie," he thought. When he remembered the great big pan which would be filled with warm, delicious plum pie, he felt hungry and happy.

On Thursday something else happened. At play hour the boys were running races in the schoolyard. Down below on the London road a cart went past. A stern-faced man was driving it, and behind him sat some very unhappy-looking people. There was a whole family — a father, a mother, and three children.

"Why do they hang their heads and look so sad?" wondered William.

"That family is going to prison," answered Robert Watts who always had an answer for questions. "The father could not pay his debts, so, of course, the whole family must go to prison."

William remembered the great dark prison tower which he had seen in London. What a terrible place it would be! How sad to go to prison when the outdoors was so beautiful!

"Wait a minute! Wait a minute!" he called at the top of his voice. He ran swiftly down the road to the cart. He held out two of his remaining three coins to the man who sat with bowed head and sad face in the back of the cart. "Please take these," he offered. "They are small, but they may help."

The man thanked him and smiled. Tears came to the woman's eyes. "Your kind heart makes the gift large," she said to William.

William looked after the cart as it rolled on down the road. "I wish people did not have to go to prison," he said to the boys in the schoolyard. "Being poor is bad enough without having to go to prison for it!"

The school bell rang for prayers, and the boys hurried into the chapel.

"Praise ye the Lord," they chanted as usual. "Praise ye the Lord who giveth food to the hungry. Praise the Lord who looseth the prisoners!"

"I do hope the Lord will loose those people so they will not have to stay in prison," thought William in his friendly, serious way.

The next day was Friday. When William went past the piewoman's shop that morning she looked out and smiled at him. "Your pie is in the oven," she said. "It is a grand pie filled with sugar and spice and as big as a cart wheel!"

Suddenly William had a worried feeling. There was only one coin in his pocket. It seemed small and lonesome all by itself. It did not jingle as he walked along.

When school was over he went into the shop. There sat his great plum pie on a shelf. It was a wonderful pie.

"That is the most beautiful plum pie I have ever made!" smiled the piewoman, bustling up to the front of the shop.

William kept looking at the pie and feeling the coin in his hand. He was not very happy.

"What's the matter, Master Penn?" asked Mrs. Turner. "Aren't you pleased with the pie?"

"It is a very grand pie," answered William. He laid the piece of money down on the counter. "I have only one piece of money left," he said, very low.

"Of course. I know. I saw the piece of money," smiled Mrs. Turner. Then she looked at the coin. She stopped smiling and frowned. "That is not the piece of money which you showed me before!" she said angrily.

"No, it is not," answered William. "I traded the big piece for little pieces and spent the other little pieces. I am sorry. I did not think."

The piewoman folded her arms and looked stern. Her face reminded William of the man who had been driving the cart to prison. "What you did was not honest, Master Penn!" she scolded.

"I see now. I did not think." William was almost crying. "Now I am in debt to you. Will you make me go to prison for debt?"

"I am more likely to turn you over my knee and give you a hard spanking for trying to cheat me," she said, though she smiled a little.

Just then the shop door opened. The schoolmaster's wife came running in. She looked worried, and she was out of breath from hurrying so fast.

Oh, Mrs. Turner," she cried, "could you help me? I must have a pie, a very large pie. Company has just come for supper, and I have nothing to give them."

"It is too late in the day to make a pie," answered the piewoman. "It takes a long time to get my oven hot. I must do my baking early in the day."

"Oh dear, oh dear!" sighed Mrs. Harsnett. "If I had only known they were coming, so I could have ordered the pie this morning!"

Then Mrs. Turner smiled pleasantly. "Special pies should be ordered ahead of time," she said. "But I may be able to help you just this once!" She lifted William's big plum pie from the shelf. "One of my good customers ordered this pie several days ago," she said, "and then changed his mind. Would it suit you?"

Mrs. Harsnett clapped her hands. A happy smile came over her worried face. "What wonderful luck!" she cried. She gave the piewoman several pieces of money. "Thank that customer for me, please. This is my lucky day, after all."

She went out of the shop carrying the big plum pie, and the piewoman looked after her in a cheerful way. "That was a stroke of luck for three people!"

Then she saw William's small coin lying forgotten on the counter. "Do you want a pie for your money?"

"Yes, please, ma'am," answered William meekly, trying not to think of the big juicy plum pie which had been baked for him.

Mrs. Turner looked up and down her shelves at the pies she had left. At last she found one for William. It was small, not much larger than a biscuit. It had been baked yesterday and it was filled with mincemeat.

"Here is just the pie for your money, young sir," she told William.

William went out of the shop eating his pie. He did not like mincemeat pies very well, so he was glad the pie was small.

"What a good time I had, spending my birthday money!" he said to himself as he went home.

His mother was standing at the gate, looking for him. "Hurry, son, hurry!" she called when she saw him. "You must get your face washed. You must get your hair brushed and put on your best suit and your good green sash."

"What has happened?" asked William, almost choking on the last of his pie.

"The schoolmaster's wife has company from London and is having a supper for them. She has invited us. Hurry now, and get ready!"

William hurried. This was indeed his lucky day!

Miriam E. Mason
Candles in the Dark, PYM, 1964

After the story:

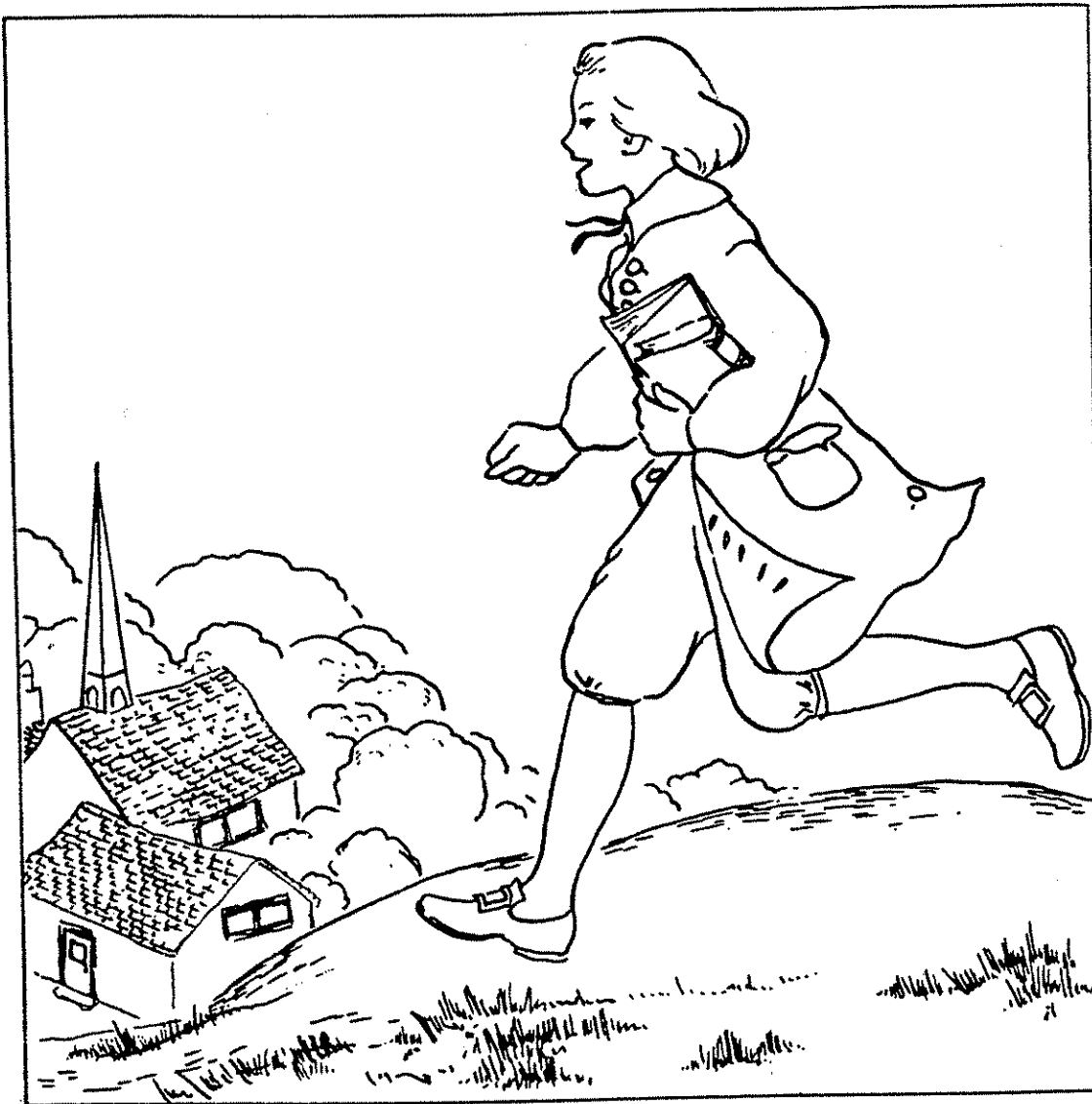
Ask the children if they can tell you who the story is about. Point out that this probably isn't a true story but it tells about some of the things that William Penn saw and tried to change when he was grown up (debtor's prison, poor children who were hungry, etc.)

Activities

1. You may wish to give each child a *colorful folder* to decorate and write their names on, in which to keep their papers about William Penn. This can be done at the beginning of class while they gather.
2. Give each child copies of the *Then and Now* papers to color and to draw in their own ideas of NOW.
3. Make a time line to help the children see how many years ago William Penn lived. You might try using a string or rope time line with knots tied at each major event of Penn's life. Make your own pictures or cut pictures from magazines, to represent the action. You can add the things that happened to Penn during his life.
4. Photocopy the picture of Penn running to school for the children to color.

References

- Quaker Reflections to Light the Future*, FGC, 1967. Most Meetings have a copy of this collection; if yours does not, borrow from the PYM Library.
- Candles in the Dark*, PYM, 1964.
- The Story of William Penn*, Peace Committee, PYM, 1957.
- The Life of William Penn, Illustrated*, Penna. Historical & Museum Comm, 1973.



THE ATHLETIC SCHOOL BOY

1653 - Nine years old. Young William Penn, who was on his way to school before six o'clock in the morning, carried Lily's Latin Grammar and Cleonards's Greek Grammar under his arm.

He was hurrying, for he was almost late. As he came to the edge of the little village of Chigwell, he heard the bell begin to ring. William paused a moment at the top of the hill. He began to run, taking the slope in great leaps, his coat blowing out behind him. He loved to run. Foot-racing was the great sport in Essex - young William thought it the greatest sport in the world - and already he was making a name for himself as one of the finest runners in the neighborhood.

From "The Story of William Penn," Peace Committee, Philadelphia Yearly Meeting, 1957; adapted from the book, "Penn," by Elizabeth Janet Gray, published by the Viking Press, Inc., New York, Copyright 1938; Philadelphia Yearly Meeting, 1986.



No. 3.

INTERIOR OF CHIGWELL SCHOOL.

Courtesy Historical Society of Pennsylvania

Education of William Penn

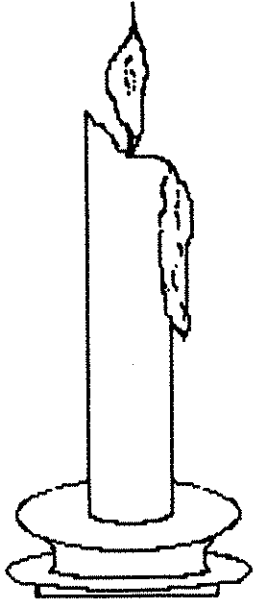
William Penn received much of his early education at Chigwell School near his family home. Later he enrolled at Oxford University as a "gentleman commoner" and at Lincoln's Inn, where he studied law. When traveling on the Continent he spent a year at the Protestant Academy of Saumur, which influenced his religious thinking.



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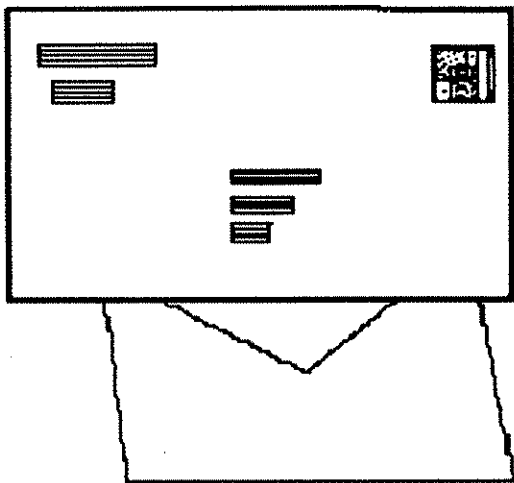
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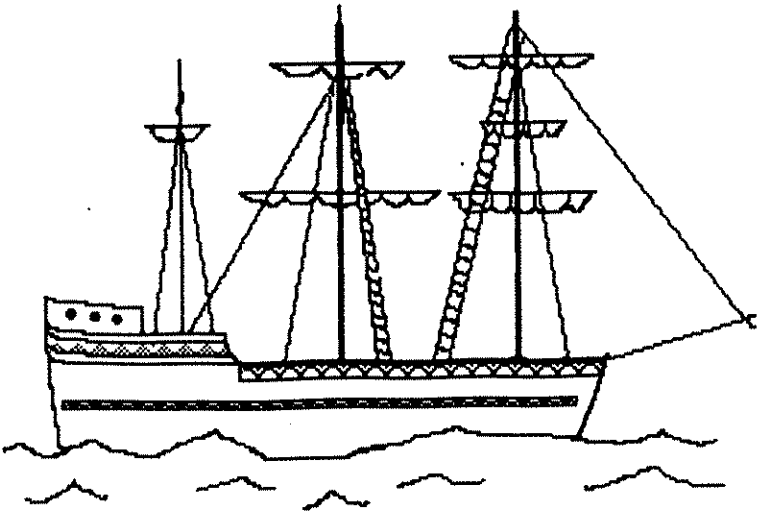
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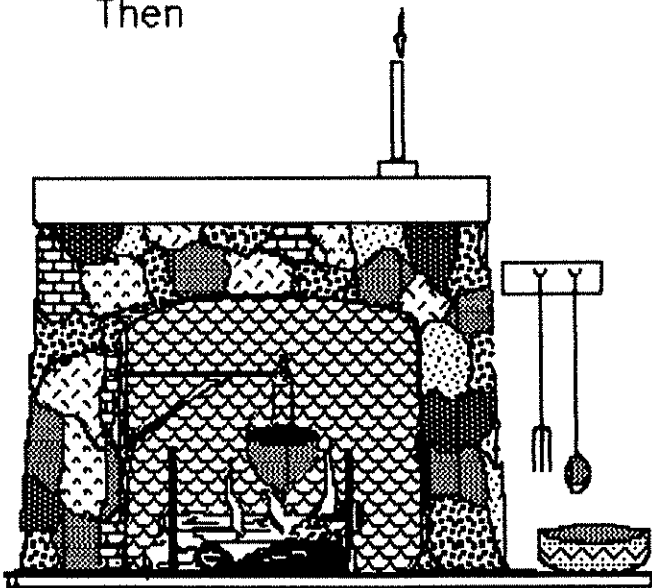
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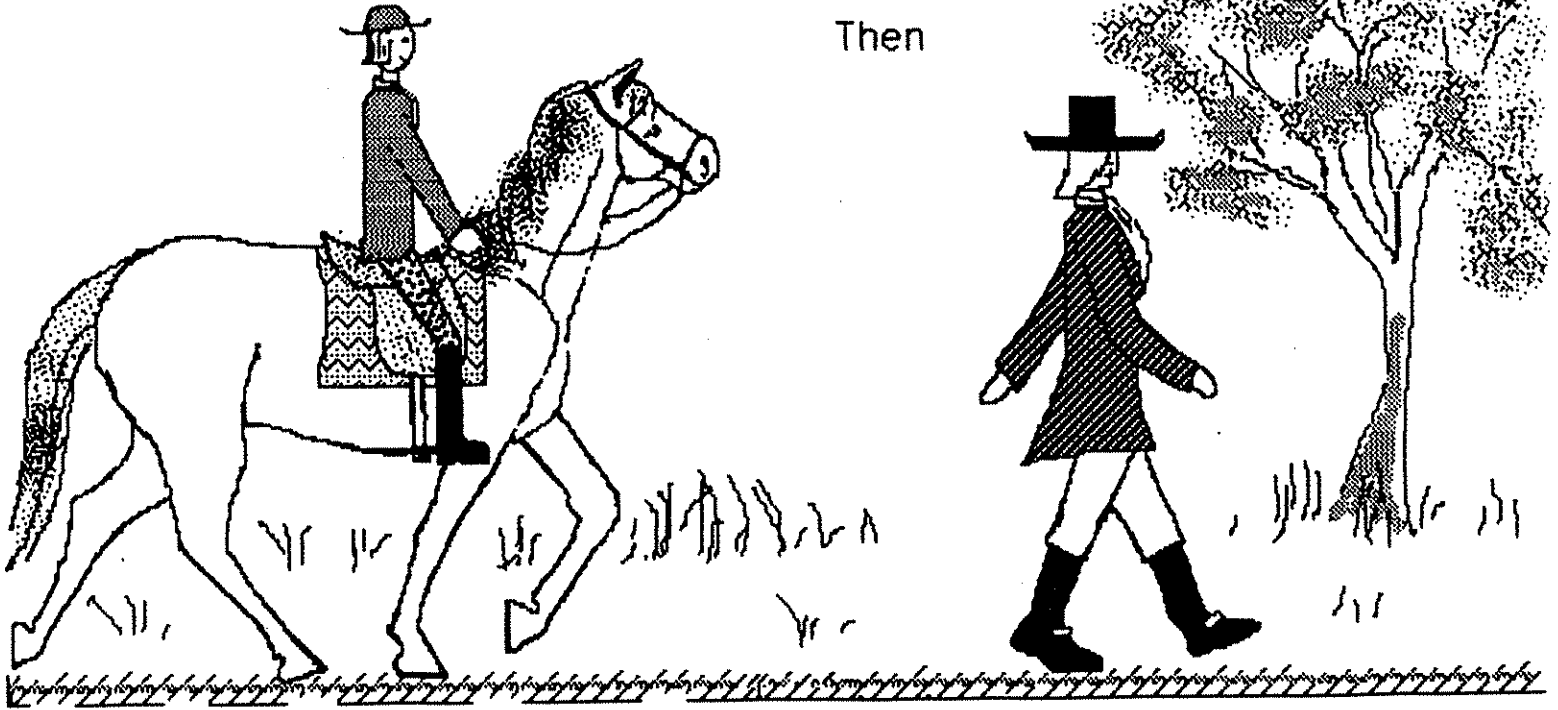


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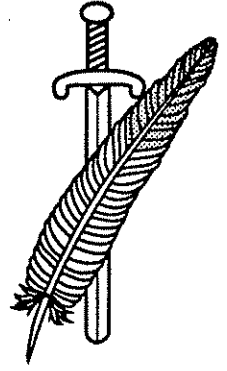
Then



Now



Chapter 2 - Life in Early England



So then, my brother, because of God's great mercy to us I appeal to you: Offer yourselves as a living sacrifice to God, dedicated to his service and pleasing to him. This is the true worship you should offer."

Romans 12:1-2

Let us then try what Love will do.

Penn

Themes:

Schools, transportation and food in William Penn's time.
Location of England.

Materials Needed:

Pictures of early England ; map or globe of England (for the introduction).
Butter ingredients: heavy cream, salt or honey, jars, crackers.
Heavy cardboard, scissors.
Photocopies of one or both of the Penn puzzle pictures.

Review questions on last week's lesson on Early England:

1. How was England different from today?
2. What was the transportation like? (Refer to the "then and now" sheets from Chapter 1).
3. What were the schools like?
4. What kind of food was made? How?
5. Show pictures from encyclopedia, or art books reflecting life in England in 1600's.
6. Have a map or globe of United Kingdom available. Have students find London, Ireland, etc.

Activities

1. While pictures are being shown and culture of London is reviewed, students can color in the spaces in one or the other of the pictures of William Penn attached. Don't tell them who it is - let them guess.
2. Make butter:
If you wish each student to shake his or her own container, fill baby-food jars or small margarine containers (both with lids) 1/3 full of heavy whipping cream. Shake 10-15 minutes. Contents will turn first to whipped cream, then will be watery with whitish lumps and finally to one large yellowish lump floating in buttermilk. Pour off buttermilk and season large lump with a dash of salt or a teaspoon of honey. Stir.
If you want the whole class to cooperate, fill an 8- or 16-oz container about 1/3 full and let class take turns shaking the sealed container. This way takes 30-45 minutes.
3. Use any medium you feel appropriate such as clay, cardboard, paper, crayons, paper mache, etc. Make a form of transportation that William Penn might have used. A pattern for a cart and horse is included. Follow directions using a light-weight cardboard, like new shirt backing.

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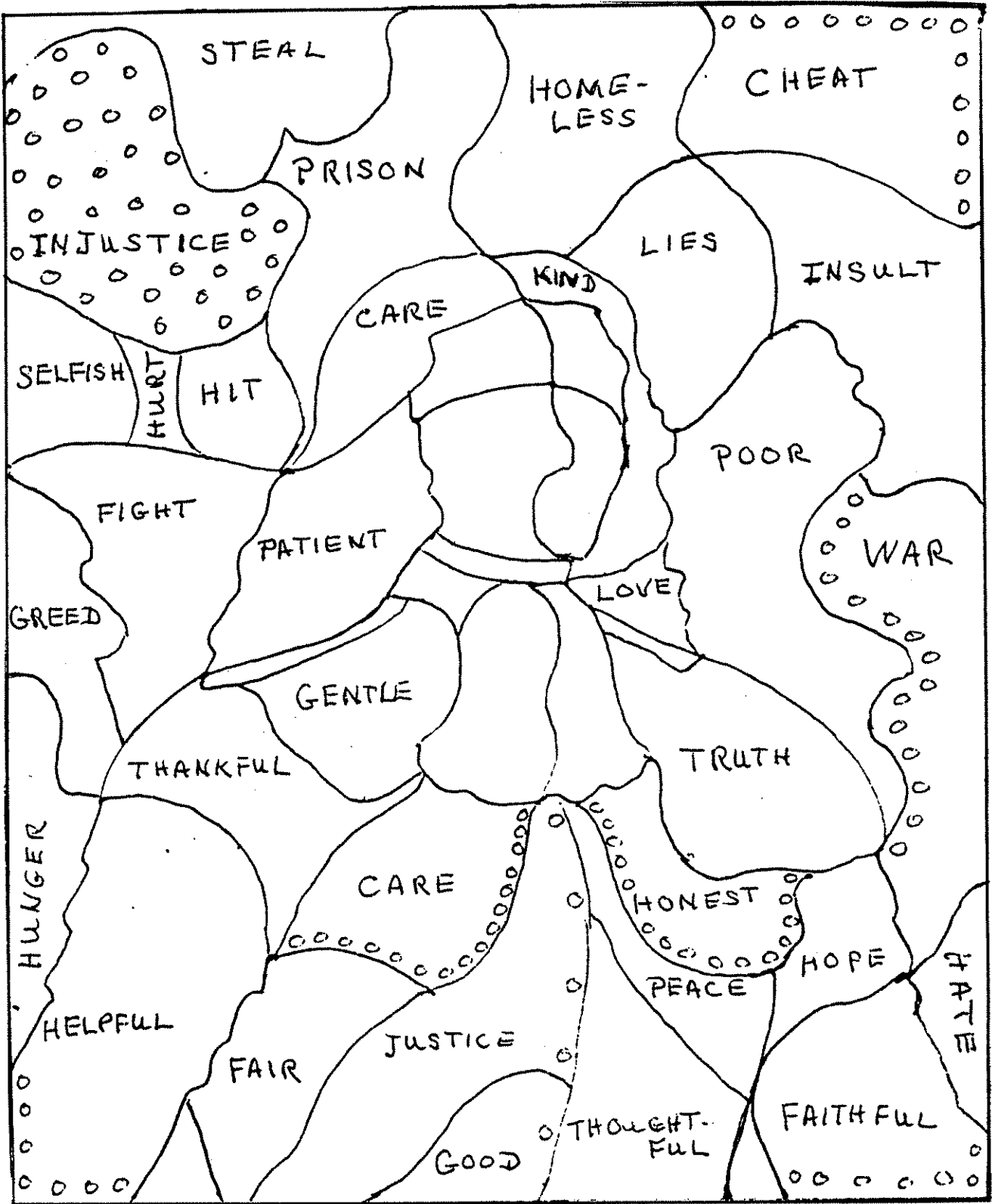
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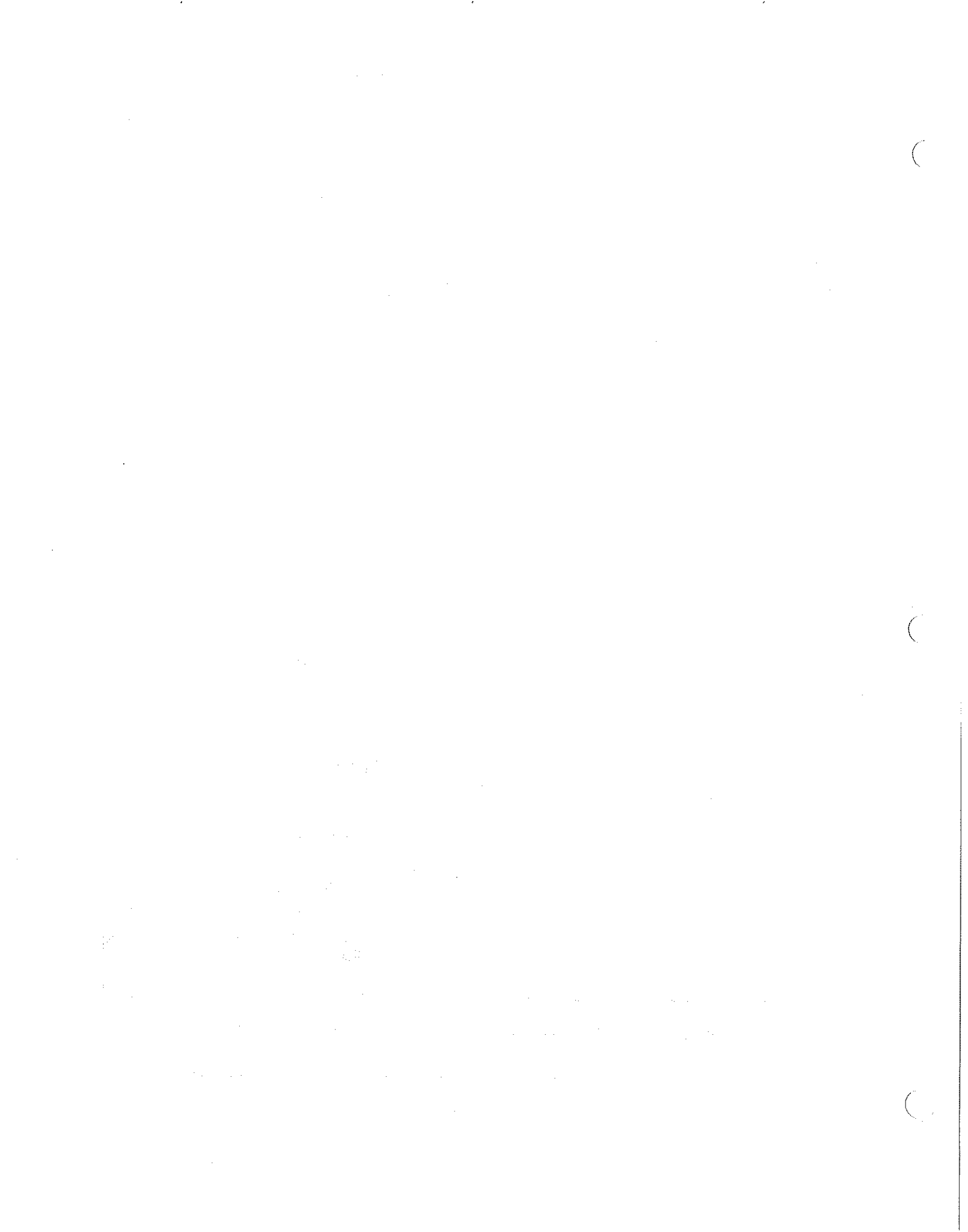
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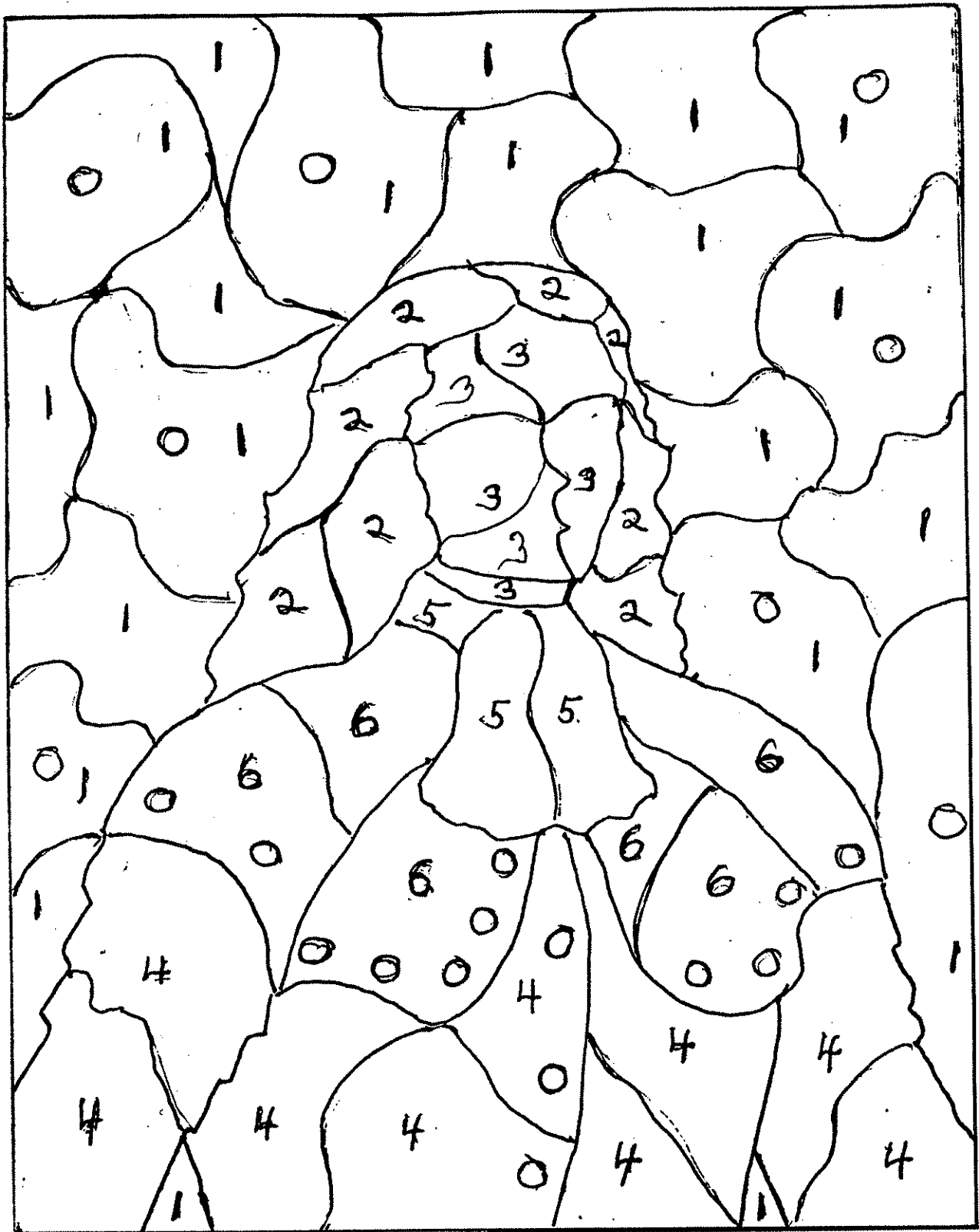
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Color the spaces that have words in them that represent unkind things **BLUE**.

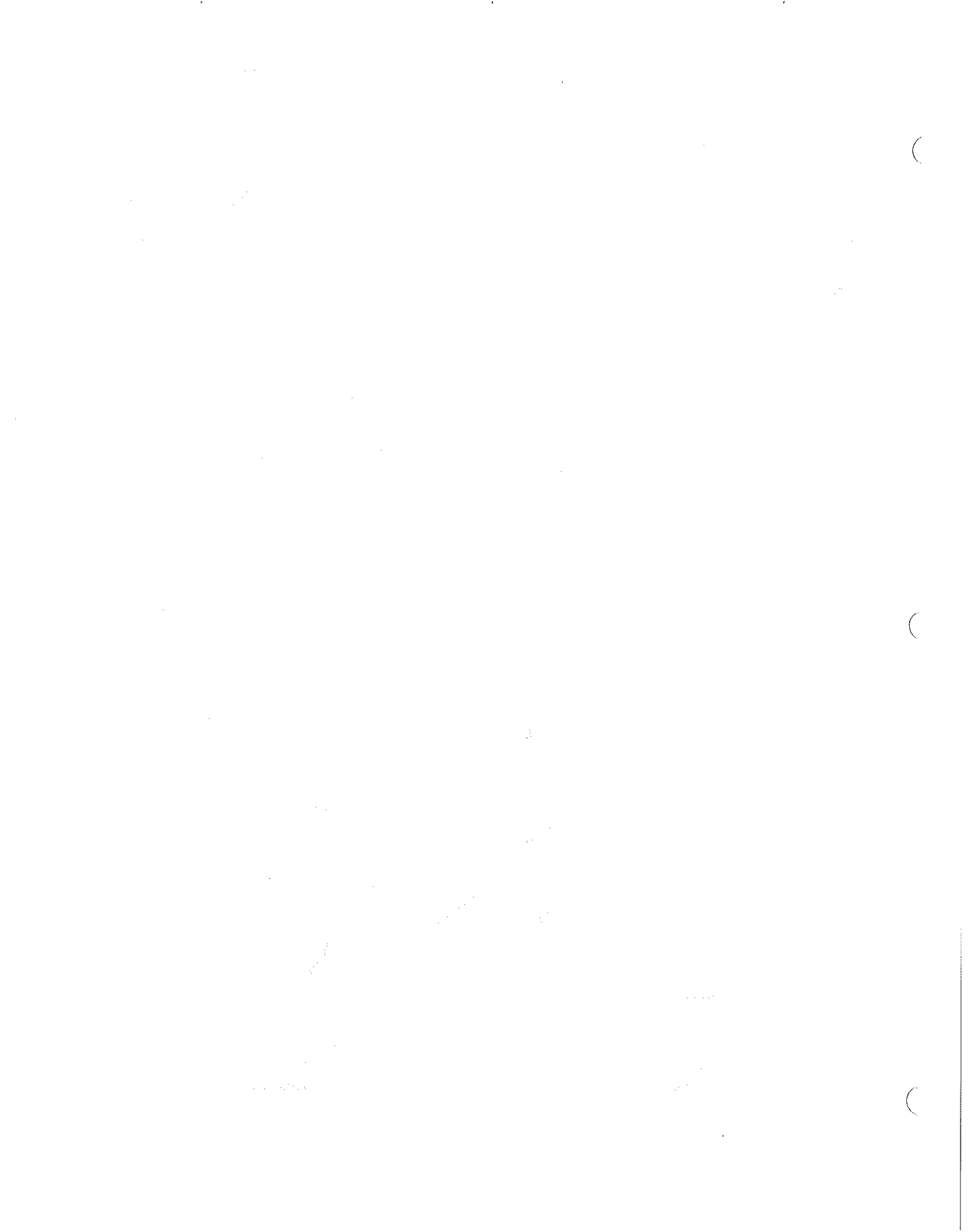
Color the spaces that have words in them that represent good things **BROWN**.





Color all pieces with 1 green.
Color all pieces with 2 brown.
Color all pieces with 3 pink.

Color all pieces with 4 blue.
Color all pieces with 5 yellow.
Color all pieces with 6 gray.



HORSE & WAGON

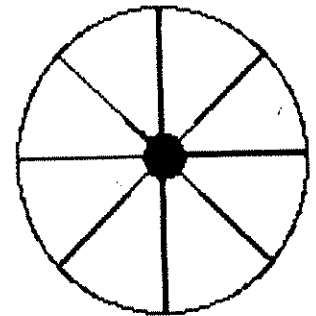
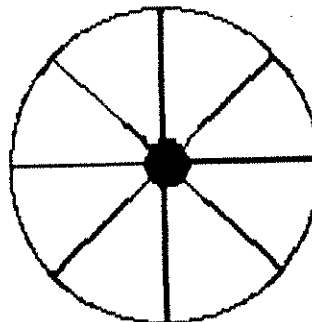
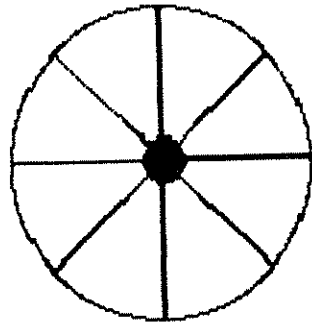
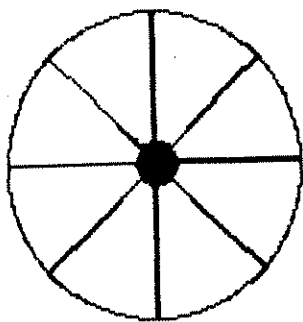
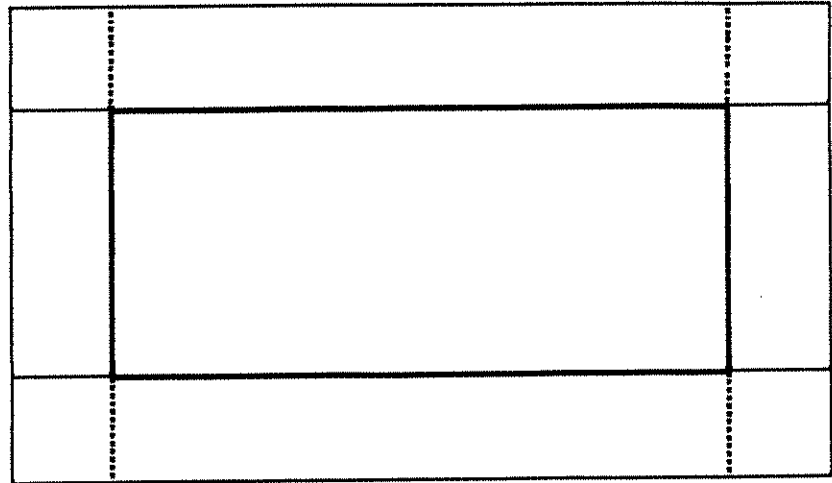
Use heavy paper

Cut out.

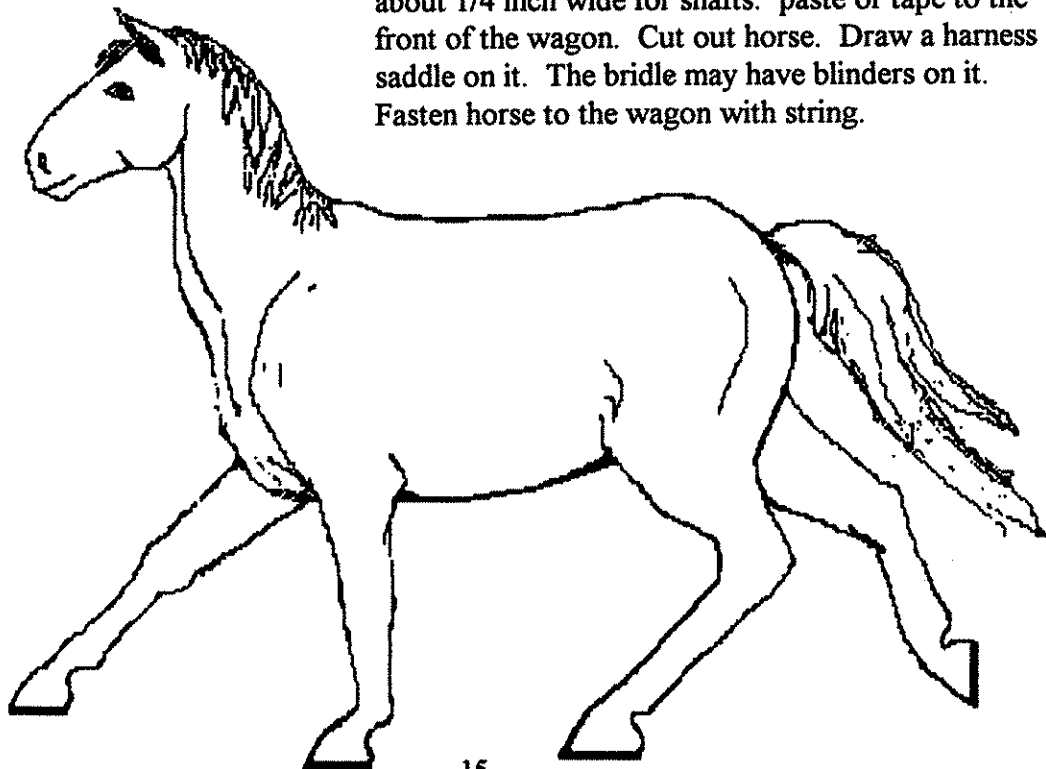
Cut dotted lines

Fold on solid lines

Paste corners together to
make box.



Cut out wheels and tape, pin or glue to wagon box.
Cut two pieces of cardboard as long as the horse and
about 1/4 inch wide for shafts. paste or tape to the
front of the wagon. Cut out horse. Draw a harness or
saddle on it. The bridle may have blinders on it.
Fasten horse to the wagon with string.



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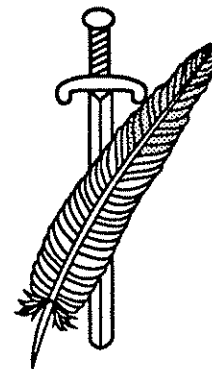
THE
OFFICE OF THE
ATTORNEY GENERAL
STATE OF CALIFORNIA
SAN FRANCISCO

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Chapter 3 - The Great Sea Battle

*He shall cover thee with his feathers, and under his wings shalt thou trust ...
Psalm 91: 4a.*



Themes:

- Introduction to William Penn's father, a Naval Captain in the British Fleet.
- William's pride in his father.
- England's place on the English Channel.
- Explanation of why the debt that was owed Admiral Penn allowed William Penn to buy the land in the New World for Pennsylvania.

Materials Needed:

- For the Introduction: map of England and the European coast; pictures of early England and of Penn's father.
- Depending on the activities you choose: photocopies of Admiral Penn's ship to color; brown wrapping paper, paint, paint brushes; clay or walnut shells; toothpicks or coffee stirrers, paper for flags, crayons.

Introduction:

- This is the story of Penn's father, a captain in the British Navy.
- Ask the children if any of them have been in a sailboat.
- Talk about how hard it is to sail into the wind. The sailors have to climb up the masts to change the sails, etc.
- Explain about the cannon on the ship. All the moving of the heavy guns had to be done by hand. Ask if any of them know how they loaded the guns on British sailing ships.
- Show a map of England, the English Channel and the European Coast to help children understand where battles were fought.
- Talk about the importance of religion in the lives of the people of that day; faith that God would protect them physically (this is not necessarily how we feel).
- Explain that danger to a sailor was great. If he was wounded, infection might set in. They did not know how to care for injured people then.

The Story: The Great Sea Battle:

When nine-year-old William Penn was walking to school before six o'clock one morning in July, 1653, he could hear the sound of distant guns being fired in the English Channel. When the wind blew in the other direction, the guns couldn't be heard. He knew that his father was with the fleet fighting against the Dutchman, Van Trump, who had tied a broom to the mast of his ship and vowed to sweep the English navy from the seas.

William and his mother were worried about his father, Captain Penn. They knew that he would be in the middle of the battle, commanding his ship. It was one of the battleships sailing out from England to meet Van Trump's challenge. He must be a very good seaman to maneuver his ship, using the wind to turn it so that the cannons could fire at the enemy.

As he studied his Latin in school that day, young William Penn didn't know that the English fleet was having a great battle with the Dutch fleet. But he heard the guns.

How happy he was to hear later, that his father was safe and that the English had sunk thirty Dutch ships, Van Trump dying in the battle.

William Penn loved his father, who was now named a *Vice-Admiral*. William felt that no one was as wonderful as his father. His father was a hero! He was to be given a gold chain and to be made a General, too; a very great honor for a naval officer. He was given a big home in London, an estate in the country, and another in Ireland. All of England was singing his praises.

William attended the church services of thanksgiving for the victory with his mother. He wore his best ruffled shirt and sash. He listened to the accounts of his father's bravery. He knew the boys from Chigwell School were looking at him and thinking how lucky he was to have such a famous father.

Activities

1. Make a scene of the Dutch and English ships lined up for battle on the English Channel.

Before class, cover a table with heavy brown wrapping paper. Draw lines defining the channel and strips of land on either side. Put an N at the top.

Before you talk about and tell the story of Captain Penn and his ship, have the children paint the channel and the strips of land. Ask what the N stands for and point out that the Netherlands is on the right and England is on the left.

After you tell the story of the defeat of the Dutch and Captain Penn's heroism, make walnut shell ships with some clay in the bottom, toothpicks and paper sails. (Plastic walnut shells can be purchased from some craft stores. Or ships can be made from small milk cartons with tops cut off, with a coffee stirrer for a mast.) Each child makes two ships: one for the English fleet and the other a Dutch ship. Line up the ships, identifying Captain Penn's, and have a mock battle.

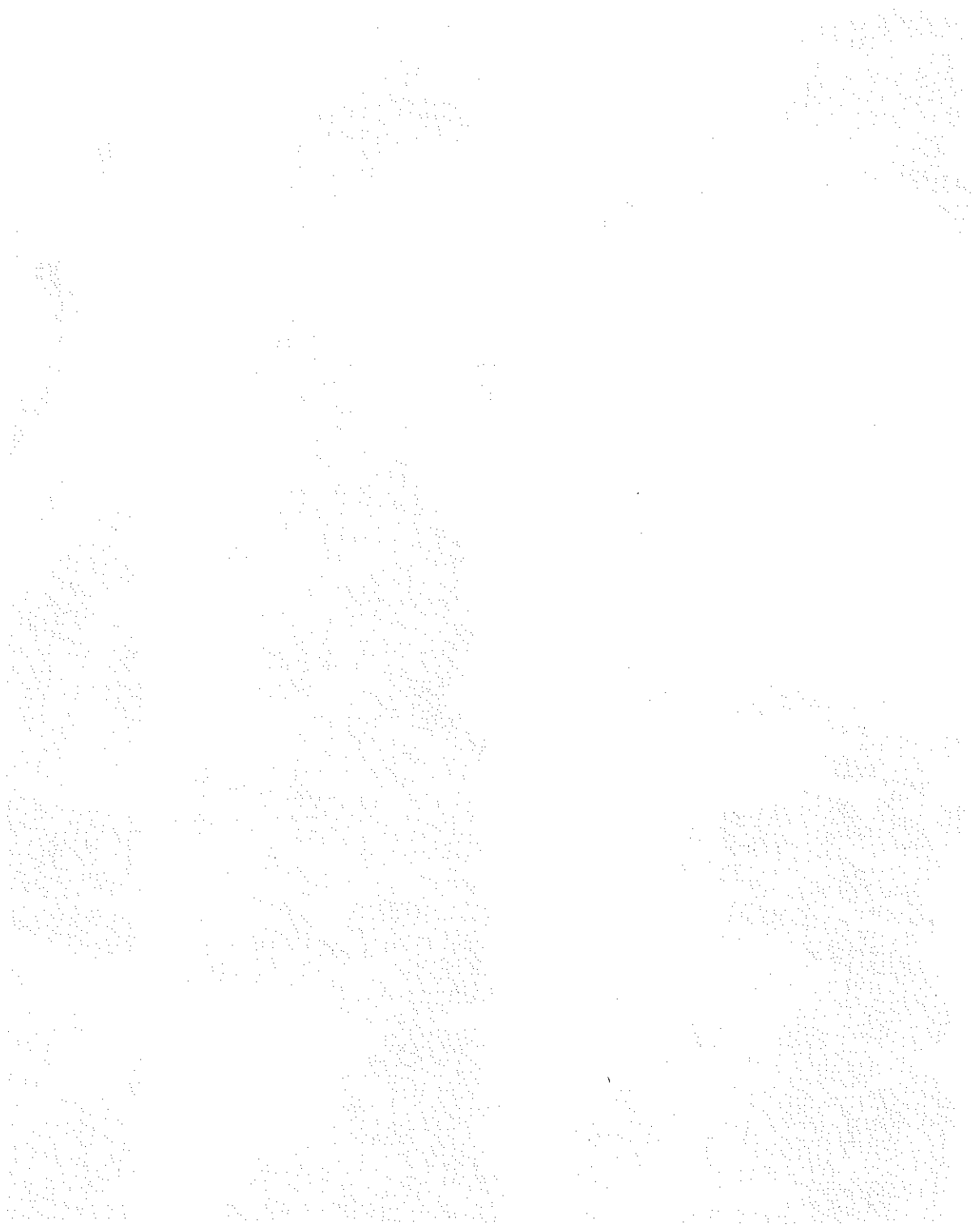
2. Color the picture of Admiral Penn's ship.



Courtesy Historical Society of Pennsylvania

William Penn's Father

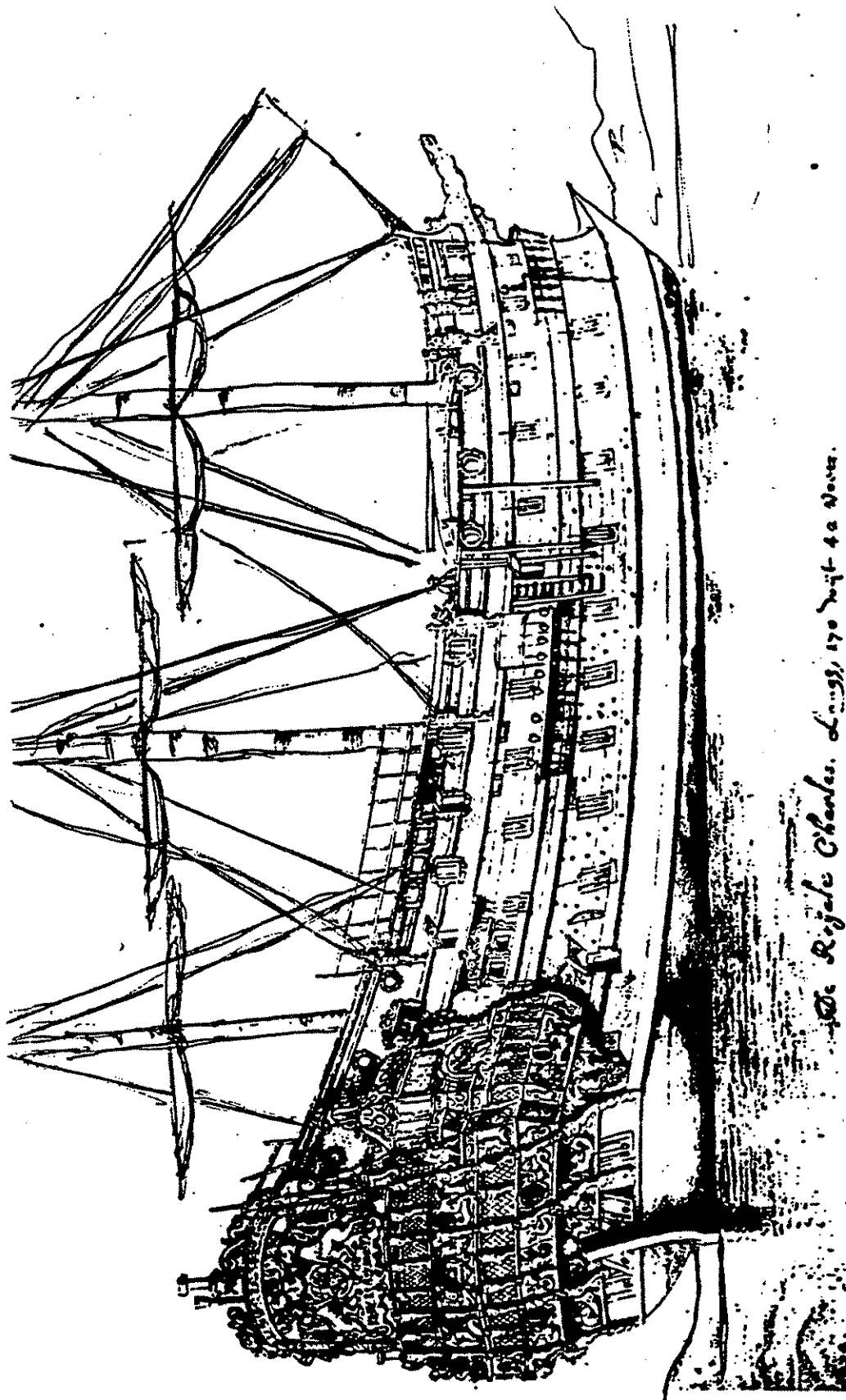
Admiral Sir William Penn, a captain in the Royal Navy, was knighted by Charles II after the King's return from exile and was later appointed naval commissioner. From Parliament Penn received the unique title "General of the Seas." Sir William Penn expected his son William to pursue similar ambitions.



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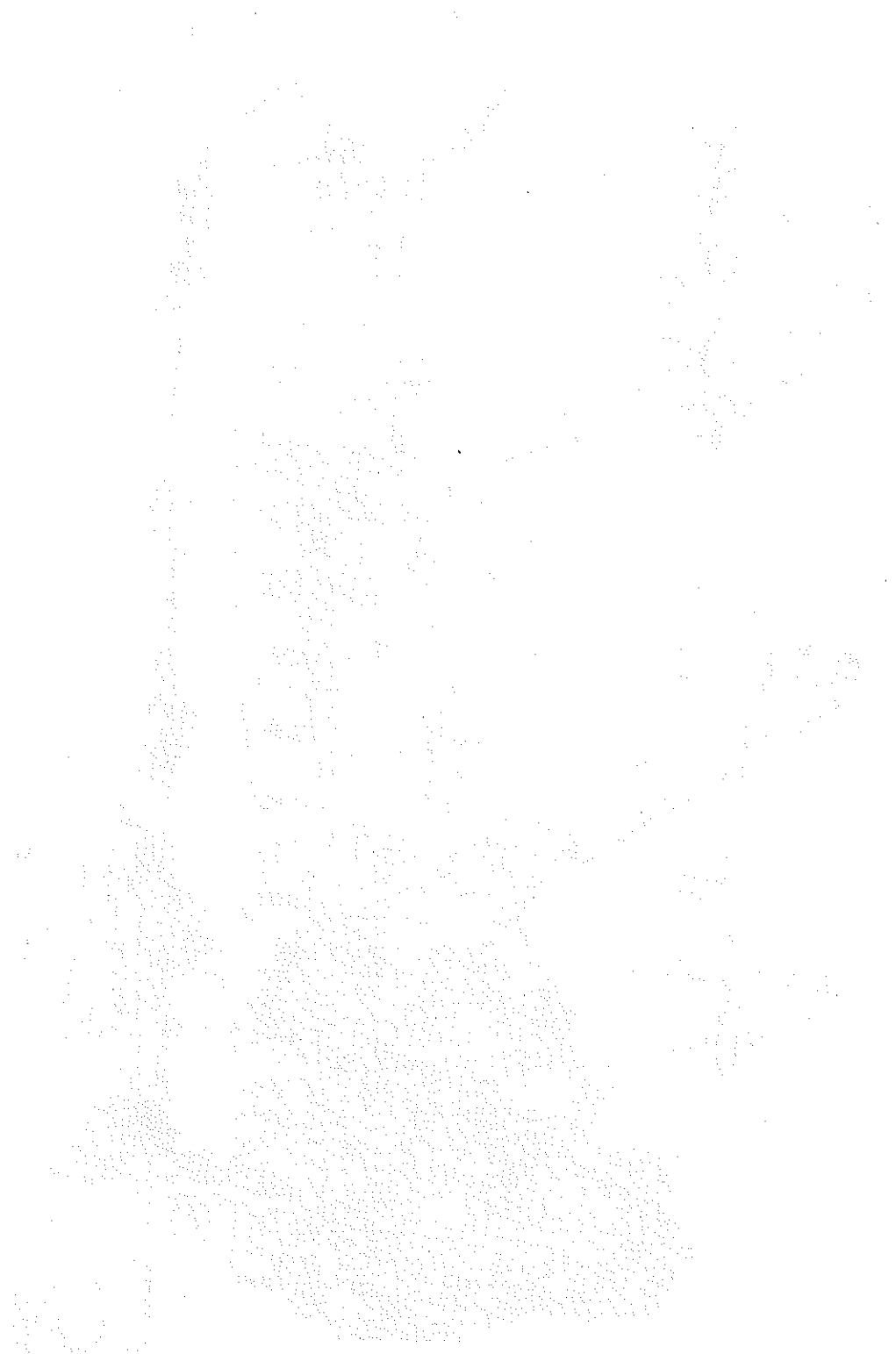


The Royal Charles. Length, 170 feet 4 inches.

Courtesy Historical Society of Pennsylvania

Admiral Penn's Ship

The "Royal Charles" was Admiral Sir William Penn's ship. During Britain's war with Holland, his son William served aboard the "Royal Charles" for a brief time.



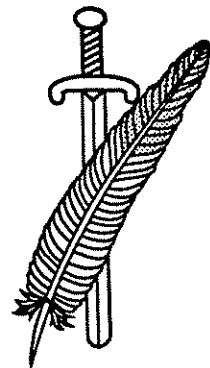
Chapter 4 - William Learns About Quakers

These were more noble than those in Thessalonica in that they received the word with all readiness of mind and searched the scriptures daily whether those things were so.

Acts 17:11

But I say to you, Do not swear at all, either by heaven, for it is the throne of God, or by the earth, for it is his footstool, or by Jerusalem, for it is the city of the great King. And do not swear by your head, for you cannot make one hair white or black. Let what you say be simply 'Yes' or 'No'; anything more than this comes from evil.

Matt 5:35



Themes:

The Penns' introduction to Quakerism and their feelings against it.
Quaker testimonies against class distinction.
Simplicity in dress and speech.

Materials Needed:

Photocopies of the drawing of William sailing to Ireland, for the children to color; crayons.
For Quaker hats: gray cardboard, pencils, ruler, scissors, stapler, Scotch tape.

Introduction:

Start the class by asking the children what "manners" are. Some possible responses: introducing someone, looking at a person when spoken to, helping an older person, eating with your mouth closed, etc.

And/or: use puppets to act out some good and bad manners.

And/or: have an older, respected (and fun) member of Meeting come to visit your class. (You might have one too few chairs; introduce them, listen carefully to them.)

Tell the following story about William Penn's family going to Ireland and meeting the Friends.

The Story:

After William's Father had become so very famous, he angered the Parliament and Cromwell, the Protector, because he failed to capture the island, Hispaniola, in the New World. He was put in prison for a while and lost his land except for an estate in Ireland.

When he got out of prison, William's father was very sad, feeling unfairly treated by the people. He was no longer an Admiral, just a plain citizen.

The family decided to go to Ireland and live there in Macroom Castle (show pictures, enclosed). There was a town, a manor, and a garrison of soldiers as well as the castle. The tenant houses had to be cared for and the tenants provided with the things they needed to farm the big estate for William's father. William had a tutor to teach him and lots of time to go with his father and learn how to care for the estate.

When his mother returned to Bristol, England, to visit friends and returned with news about a much feared and hated group of people called Quakers, William never dreamt that the first step in disagreeing with his father was about to begin.

"Captain George Bishop, your old friend, has turned Quaker," his mother told his father. "And he's written a book telling about the new doctrine." She told lots more about the Quakers, but nothing was more interesting than the fact that not only was the captain of the ship a Quaker, but a young man in his twenties, whose name was Loe, had come to Ireland on the boat also. He was dressed in the plain clothes of a Quaker.

"People are hot against him," William's mother added. "He has come to Cork."

William, why were the Bereans noble?" William's father asked him. "Go to the Bible and read what it tells us."

When William found the right passage (Acts of the Apostles: 17:11), he read it out loud.

"These were more noble than those in Thessalonica in that they received the word with all readiness of mind and searched the scriptures daily."

"Let us do as they did," his father said. "We will have this Loe fellow here and listen to him before we judge him."

William was very proud of his father, who was fair and listened to people who had different ideas. Young Thomas Loe and the Quakers came and held a meeting for worship in the great room of the castle.

William's father wore a hat. It was cold. William and the tutor did not wear theirs in his presence, not being his equal. The neighbors who came took theirs off, respectfully. The Quakers kept their hats on! His father frowned but didn't say anything, much to William's surprise.

Everyone sat down on chairs and benches and settled in quiet. At first it seemed strange: no music, no sermon. After a while William began to feel at peace. When Thomas Loe rose and spoke, he told everyone that people don't need priests to speak to God for them. He said that God would speak to them directly. There is an inner light within every person and all people can learn what God wants them to do.

William didn't understand or remember all that Thomas Loe said. He couldn't believe it when he saw tears in his father's eyes! He wondered, "What if we should all become Quakers?"

In a day or two, Thomas Loe left Cork. William's father said he agreed with Loe about not swearing. You should be truthful and your "yea should be yea, and your nay, nay."

Nothing more was said about the Quakers in the Penns' home. William's father believed that if you wanted to keep your place in the world, you couldn't insult people by not taking off your hat to them, you couldn't say thee and thou to people better than you, and most of all an admiral has to believe in fighting. William's father was hoping that William would have a high place in the government of England some day. If young William did what the Quakers did, it would be impossible for him to become a great person at court.

Note to the teacher:

Remember that children used to unprogrammed Friends' Meetings aren't familiar with traditional church services: the minister and the sermon, the written prayers that are read, etc. Try to get them to ask questions. Those used to a programmed Meeting will find the church service understandable.

You might start by asking some questions such as these (be sure to use your own):

Have you ever been to a church? What was it like?

What was different from our Meeting?

Who spoke in the church?

Where did they stand?
Can you remember what they said?
Who speaks in Meeting?
Where do they stand?

Be sure that they all understand Thomas Loe's message: that God speaks to you directly, that all people are equal, and within each is the inner light that guides you to do right.

Activities

Make Quaker hats (see pattern enclosed).

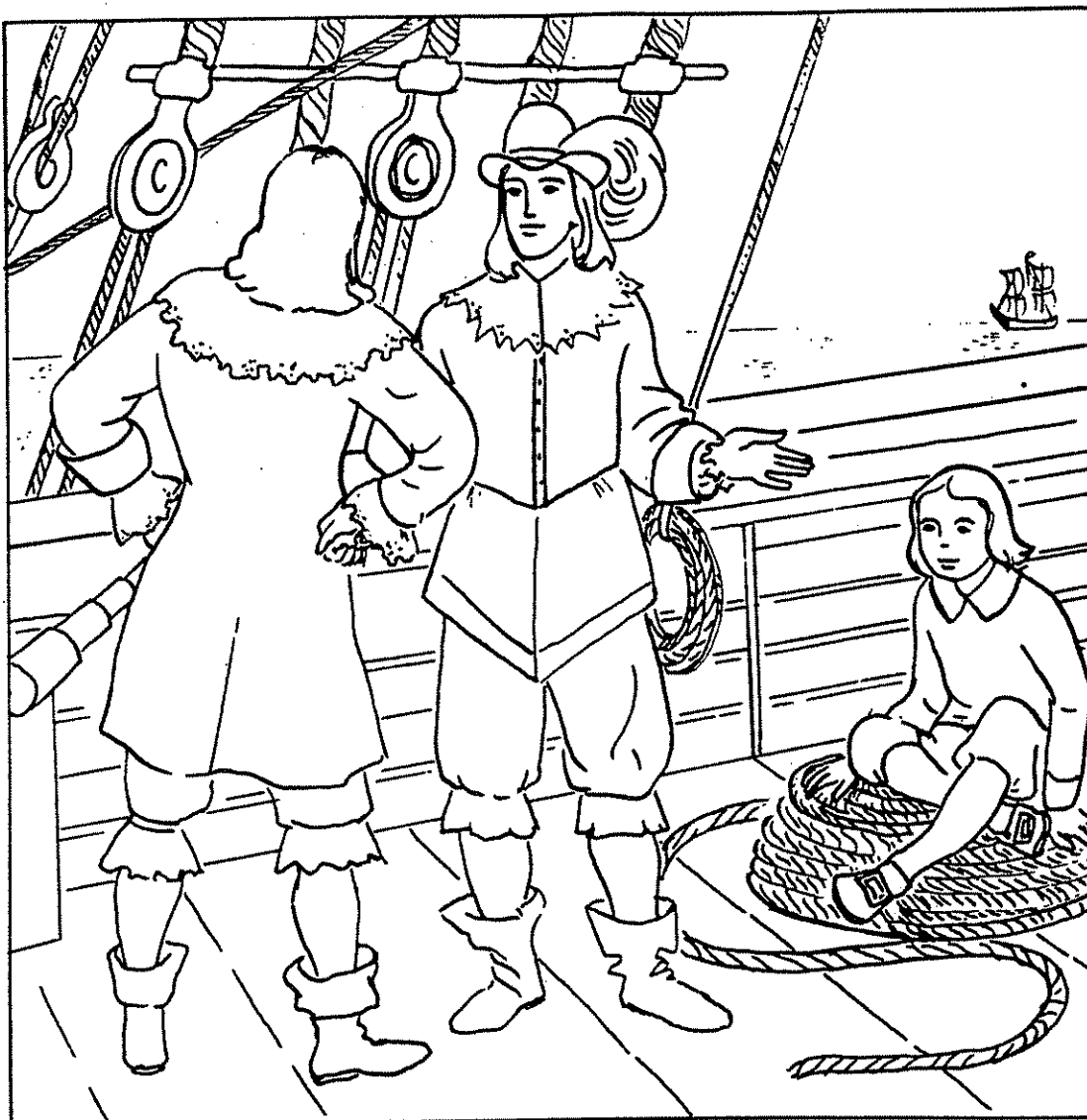
Act out the Meeting for Worship when all the people came: the Quakers, who kept their hats on, the neighbors, who took theirs off, and father, who kept his on.

Color the picture of William sailing to Ireland.

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SAILING TO IRELAND

1656 - Age 12. The Penn family, with three children, set out for Ireland to their castle of Macroom; to William, who had never traveled farther than from Chigwell to London and back, it was adventure; it was seeing the world.

William explored the ship thoroughly and talked to all the seamen. Whenever he could escape from his tutor and from his sister, Pegg, he liked to sit quietly and unnoticed on a stool or a coil of rope close by his father and Lord Broghill, to hear them talk together. They talked of Quakers, who thought it wrong to fight. Young William Penn wondered about this curious set of people who thought it wrong to fight.

From "The Story of William Penn," Peace Committee, Philadelphia Yearly Meeting, 1957; adapted from the book, "Penn," by Elizabeth Janet Gray, published by the Viking Press, Inc., New York, Copyright 1938; Philadelphia Yearly Meeting, 1986.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the auditor in the financial reporting process. It explains that the auditor's primary responsibility is to provide an independent and objective assessment of the financial statements, and to ensure that they are prepared in accordance with the applicable accounting standards.

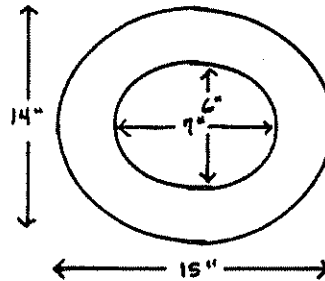
4. The fourth part of the document discusses the importance of transparency and accountability in the financial reporting process. It emphasizes that the public has a right to know how their money is being spent, and that the government has a responsibility to provide accurate and timely information about its financial activities.

QUAKER BROADBRIMMED HAT

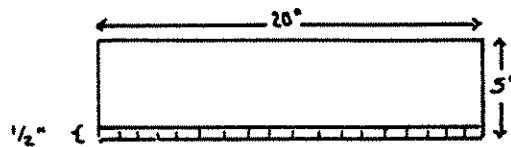
Please read entire instructions before starting.

Materials Needed: Light weight gray cardboard, Scotch tape, stapler and staples.

1. For rim: Cut gray cardboard in an oval 15" x 14". Cut opening in center for oval 6" x 7".



2. For crown: Cut gray cardboard 20" x 5".

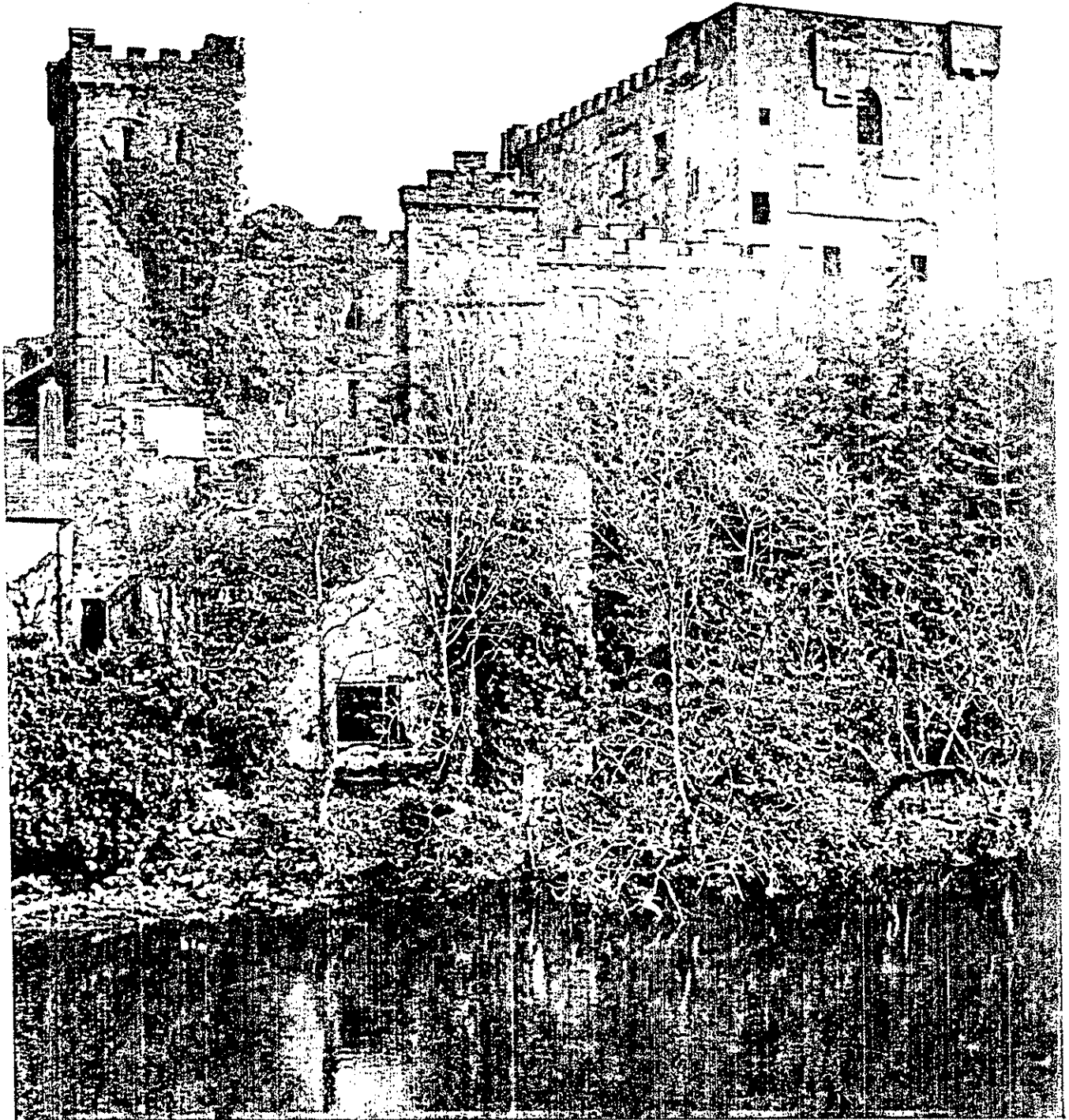


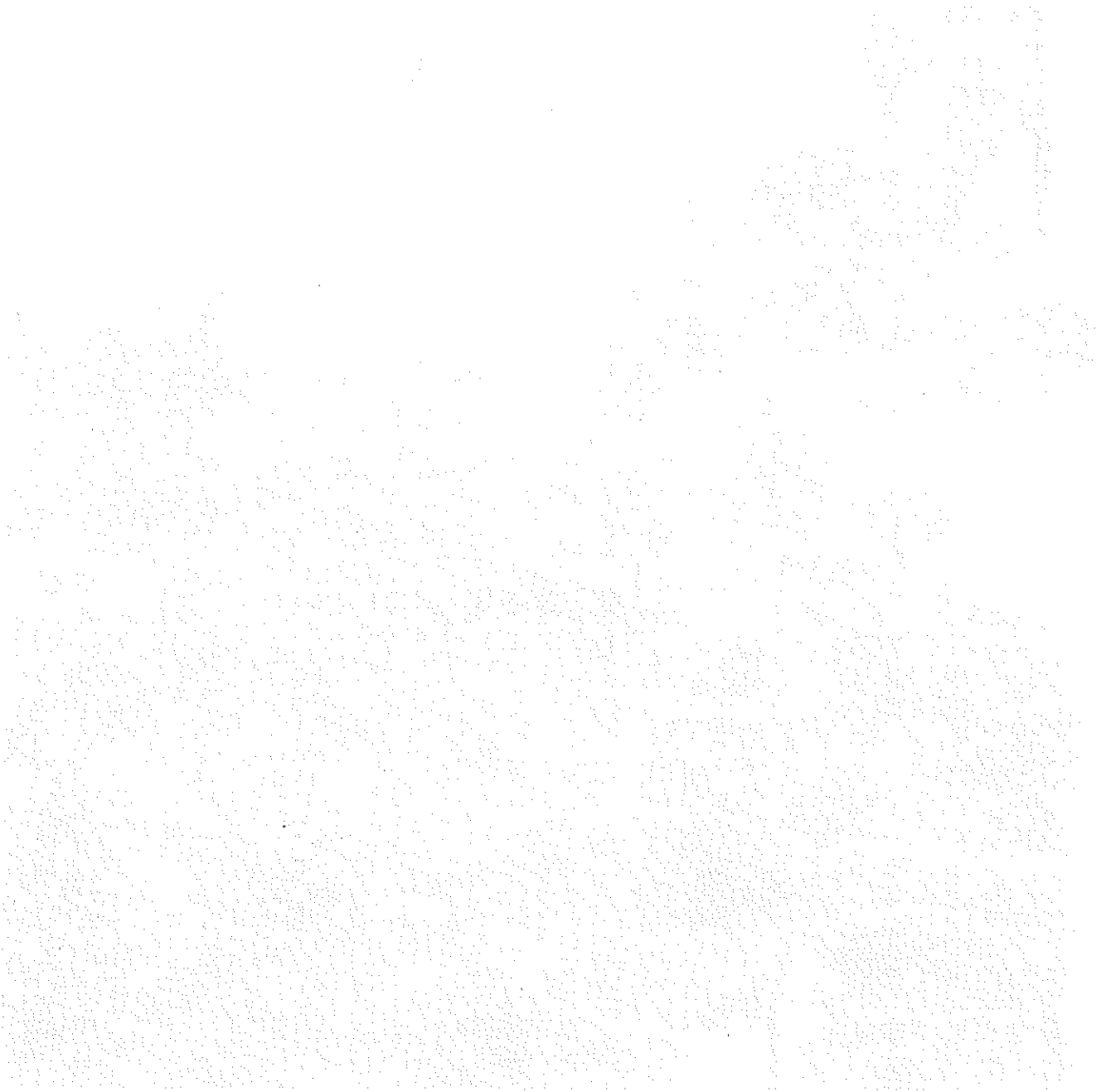
3. Draw line 1/2" from long side. Cut lines 1/2" to 3/4" apart from edge of cardboard to line. Bend back cardboard to the line.
4. Fit top inside hole in brim. (The brim may have to be larger for some children)
Staple crown together at both top and bottom.
5. Scotch tape 1/2" sections of crown onto the sides of brim.



Macroon Castle

From A Memorial to William Penn in Ireland





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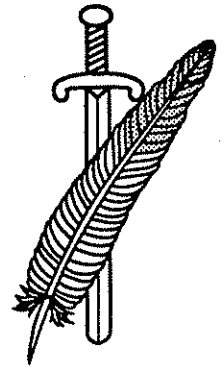
Chapter 5 - To Draw or Not to Draw his Sword

*To thine own self be true and it shall follow as the night the day,
thou canst not then be false to any man.*

William Shakespeare, Hamlet

*Dear Lord and Father of mankind, forgive our foolish ways:
Reclothe us in our rightful mind, In purer lives thy service find,
In deeper reverence, praise.*

John Greenleaf Whittier



Themes:

William's education, including Oxford University, a trip to Paris, a time in the Navy with his father, caring for his father's estate in Ireland.
William's growing feeling against fighting as a way to solve problems.

Materials Needed:

Map of Europe; pictures of Paris in the 1600's.
Cardboard; shoebox; crayons, scissors, glue, pipe cleaners, paint.

Introduction:

Remind the children what good manners meant to William Penn.
Ask them: "If you speak to someone and they don't answer, how do you feel?"
On a map of Europe, have children locate Paris. Perhaps show pictures of Paris in Penn's time.

Story:

When Cromwell, the Lord High Protector, the head of the English government, died in London, his son, "Tumble-down Dick", took over. The people disliked him so much that they sent for Charles the Second, who was in exile, to be King.

The Government called Williams' father to London. He was made an Admiral again and sent to Holland to bring Charles the Second to London.

William went to London with his father. He was old enough to go to Oxford University. He wore a curly wig and a sword. He was athletic: good at riding, racing, sword-play, and was very popular with his classmates.

He didn't like going to the Church service every day. He skipped services regularly and was kicked out of the University. His father was very angry, even giving him a beating so that he was black and blue and very sore.

Finally his father sent him to France with a group of young men. He was to learn good manners, how to dress well, and to go to the fancy French Court to be presented to the King of France.

The streets of Paris were wet, filthy, and very dark at night. Gentlemen were always accompanied by a servant carrying a torch so that they could see where they were stepping. William was no exception.

Late one night as he hurried back to his room after a party, young William didn't see a young man raise his hat in greeting as he passed by.

Being offended and angry, the young man drew his sword and rushed at William. Instinctively, William took out his sword quickly and warded off the blows. Being such a good athlete, in no time he knocked the young man's sword out of his hand. In the faint light of the two servants' torches, William recognized him as someone he had met casually a few days before. William saw that he was frightened. He thought William was going to kill him.

"I'm very sorry, Sir!" William said, amazed at how little it took to insult a Frenchman. "I was thinking about something else and I really didn't see you. I didn't mean to offend you!"

Thankfully, the young man picked up his sword and the two parted. William went on home, horrified to think that he had nearly killed or been killed by a man just because he had not taken off his hat in greeting. But he was not yet ready to give up his sword.

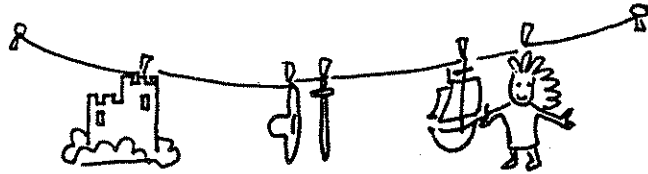
William stayed over a year in Europe. He had to hurry home when his father sent for him because France and Holland were getting ready to go to war with England.

Activities:

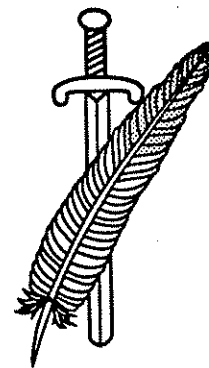
Make a cardboard sword and add to the time line started in the first lesson.

Act out the street scene.

Make a scene with figures and scenery in a shoe box. Cut away one side so that it is easy to work on and see (see suggestions for diorama in appendix, Page 51).



Chapter 6 - Penn's Conversion to Quakerism



So the Keeper of the House of Correction was commanded to bring me up before the commissioners and soldiers in the market place; and there they offered me that preferment because of my virtue (meaning valor), as they said, with many other compliments, and asked me if I would not take up arms for the Commonwealth against the King. But I told them I lived in the virtue of that life and power that took away the occasion of all wars, ...

George Fox

The Light shines in the darkness and the darkness cannot overcome it.

John 1:5

Themes:

- Explanation of why King Charles owed William Penn's father a large amount of money
- William's meeting with Quakers and decision to become one of them.
- Friends' use of non-violence from the beginning.
- Quakers getting into trouble because they met in groups to worship in silence.
- Consequences of disobeying laws that seemed unfair and unjust.

Materials Needed:

- Pictures (included in this chapter) of William Penn, Charles II, and Shanagarry Castle; also, from Chapter 3, the picture of Admiral Penn's ship.
- Photocopies of the William Penn paper dolls to color and cut out.
- Magazines, glue, cardboard, markers, crayons, string, scissors.
- Photocopies of the drawing of William Penn giving up his sword.

Introduction:

- Explain that when William got home from France his father was very pleased with his handsome and fashionable son (see picture enclosed). He asked him to help him prepare the ships for battle with the French and Spanish navy.
- Show the picture of Penn's ship from Chapter 3. Ask the children what kinds of things Admiral Penn would have to buy to equip the ships of the navy, which would be at sea a long time. Make a list of things they would need to live on at sea.
- Tell the children about Charles II, the "Merry Monarch." He was wasteful, buying many fancy suits, having many castles and servants, and giving many parties, etc. Ask how the Quakers might feel about this?
- Ask the children what they do when people treat them unfairly? What about when people are rude and try to push them around?

Story:

(Tell the story so that you can see when they are understanding it. Tell only what you feel is appropriate.)

William loved helping his father, the Admiral, who was getting the battleships ready for sea. The King's brother, James, the Duke of York, was the commander of the fleet, but he knew little about sailing and fighting at sea. That made Admiral Penn the actual commander of the fleet.

The Parliament had voted enough money to buy all the things needed for the war with France and Spain. However, it had to come from the King, and he was spending so much having a good time, that Admiral Penn had to pay for the things that were needed for the sea battle himself. He kept account of it and sent the bill to the King. But the King didn't have enough money to pay him. The King owed him a huge amount of money!

When the navy was finally ready, they sailed into the English Channel. When the battle started, William's father sent him to England with a message for the King. Young William was disappointed; he wanted to be a part of the fight.

The English won the battle. When the navy returned home, Admiral Penn was given a new and bigger estate in Ireland (see picture of Shanagarry Castle, enclosed). William's father sent him to Ireland to take care of the estates. There was a lot for William to do.

He made a visit to Cork to buy some clothes. He went to a shop that his family had patronized, run by Quakers. William Penn introduced himself to the woman in the shop. She didn't remember him, but did remember coming to the castle for a Meeting with Thomas Loe, the young Quaker.

"I would go a long way to meet with Thomas Loe again," William blurted out.

"Well, thee may see him tomorrow at Meeting, for he is in Cork now," the woman answered.

William rode fourteen miles home to Shanagarry Castle wondering about the coincidence. Should he return tomorrow? Should he be like the Bereans as his father had said? The things that he had seen and that had happened to him since he had heard Thomas Loe before, had made him feel troubled. He decided to go!

Thomas Loe had changed! He wore the same plain Quaker clothes, but at thirty five he seemed an old man. He had suffered many hardships and imprisonment. But his eyes still had that shining look and his voice was clear and challenging when he spoke in the Meeting.

"There is a faith that overcometh the world and there is a faith that is overcome by the world," he said.

William Penn, sitting in the Meeting in his fancy clothes, feathered hat, and wig, felt that Thomas Loe was speaking directly to him.

Over and over again the things of the world had taken over his life. As he listened again to this man explaining that there was a light within every man's soul, he was deeply moved. Thomas Loe "spoke to his condition." Here, he felt, was a way to live with simplicity, sacrifice, and truth. He could give all of himself to this faith.

He hardly knew when the Meeting was over. Someone touched his arm.

"Would thee like to speak with Thomas Loe?" he was asked. William felt accepted and at home.

"You have made me a Friend of the Truth!" he exclaimed as he talked to Thomas Loe.

When Thomas Loe looked at this handsome young man, dressed in the latest fashion, he must have sighed and wondered how deeply William embraced this new faith. He tried to tell him of the hardships he would encounter. When William offered Thomas Loe his fine horse to use to replace his worn out one, he firmly but kindly refused. William was crestfallen. Thomas Loe didn't believe that he was a Friend! And he felt so sure!

All summer he worked on the Shanagarry estates in Ireland, wearing his fancy clothes, wig and sword for they were what he had to wear. He went to Meeting each week. One Sunday in September when he was at Meeting, a soldier noisily burst into the room disturbing the quiet.

William was not used to putting up with rudeness. Forgetting the principle of nonviolence, William rose to his feet, pulling his sword from its sheath. He grabbed the soldier by the collar and was about to drag him out violently when a Friend stopped him.

"Friends do not use force," he was reminded. He was ashamed. He sank down on the bench again. Indeed, he was not yet a Friend! Worst of all, his violence might even get the Friends into trouble since the law was cracking down on them.

He was right. The soldier returned with a constable and troop of soldiers. The Friends were led off to prison.

"Mr. Penn, you are not a Quaker!" the Mayor of Cork said when he saw William in the prison. "You may go, if you will sign a bond of good behavior."

Then William said, "I am a Quaker! But I have broken no law." With eighteen other Friends, William was thrown into a filthy, cold prison. He called for paper and pen. He wrote a long letter to Lord Orrery, a friend of his father's, who had the power to overturn the sentence.

He pointed out that the Friends had committed no crime. He protested that people should be allowed to worship as they wished. Lord Orrery didn't want his friend's son to be in prison and he ordered that he be freed along with the rest of the Quakers.

Word of young William's arrest with the Quakers found its way home to his father. William was ordered back to London, where his father's anger awaited him.

The two argued. His father prayed to God that his son would not become a Quaker. William struggled with the idea of becoming a Quaker, including whether to give up his sword.

That winter, when he was staying at home in Bristol he attended the Meeting at the new Gracechurch Street Meeting house that Friends had built. There he met George Fox, the shoemaker shepherd who had had a vision on Pendle Hill. Through his vision he had found and shared the Quaker belief and way of life.

William had been wondering about his sword. When he spoke to George Fox, he told him about the difficulty he had had in Paris. He asked him if he should wear it.

"Wear it as long as thou canst," George Fox told him. George Fox knew the way God worked in people's lives.

The next time they met, George Fox asked him, "William, where is thy sword?" William replied, "I took thy advice. I wore it as long as I could."

Despite everything his father said or did, William became a Quaker. He started to wear plain clothes and use the plain language. Because he had studied the law and wrote very well, he was able to help Quakers who were put in prison. He, himself, spent time in prison because he was a Quaker.

Activities

Act out the Meeting for Worship with the soldier entering noisily, William leaping up, the soldiers' return, and the scene before the mayor. Pantomime the actions without using props. Have the children think about drawing a sword, taking off a hat, etc., without actually having them.

Add to the time line with pictures of William becoming a Quaker in 1666.

Talk about the ways you might practice simplicity of manners and dress. Make a collage using pictures from magazines. This might show fancy extravagant dress compared to plain dress.

Color and cut out the paper dolls of William Penn with his clothing before & after his conversion to Quakerism.

Color the picture of William Penn giving up his sword.

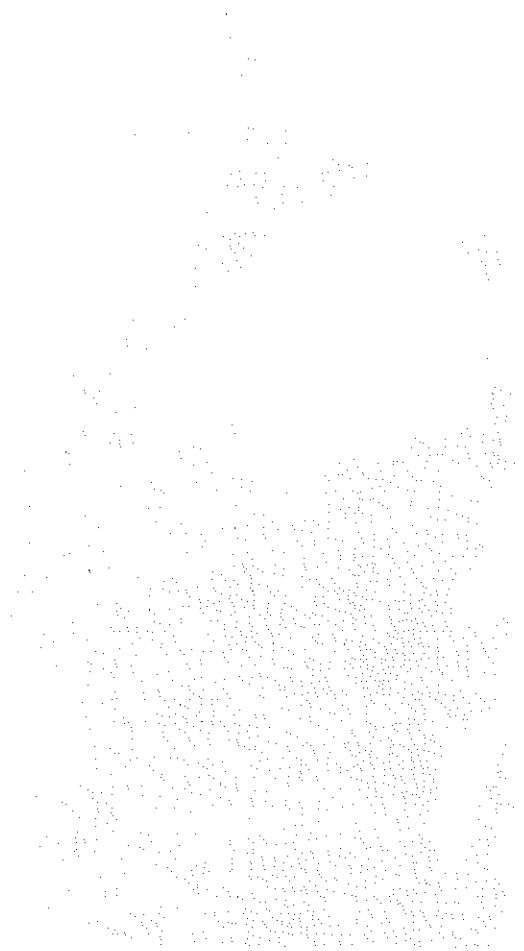
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Courtesy Historical Society of Pennsylvania

William Penn in Armor

William Penn had his portrait painted in armor at the age of twenty-two. He served briefly in the military under the Earl of Arran in restoring order to the garrison of Carrickfergus in Ireland. At this time Penn met members of the Society of Friends, including Thomas Loe, who was to greatly influence his life.

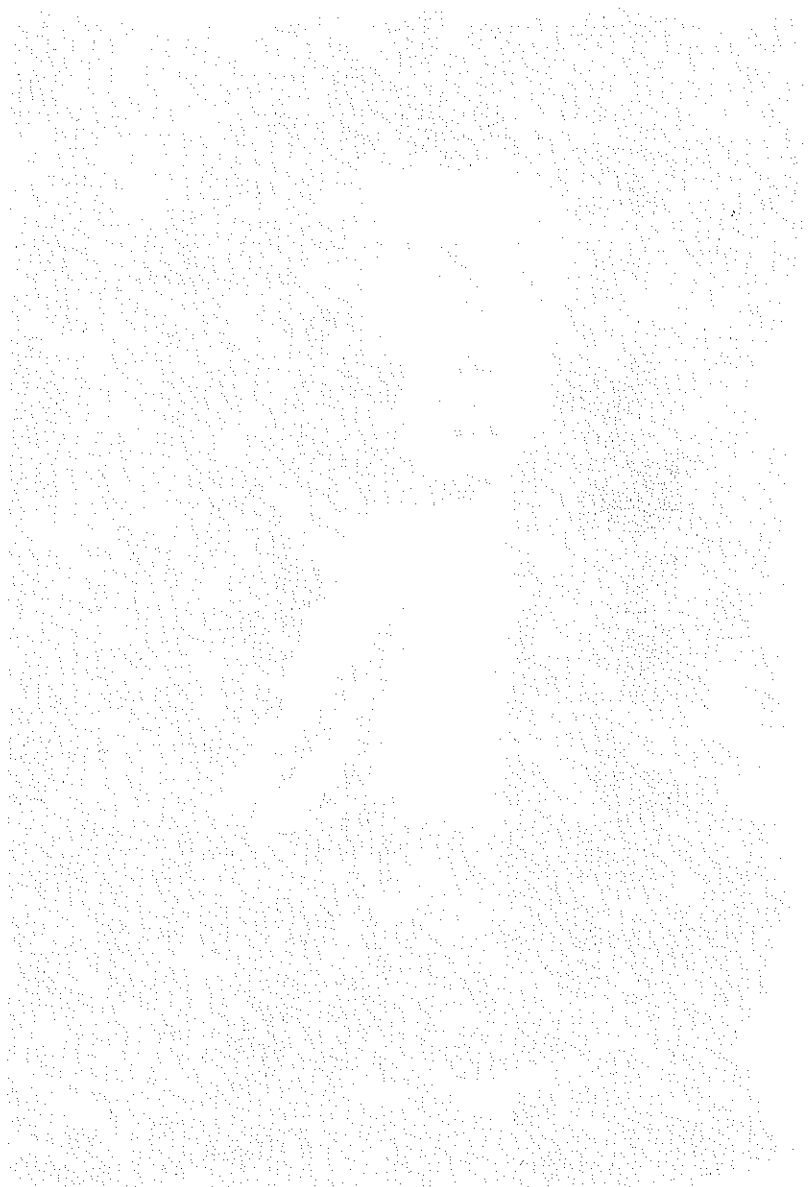




Charles II

William Penn petitioned King Charles II for land in the New World where he could give refuge to persecuted Quakers and establish what he called a holy experiment. His experiment was to be a Christian society based on law and guaranteeing religious liberty, personal rights, and an elected Assembly. The King signed the Charter on March 4, 1681, dissolving a debt he owed Penn's father; and on April 2, 1681, the creation of Pennsylvania was officially proclaimed.

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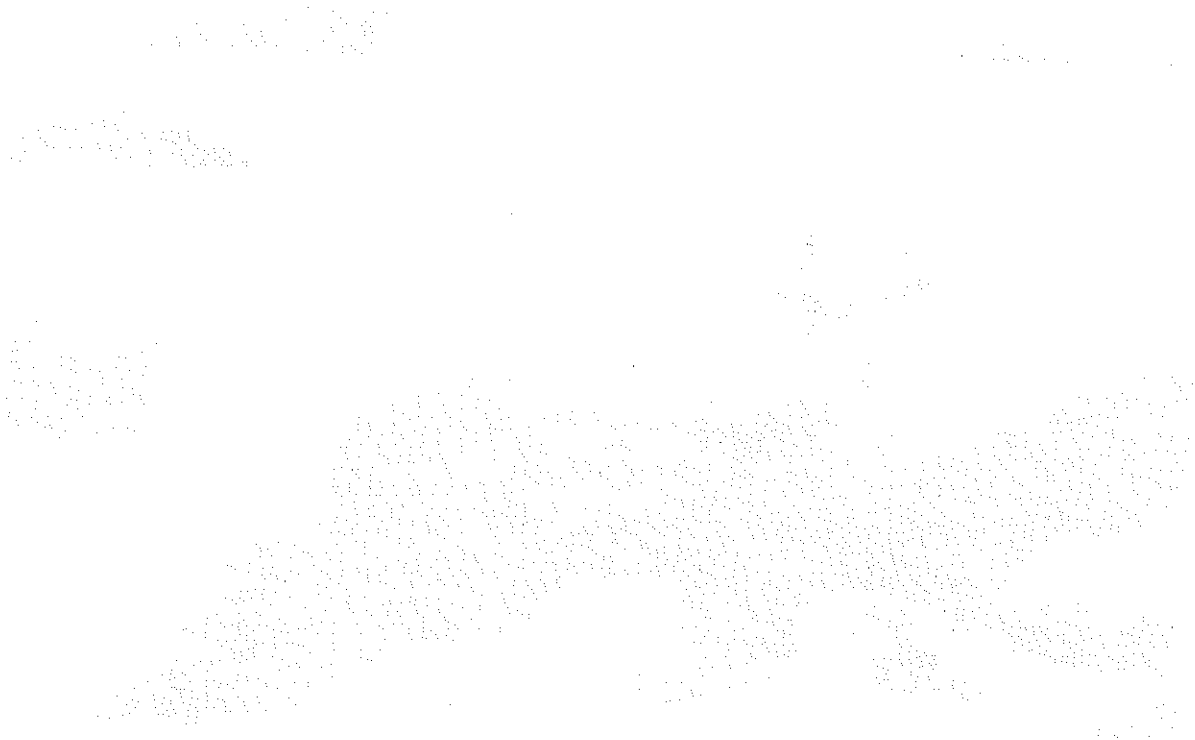
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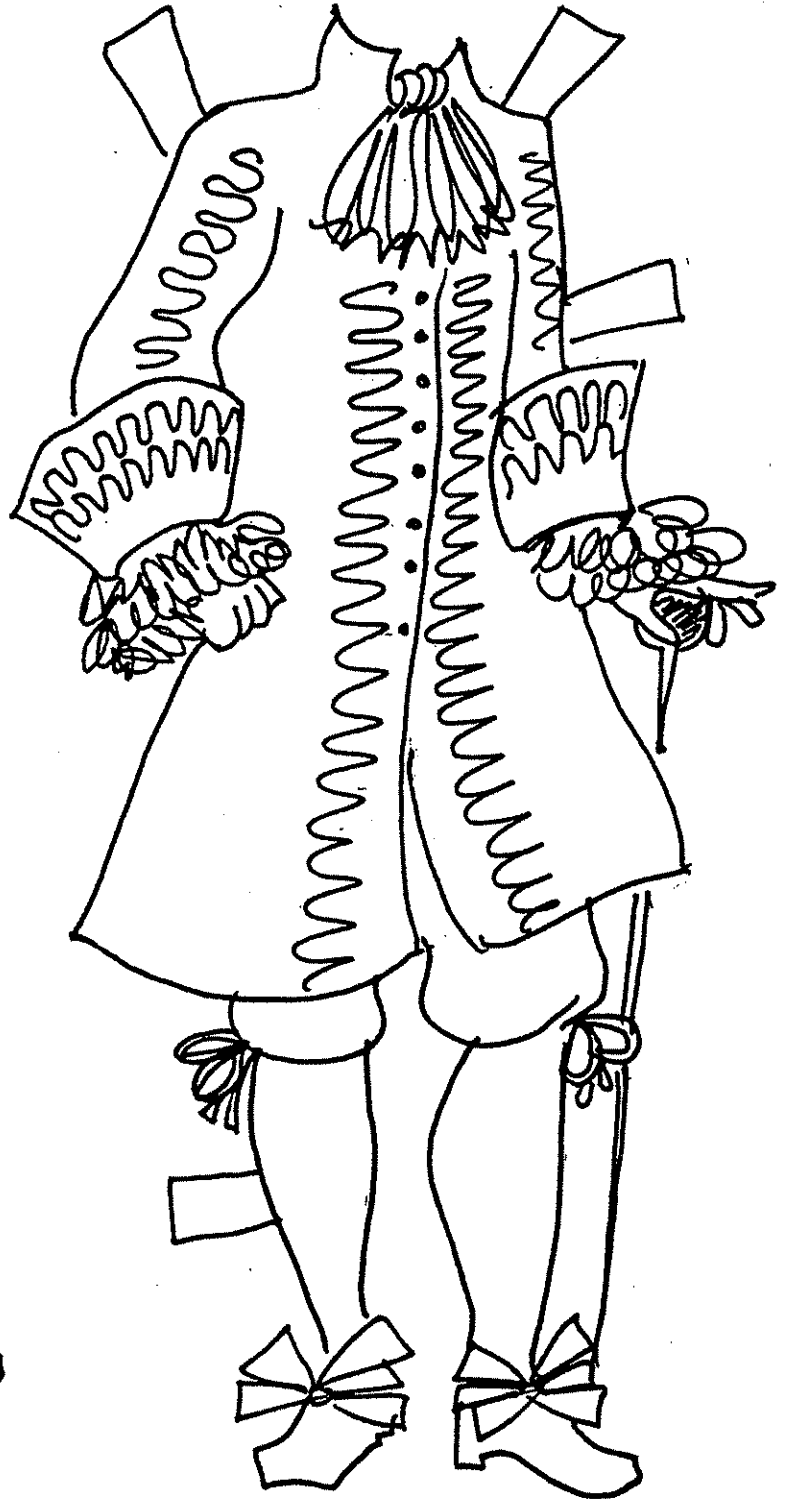
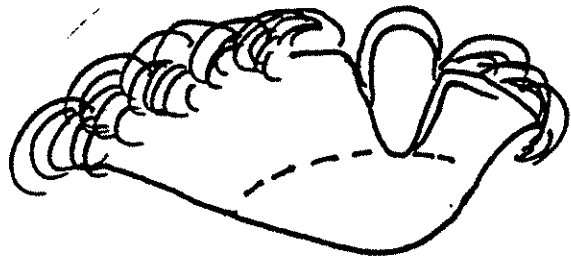
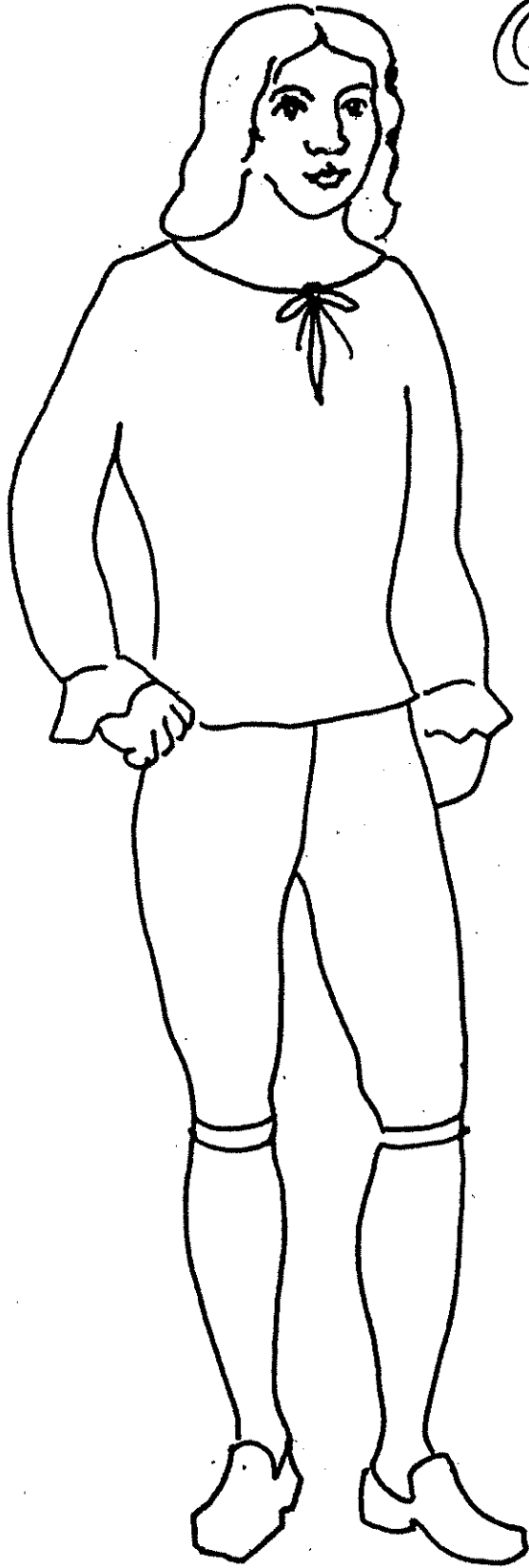
A Refuge in Ireland



SHANAGARRY CASTLE, set amidst eight square miles of lush farmland and tenant houses, was King Charles II's reward to Admiral Penn. His Majesty had previously confiscated it from a Cromwell supporter, and the task of drawing up the legal papers defending the Penn title to the estate was given to William.



THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
5780 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637



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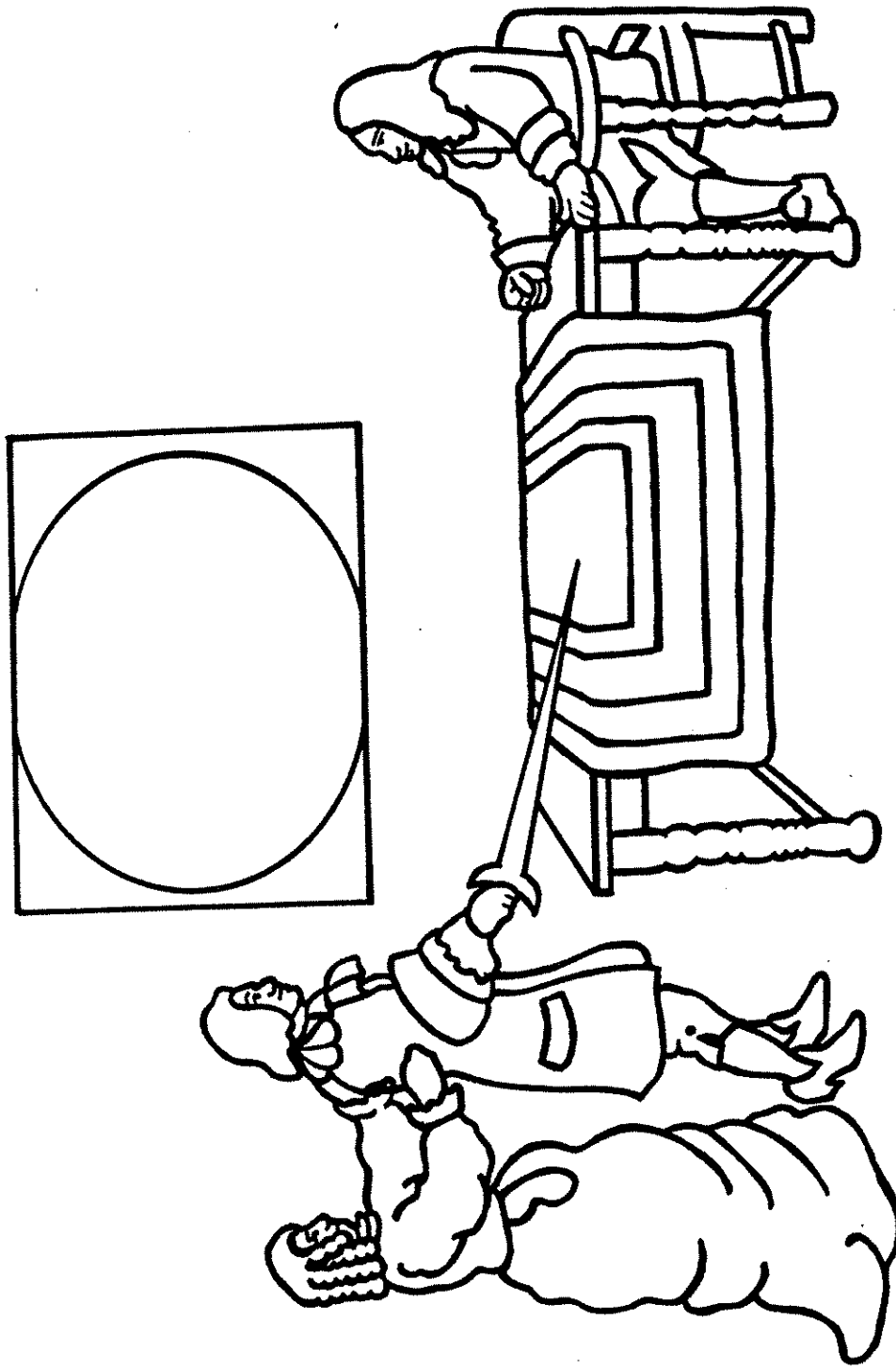


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William Penn Gives Up His Sword



William Penn did not think God wanted people to fight or be in wars. In his day people used swords as weapons, so William Penn gave up his sword. He put his sword on the table in front of his father, even though his father was an admiral in the British Navy.

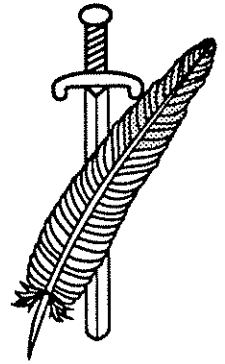
Handwritten notes in the upper left quadrant, including a small diagram of a triangle and some illegible text.



Chapter 7 - Dreams of a New City

...I have great love and regard to you and desire to gain your love and friendship by a kind, just, and peaceable life...

William Penn: from the letter sent to the Indians.



Themes:

Description of the forested land William Penn bought from the King of England and the Indians.
Why Pennsylvania was named as it was.
Freedom of worship, equal rights and opportunities to all races, trial by jury of peers, etc.

Materials Needed:

Map of the Delaware Valley including the Schuylkill and Delaware rivers; map of Philadelphia (see Appendix); pictures of Philadelphia before Penn arrived, and of the "Welcome."
Photocopies of the drawing of the "Welcome" to color, crayons.
Brown shelf paper, green and blue poster paint, brushes.
Ingredients for salt dough.
Rulers, pencils, paper, scissors.

Introduction:

Have ready a large piece of brown paper covering a large table with the outline of the Delaware River drawn on it. Include a small portion of New Jersey on one side and a large portion of Pennsylvania on the other. Draw the Schuylkill River flowing into the Delaware so that you show the peninsula of land where Philadelphia is located.

As they arrive have the children paint the land green, and the rivers blue.

When it is finished, ask them what they think Philadelphia was like when William Penn came here over 300 years ago. Who lived here? What were the houses like? How did they keep warm in the winter? What did they eat? Etc.

Before you start the story ask them how William Penn could buy so much land.

You can also read "William Penn" by Aliki, in most Meeting libraries, a story book with information about how William Penn got Pennsylvania.

Story:

William Penn was discouraged! He had tried over and over again to persuade the King of England to stop allowing sheriffs to put Quakers in jail because they wanted to hold meetings for worship and not have to go to the churches. Nothing worked! Many Quakers were in prison!

Finally William decided to try to set up a place in the New World for the Quakers and anyone who felt that people should be allowed to worship as they felt was right.

In June 1680 he wrote a letter to the King, asking him to give him land in the new world in payment of the huge debt of sixteen thousand pounds the King still owed his father's estate. This debt was made at the time the Admiral had used his own money to outfit the naval vessels when England was at war with the Dutch and French.

The King was glad to get rid of the debt in such an easy way. On March 4, 1681, he signed a Charter for the land. See picture of King Charles II, enclosed. Penn wanted it called New Wales or Sylvania. When he read the fancy, parchment charter, he found that it was named Pennsylvania. When he asked the King to change it, the King refused. It was named in honor of his father, the Admiral, and the King felt it was appropriate to call it Penn's Woods (the meaning

of Sylvania), William was afraid people would think it was named after him. He had to let the King have his way. William Penn became the Governor of a colony named Pennsylvania.

There was a lot of work to be done. Quakers had to be told about the new colony and encouraged to pack their things and sail across the great sea to the new land. It was country with lots of woods, no houses, no stores, wild animals and Indians.

William had to set up a government. He wanted to make friends of the Indians and pay them for the land. It took a lot of time and money to persuade people to sail to the unknown land. William sent some men to talk to the Indians and settlers who were already there; to be friendly and promise to treat them fairly.

Finally William was ready to go to the new colony himself. He went on a small sailing ship called the "Welcome". See picture enclosed. The ship was loaded with one hundred people, cattle (horses, pigs, etc), pieces of a mill knocked apart, spades, plowshares, furniture, seeds and seedlings; every imaginable thing needed for life in the New World.

When William Penn sailed up the Delaware River he was welcomed by the settlers already there. It took a couple of days before he took a barge, rowed by some men, up the river to the place he had chosen for his city of Philadelphia. Indians were there to welcome him.

"Be grave; they love not to be smiled on." When he saw the Indians in the canoes coming out from the shore to greet his barge, William Penn must have remembered saying these words to the three commissioners he had sent to Pennsylvania earlier.

The red-skinned men came out from shore in swiftly moving canoes. A couple of feathers were stuck through their top-knots. They went silently around the barge; looking, without smiling or a single sign of welcome, and then returned to the shore.

When he stepped out of the barge, he could see that the surveyors he had sent ahead had been busy marking out the wide, straight streets he had planned for his city.

Activities

1. Act out the Indians paddling their canoes out and going around Penn's barge.

2. Learn sign language for MUCH, CORN, and THANK YOU:

MUCH: Hold your hands like this:

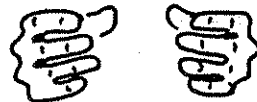
Bring hands down and together and then lift up.

CORN: Hold thumb and index finger of left hand with thumb and index finger of right hand, like this:

Turn right hand a few times.

THANK YOU: Hold both hands shoulder high, palms out.

Push them down and away from you.



3. Look at a map of Philadelphia. On the brown paper map used earlier, draw Market Street and Broad Street with a yardstick. Add a few more streets, putting the names on as you wish. Help the children see that the East and West streets are named for trees and the North and South ones are numbered going up from the river. Explain that William Penn wanted them named that way but some of the names were later changed (Arch St., Race St., Market St. are some). Point out that the streets were to be wide and straight. Don't worry about scale. The important idea is that Penn wanted an orderly, clean, and manageable city.

4. Show pictures of Philadelphia from *Philadelphia, Portrait of an American City*, Edwin Wolf, 1975, p. 24 & 25, (Southeast part of the city) and p. 18 & 19, (Penn with the Indians), and from *Quaker Reflections to Light the Future* - p. 16-20.
5. Make a three-dimensional map of the city using salt-dough and paint.

Salt-dough Recipe

One cup salt

Two cups flour

One cup water

Blend salt and flour in a bowl. Add 1 cup water, a little at a time. Knead dough 7-10 minutes, until firm (kids can do this, if you split the dough up into smaller pieces). Class then forms the city, to match the description in the introduction, making the land (dough) no thicker than 1/4". Let dough dry in a ventilated, light-filled location until the next First Day. Then it can be painted and finally varnished.

Small buildings can be made from upside down folded paper boxes (see directions at end of this chapter) or empty small inverted cut-off milk cartons.

6. Color the picture of the "Welcome".

References:

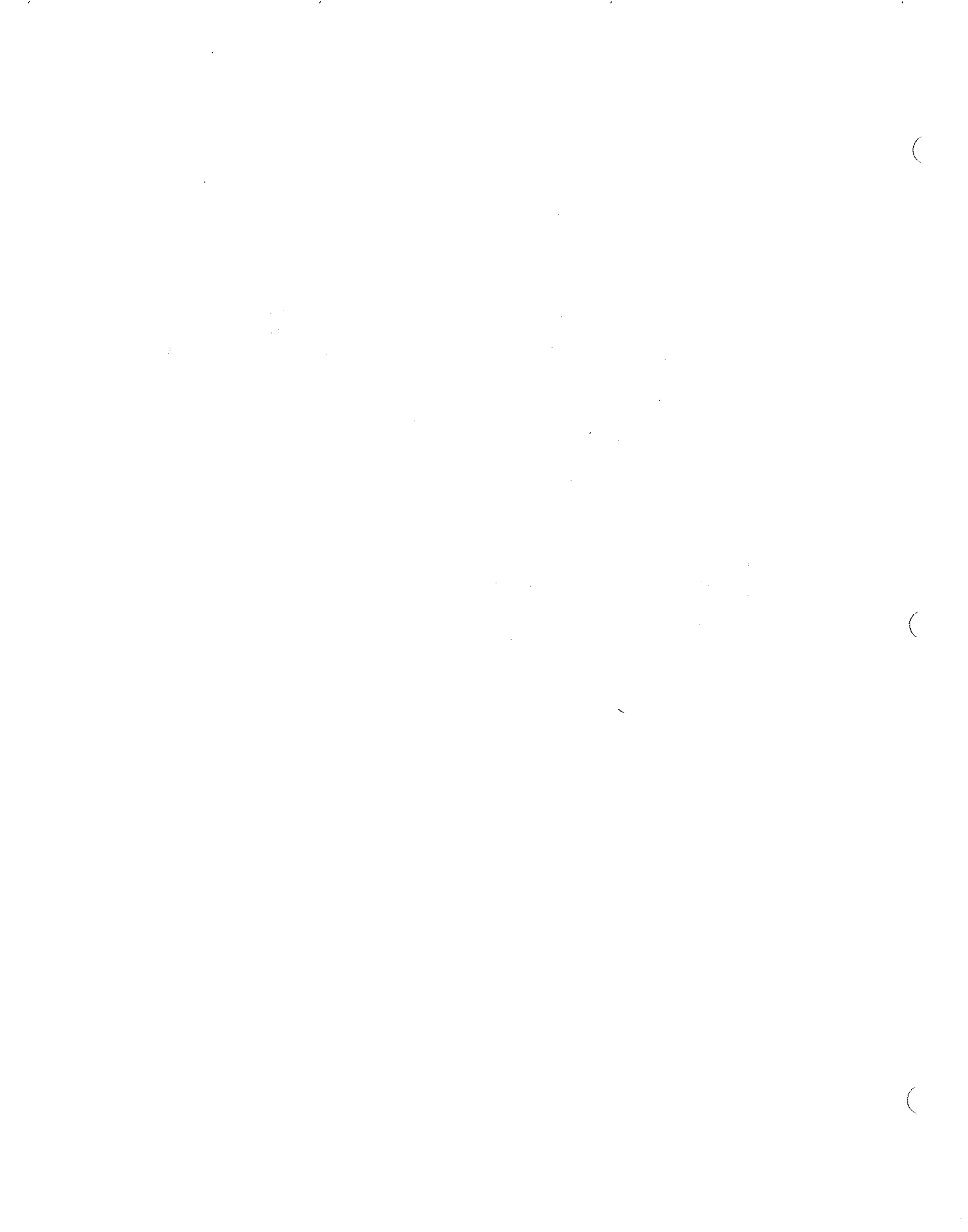
Map of Philadelphia

"Philadelphia, Portrait of an American City," Edwin Wolf, 2nd, Winchell Co., 1975; PYM Library

"William Penn," Alike, Prentice Hall, 1964; PYM Library.

"Color Me Quaker", Friends United Meeting; from FGC Bookstore.

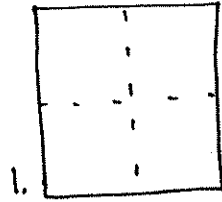
"Quaker Reflections to Light the Future", FGC, 1967; PYM Library and in most Meeting libraries.



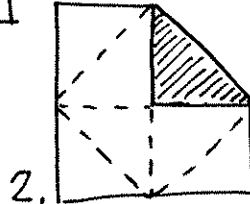
How to fold a paper box

Use a square piece of paper.

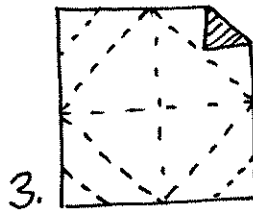
1. Fold the square horizontally and vertically to find the center. Crease lightly. Unfold.



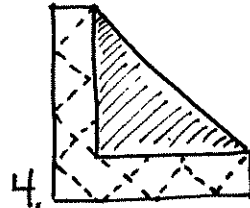
2. Fold each corner to the center. Crease firmly. Unfold.



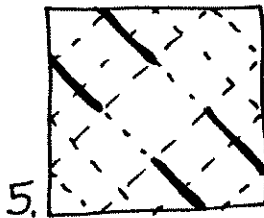
3. Fold each corner to the crease line just made. Crease firmly. Unfold.



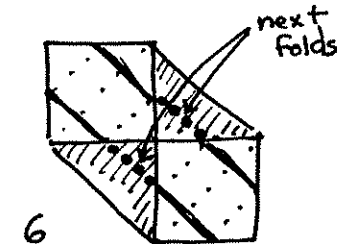
4. Fold each corner to the fold lines made in Step 2, on the opposite side of the square. Crease firmly. Unfold.



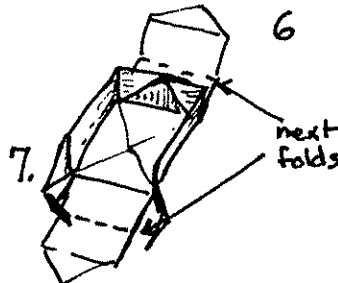
5. Cut on the heavy lines.



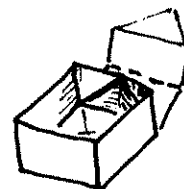
6. Fold the un-cut corners to the center.



7. Fold up the two sides, then fold in the triangles at the edges.



8. Lock the box in place by folding over the other two corners.



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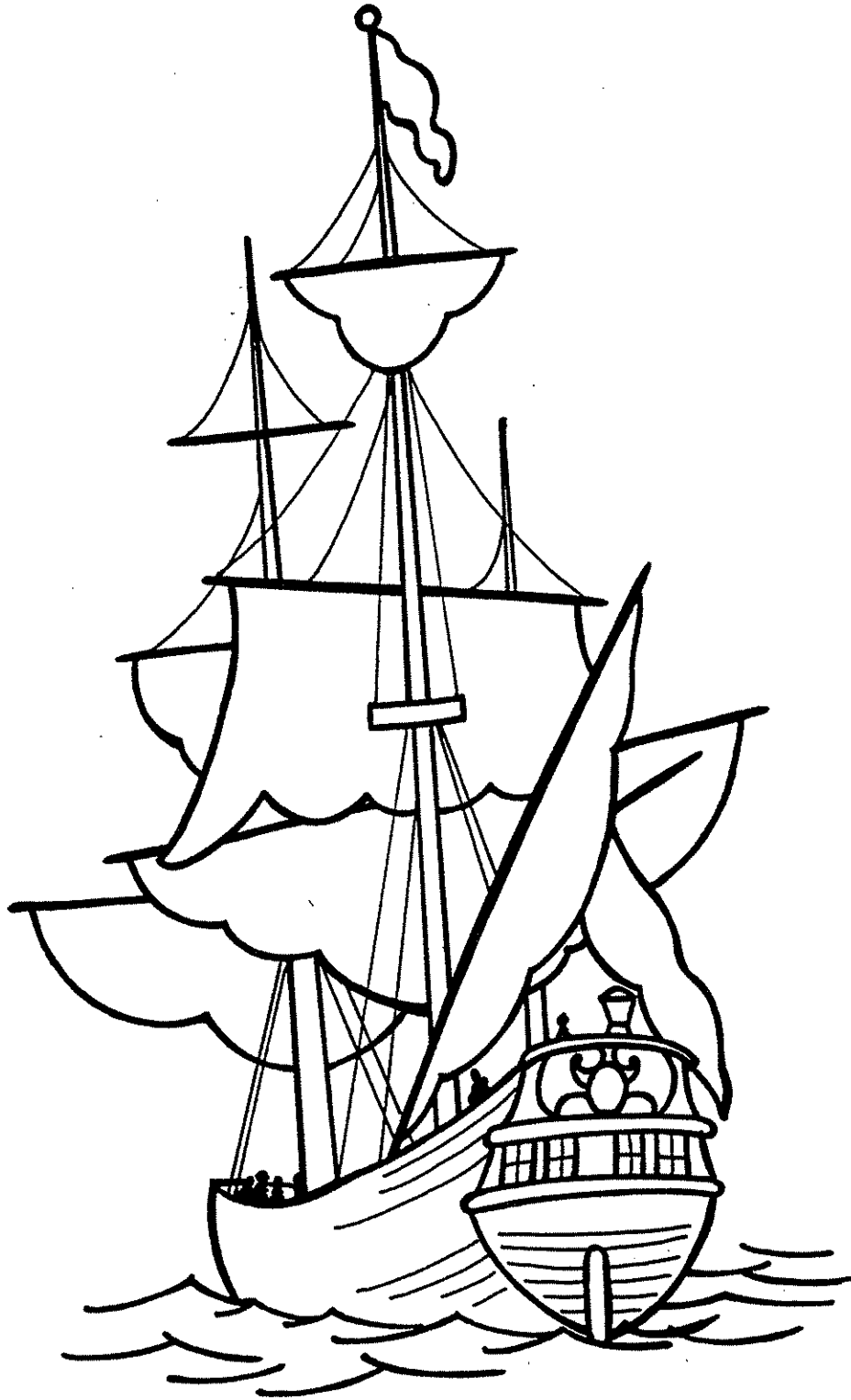
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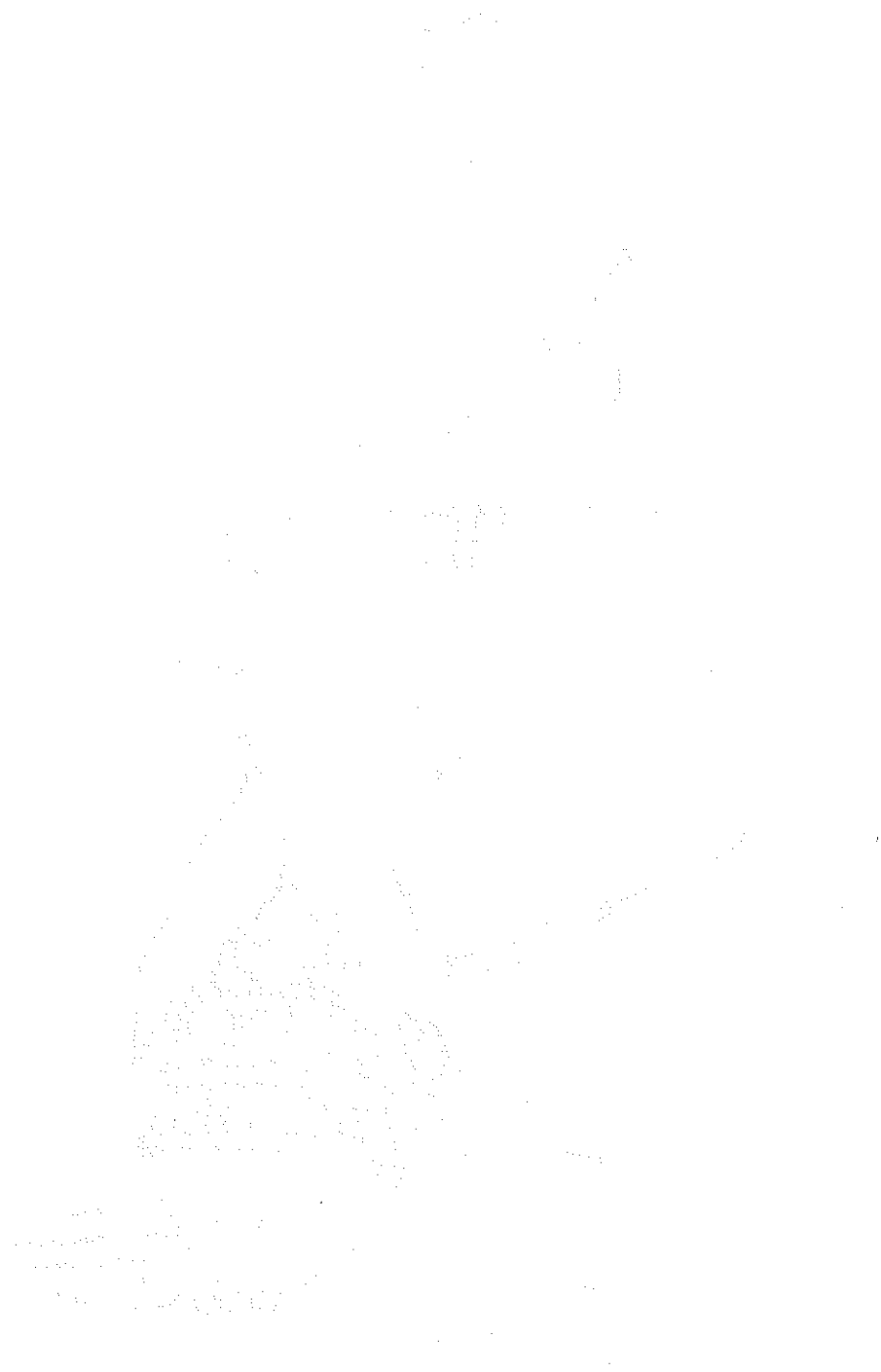
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The Ship *Welcome*



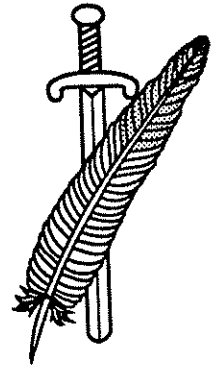
This ship is the *Welcome*. William Penn and other Quakers sailed on the *Welcome* from England to the United States.



Chapter 8 - Friendship with the Indians

... (He promised) the good faith and friendship of the Indians so long as "the creeks and rivers run, and while the sun, moon, and stars endure." Chief Taminent at the meeting at Shackamaxon.

I have great love and regard for you and I desire to win and gain your love and friendship, by a kind, just and peaceable life. -- Penn



Themes:

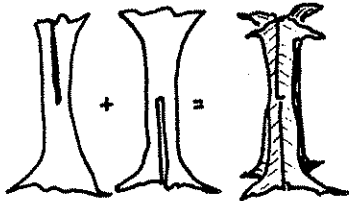
Recognition of equality and worth of all people.
Spiritual communication between people.

Materials Needed:

Green and brown construction paper, scissors, glue.
Ingredients for Indian Pudding or Cranberry Muffins.
Shallow box lid, poster paint, sponge, cardboard, plasticene.
Ziti, food coloring, yarn, Scotch tape.
Photocopies of "Penn's Treaty with the Indians" to color.

Introduction:

If the class has made a map of Philadelphia, have the children make trees to put on the map. You can make trees with colored paper and stand them up by making two trunks, cutting one up from the bottom halfway and the other down from the top halfway. Then slip them together at right angles by interlocking the slips vertically. Make separate tops. Or use clay, sticks, etc. Make as many as you can and set them on the map.



Talk about Penn's hopes for his colony and city; a place of peace, caring for all people who came there to live, and love for one another.

The forest was changing into a busy town and then a city. What is Philadelphia like today? Who lived there first? How might they have felt as they saw their hunting and fishing land turned into a city?

Story:

William Penn's barge landed at Dock Creek. A house was already being built where people could come to eat and sleep.

"We want to make a ceremony to welcome you!" the Indians said to William later.

During the next month William Penn was very busy. He met many of the Indians who planned a big gathering of the tribes at Shackamaxon, the Meeting Ground. Each day, those living nearby came and met him, walked with him, sat on the ground and shared their roasted acorns and hominy with him.

Once they were having such a good time, the Indians jumped up and started running races and high jumping. It was just what William Penn liked to do. Up he jumped and ran races and high jumped with them, and beat them all! They loved it and respected him all the more.

The Indians sent runners to the Mingoes, a branch of the Iroquois, the Shawnees from the Susquehanna area, and the Lenni Lenape tribes, to call them to a meeting under the big elm tree at

Shackamaxon. In late November they came to meet the great chief, Onas (William Penn). The Indian word "onas" meant quill or pen in their language.

The Indians wore their ceremonial clothes. In the center of the tribes was Taminent, the Great Chief. William Penn came with all his councilors around him. He stepped toward them and said words like these:

"We wish to live in peace and friendship with you. We will not use weapons against our fellow creatures and provoke the Great Spirit. We will consider you as the same flesh as we are." (See picture enclosed.)

He told them the points of the treaty. All the paths should be open and free for everyone. No one should bring false reports about the other, but go openly to talk over disagreements and find solutions. All the children and their children, should be told of the agreement and the friendship should grow.

A chief stepped forward and shook Penn's hand, promising the good faith and friendship of the Indians "as long as the creeks and rivers run, and while the sun, moon, and stars endure."

The Indians made a Wampum belt (see picture enclosed) to record the treaty and gave it to William Penn. It is a woven picture of shells, showing a man in a hat holding the hand of a man without a hat.

A family in the wilderness was never surprised to find an Indian sleeping in front of the fireplace on a cold or wet morning. They were always ready to feed a hungry Indian when he travelled past their cabin.

Neither did a settler hesitate to stop at an Indian wigwam when they were cold and hungry. At Yearly Meeting time or when it was necessary for the parents to leave home for a few days, they trusted the Indians to care for their children while they were gone. William Penn's treaty worked! The Friends lived in peace with the Indians.

Activities

1. Make houses of milk cartons to put on your city layout.
2. Make Indian pudding or cranberry muffins:

Indian Pudding - serve with ice cream or yogurt if you like.

1 quart milk	1/2 tsp. salt
3/4 c. molasses	1/4 tsp. each nutmeg, cinnamon, ginger
1 c. cornmeal	2 beaten eggs
1/2 stick butter	1 tsp. shortening to grease pan
2 T. sugar	

Equipment: 1 saucepan, 1 spoon, 1 baking dish (1-1/2 quart), measuring spoons, measuring cups, small bowl to beat eggs.

Heat milk in pan. Add molasses and cornmeal. Mix and bring to a boil. Remove from heat and add butter and spices. Cool ten minutes. Add a little to beaten egg and return to pan and mix well. Grease baking dish. Pour in pudding. Bake 325 F one hour. Serves 6-8

Cranberry Muffins

2 c. flour	1 c. coarsely chopped cranberries
3/4 c. sugar	1/2 c. nuts (optional)
1-1/2 tsp. baking powder	1 tsp. grated orange rind
1 tsp. salt	1 egg
1/2 tsp. baking soda	3/4 c. orange juice
	1/4 c. melted shortening

Sift dry ingredients together. Add berries, nuts and peel. Combine egg, juice, and shortening. Add to flour mixture and stir until just moistened. Fill 12 greased muffin cups 2/3 full. Bake at 400 F 20-25 minutes. (Can be cooked in a greased 9-1/2 x 5" loaf pan at 350 F 50 minutes)

3. Play an Indian bowl game:

You need:

6 almonds or peach pits	Felt-tip pen
Small wooden bowl	Box of toothpicks
Two or more players	

How to:

Draw a line on one side of each almond (or peach pit). Put six of them in the bowl. Hold bowl and toss nuts in the air and catch them in the bowl. A point is scored for each one caught with the line side up. For the younger players a point should be scored for each one caught and two points if it lands line side up.

For each point a player takes a toothpick.

Take turns. After ten turns the player having the most toothpicks is the winner.

4. Put on a play for the Meeting showing William Penn and the Indians meeting, sitting and eating, racing, exchanging gifts and the wampum belt and shaking hands.

5. Diorama of Penn's Treaty with the Indians:

Materials:

Lid from a ream paper box	2" piece of sponge
poster paint	poster board or cardboard
plasticene	

Sponge paint the background on the bottom and sides of the box lid. Draw "practice" pictures of the major figures in the treaty, then copy them onto the cardboard. Cut out and prop up in the diorama using plasticene for bases for the figures.

6. Ziti "Wampum" necklaces:

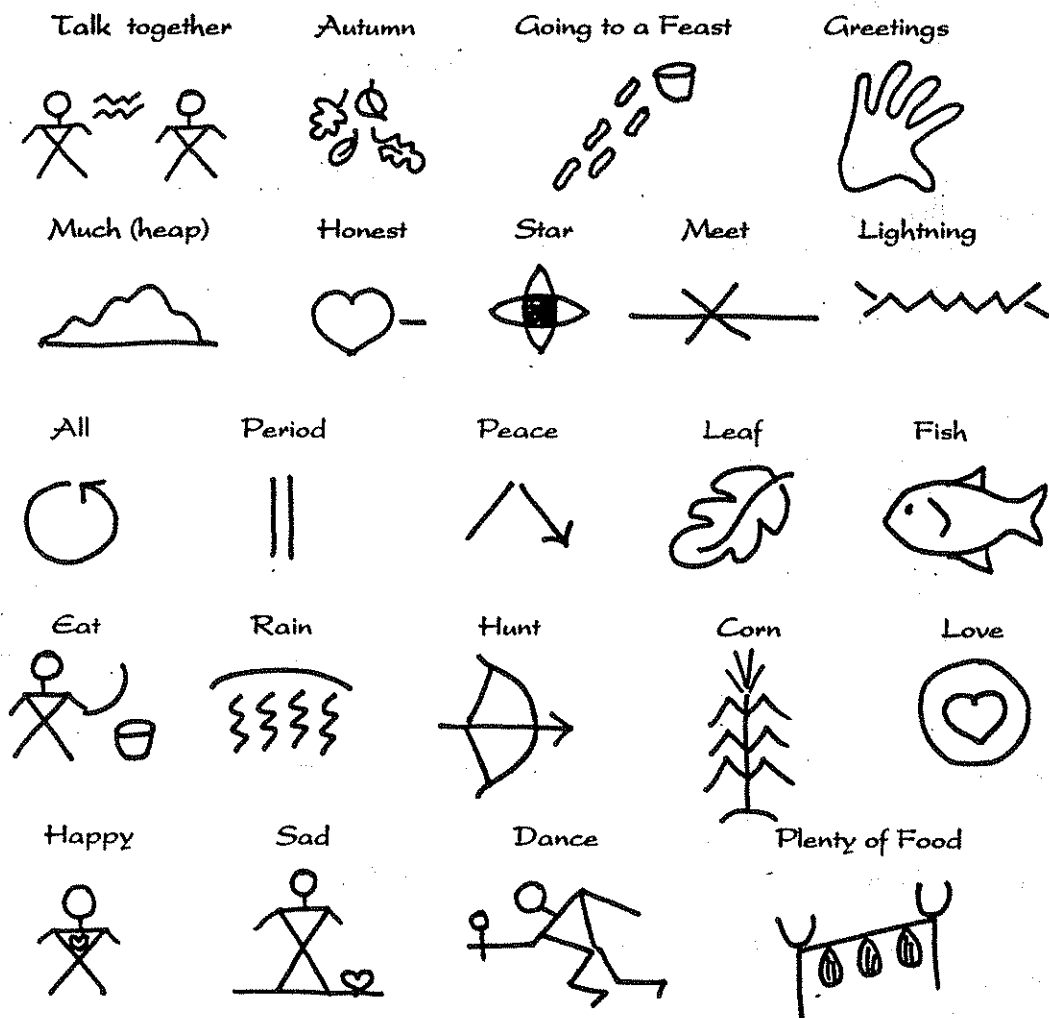
Materials:

ziti	food coloring
yarn	nail polish or Scotch tape

The day before class, dye the ziti different colors: mix food coloring with water. Soak the ziti less than five minutes; dry on a cookie tray. On First Day, cut pieces of yarn proper necklace length and dip one end of each in nail polish or wrap with Scotch tape. Children string colored ziti into necklaces and tie off the ends.

7. Indian Picture Writing

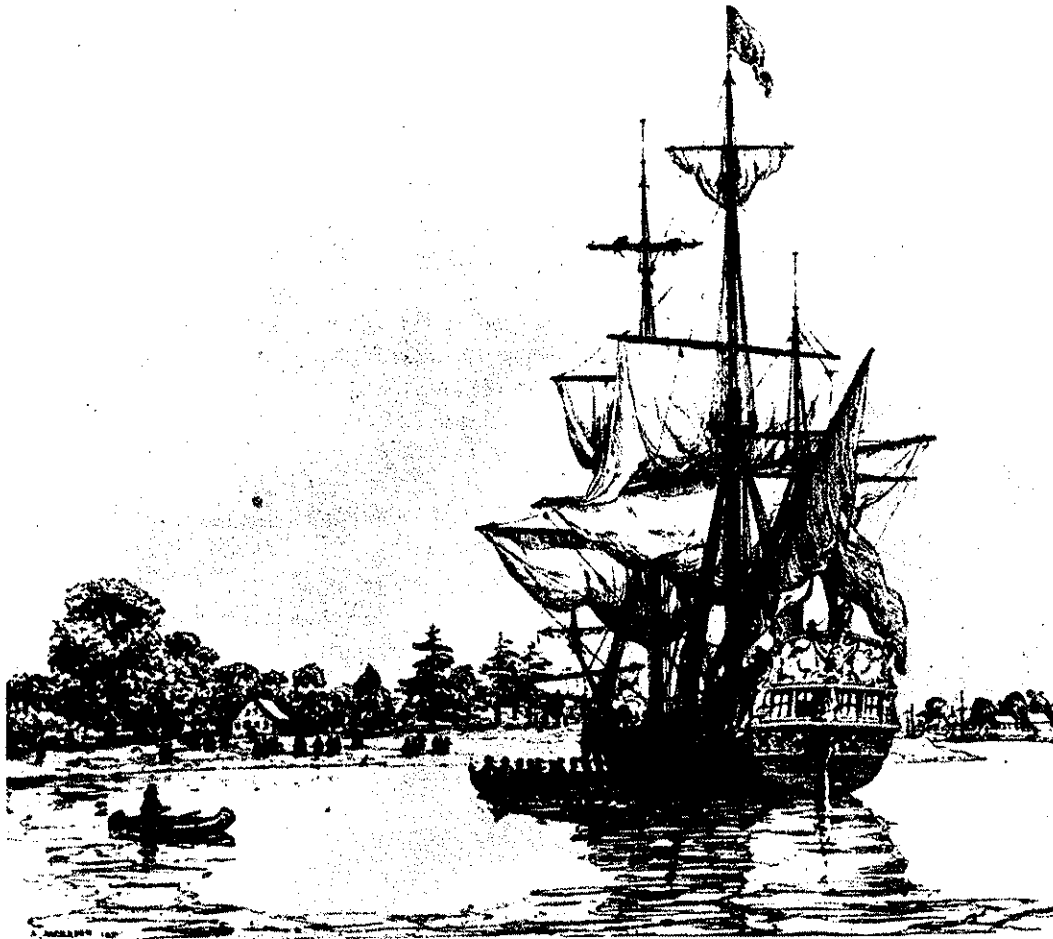
Indians used pictures to tell stories. They used dirt, grass, plants and flowers to make colors. Animal bones were used for brushes. Here are some symbols to tell a story:



Make up your own picture words.

References:

- Quaker Reflections to Light the Future*, FGC, 1967 - in PYM Library and in most Meetings.
- Philadelphia, Portrait of an American City*, Edwin Wolf 2nd, Winchell Co., 1975, in PYM Library.
- Philadelphia Quakers*, Robert H. Wilson, 1681-1981, PYM Library.
- Here Ye of Philadelphia*, by Polly Curren, Lothrop, Lee and Shepard, 1968, PYM Library.

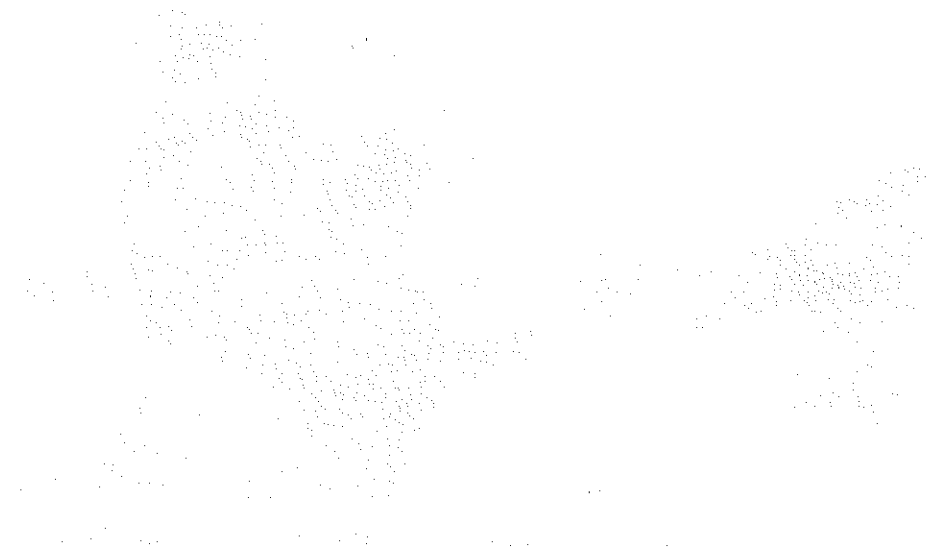


**PENN'S FIRST ARRIVAL IN AMERICA, AT NEW CASTLE, DELAWARE,
1682**

PENN ARRIVED IN AMERICA in October, 1682, going ashore from his ship the "Welcome" first at New Castle, Delaware. The first time he actually touched Pennsylvania soil was when he landed at the Swedish settlement of Upland, which he renamed Chester. From this town, he proceeded up the Delaware River by barge to the new city of Philadelphia, where he was greeted by earlier arrivals and Indians. During this first visit to his Province, Penn called the first General Assembly and co-operated in the drafting of the Second Frame of Government, which amended the more famous First Frame of Government, which he had written in England. Penn returned to Britain in 1684.

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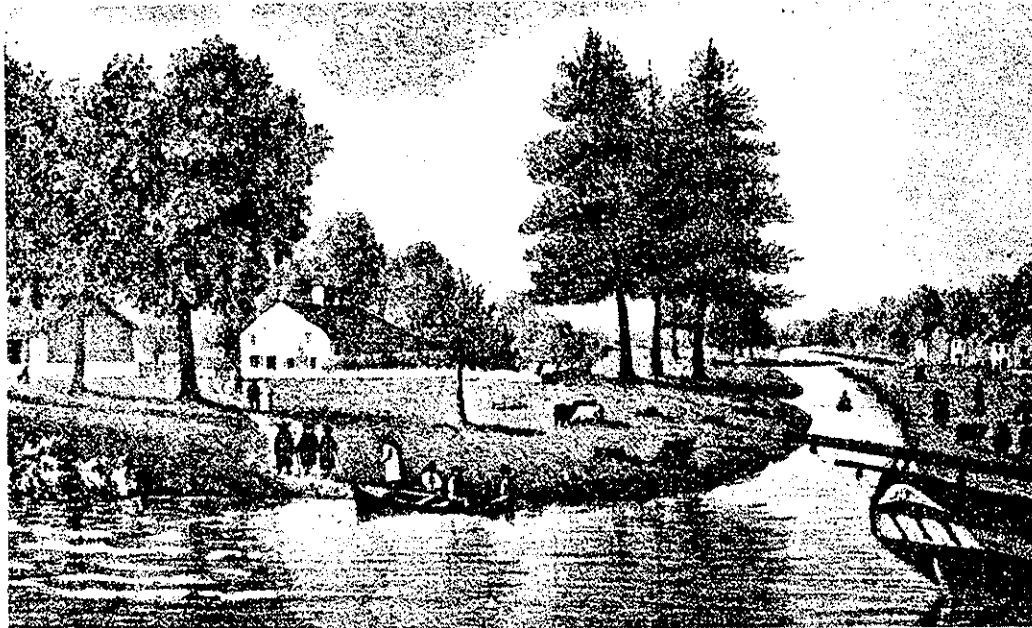
PEACE WITH THE INDIANS was one of Penn's greatest desires, and even though he owned all of Pennsylvania by virtue of his royal charter from King Charles II, he purchased the land from the tribes who lived there. According to legend, the first formal meeting of the Quaker leader and the Indians took place under an elm tree at Shackamaxon. Benjamin West, America's great eighteenth-century artist, did the famous painting of this scene.

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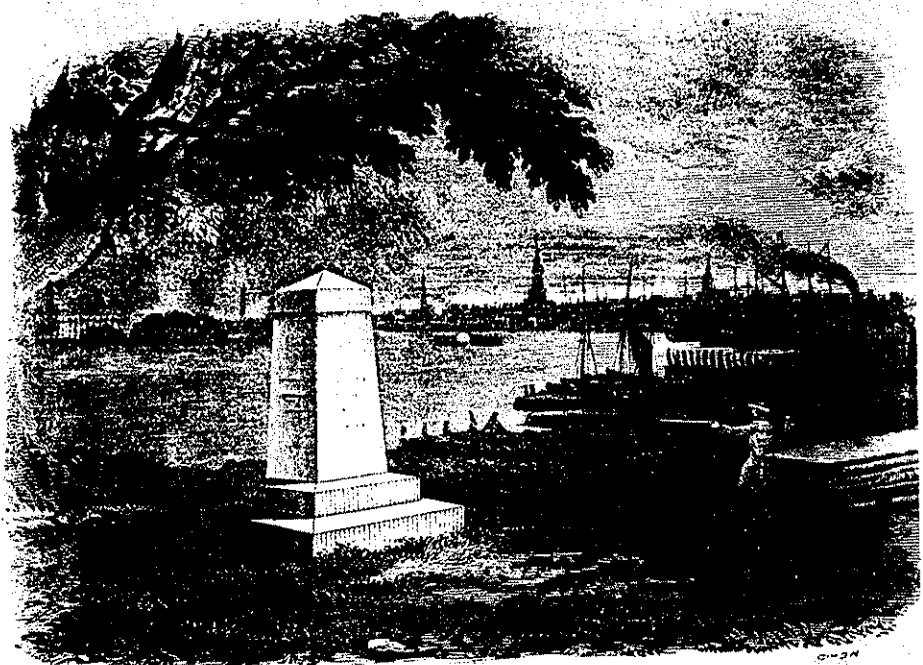


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PENN'S LANDING AT CHESTER, 1682



THE SHACKAMAXON MONUMENT, erected in Philadelphia, (shown here in a nineteenth-century view) marks the traditional site of one of the most famous meetings in Pennsylvania history.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.

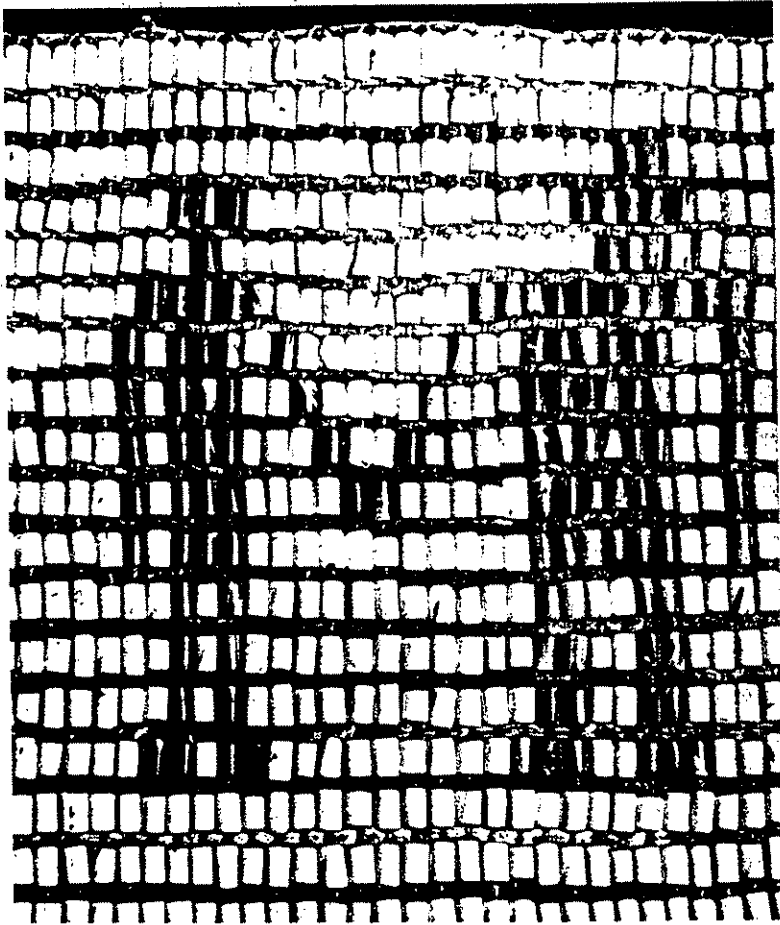
2. The second part of the document focuses on the role of the accounting department in providing accurate and timely information to management. It highlights that the accounting department is responsible for analyzing financial data and providing insights that can help management make informed decisions. The text also notes that the accounting department should maintain close communication with other departments to ensure that all financial transactions are properly recorded and reported.

3. The third part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.

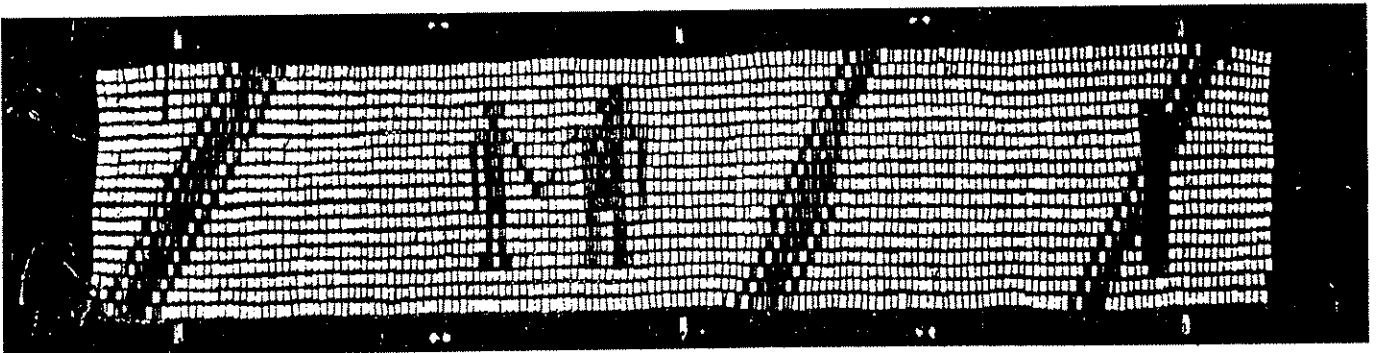
4. The fourth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.

5. The fifth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.

6. The sixth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.



AFTER THE SHACKAMAXON MEETING, Taminent, a chief of the Unami tribe of the Delaware Indians, presented his friend William Penn with this famous wampum belt of white and purple beads made from clam shells. Its design symbolizes the friendship between the white man and the Indian.



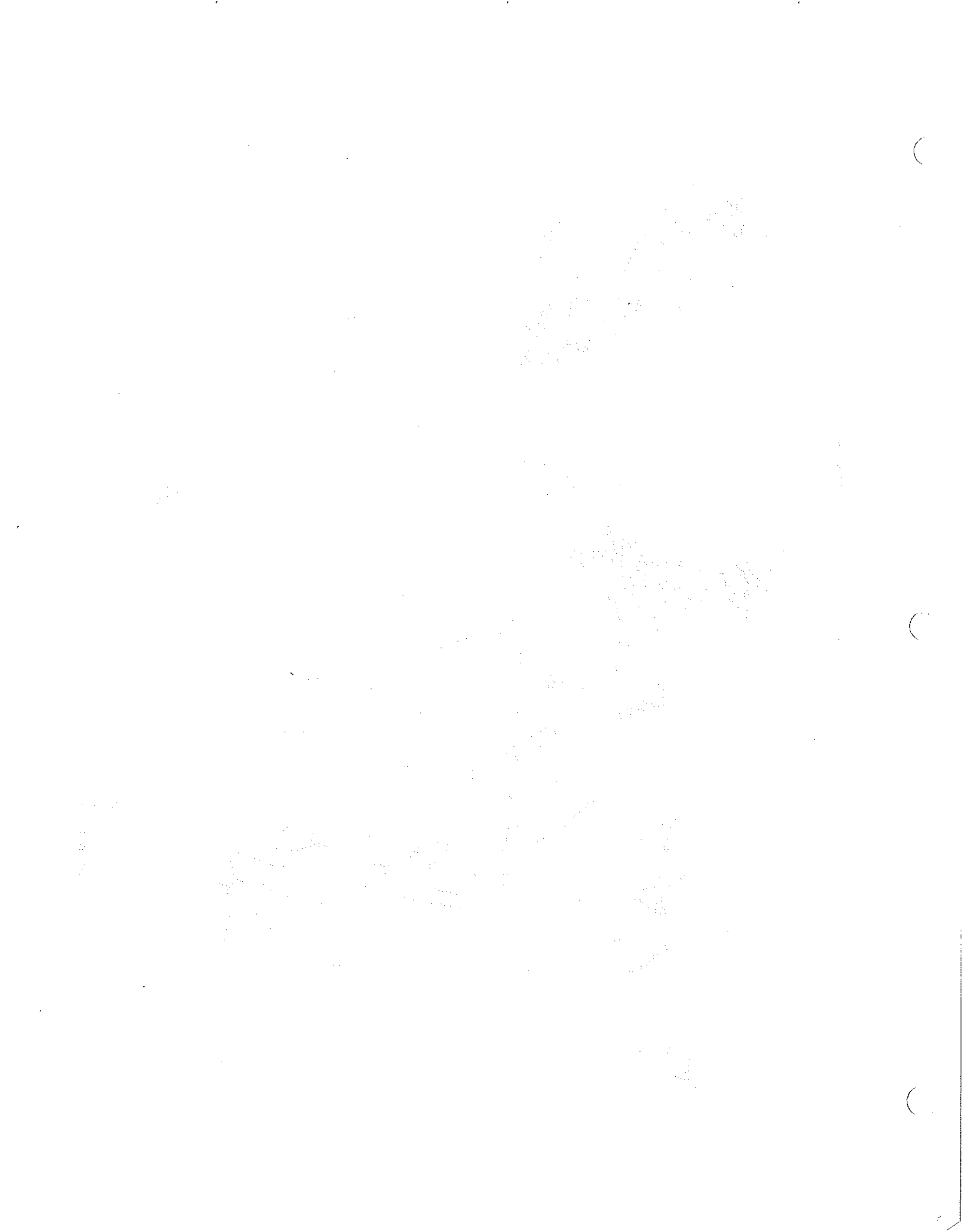
Courtesy Historical Society of Pennsylvania

"Penn's Treaty with the Indians"



from painting by Benjamin West

Many, many years ago a Quaker named William Penn made a treaty with the Indians. This treaty was a promise between the Quakers and the Indians. It was a promise that they would all live in peace.

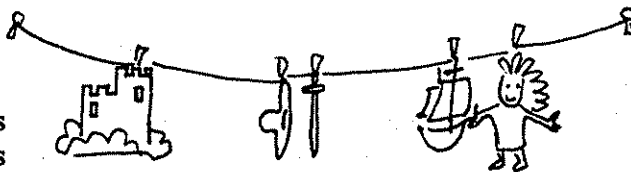


Suggested Activities

For Multiple Age Levels in one Class:

Time Lines

Time lines can be started with the first lesson and be added to until the end of the unit. Depending on the age of your students, a time line can be as simple as a rope knotted at intervals representing important events in William's life: his birth, conversion to Quakerism, sailing to Philadelphia, and his death. Perhaps a date and/or a very simple drawing illustrating the event can be hung from the knot. Slightly older children, second or third graders, can make cardboard figures or objects (a sword to illustrate Penn's conversion, for example,) to hang from the appropriate knot.



Dioramas



A diorama can be very simple, with pipe cleaner figures stuck in clay in a shoebox, to more complex with cut paper, clay or salt-dough scenes. If each scene is completed in a shoebox, the boxes can be lined up side by side to show the major events of Penn's life, as they are studied in FDS.

Interest Centers

If you are teaching three or four different ages in your class, interest centers can be useful. Set up two or three tables around the classroom, each with materials for an activity. Choose the activities according to the skill and interest levels in your class. For example, in the Sea Battle Chapter, one table could be a water table with floating toys (for 3-5 years). Another table might have materials for making walnut shell boats (for K-2nd grade). And a third table could have paint supplies and a large brown sheet of paper for illustrating the area in Europe where William's father's sea battle was fought (for 3rd and 4th graders). After the story has been told, and the theme emphasized, the teacher gives directions for each activity, then directs students to the age-appropriate table and supervises.

Role-Plays

Another method of involving several ages in one class is through role playing the story or an incident of the story.

After telling the story, ask the children to recall the main events and characters of the story and list them on the board or chart. The students then settle into silence and quietly decide which character they think they can play. Group the characters into scenes. For example: in Chapter 5: To Draw or Not To Draw a Sword: Group 1-Penn and fellow students, skipping chapel; Group 2-Penn and the young Frenchman with a sword; or Group 3-Penn and his father. Ask each group of actors to go off by themselves and decide what they will say and do. If you have several aspiring Penns, a different child can play Penn in each scene. The youngest children may wish to be one of a crowd or an inanimate object. Review the sequence of events with the whole group just before they begin the play and then get ready to be thoroughly entertained. (This process is suggested by Mary Snyder in "Jesus, Who Was He?" published by Friends General Conference.)