

History Hunters Youth Reporter Program

Student Workbook



Stenton



Cliveden



Belfield & La Salle
University Art Museum



Johnson House



Wyck

🎀 Acknowledgements 🎀

Since its inception over a decade ago, *History Hunters* has become synonymous with excellence in museum educational programming. The program has been awarded numerous national and state awards, and more importantly, has served more than 20,000 Philadelphia schoolchildren. This would not have been possible without the support of many generous individuals and foundations. We are particularly grateful to the **Heritage Philadelphia Program of the Pew Charitable Trusts**, for funding the initial development and implementation of the program. **The National Endowment for the Humanities** provided a *We the People* challenge grant that enabled the NSCDA/PA to raise an endowment for *History Hunters*, ensuring that innovative collaborative programming will continue to be a hallmark of the work that we do. **Mrs. Jane Seddon Willson** gave an extraordinary donation that helped complete the required match needed to establish the endowment. It is in her honor that the new endowment for Stenton educational programming is named. We are also grateful to the Hamilton Family Foundation, Christopher Ludwick Foundation, Seybert Foundation, Philadelphia Cultural Fund, and Pennsylvania Historical and Museum Commission, all of whom have provided critical ongoing support for History Hunters. For a complete list of funders or to learn how you can support the program, visit the History Hunters website at: <http://www.historyhunters.org/donate>. Finally, we reserve special thanks for the Society of Colonial Wars in the Commonwealth of Pennsylvania, who underwrote the publication of this year's workbooks.

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Dennis S. Pickeral
Project Director
July 2017



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I. History Hunters Youth Reporter Program

~ An Introduction ~

The *History Hunters Youth Reporter Program* is an exciting educational program that allows you to hunt for history right here, in your own neighborhood. You will visit four of Philadelphia's most historic house museums and one art museum where you will become "investigative reporters" on assignment. You will try to learn as much as you can about the people, places and events at each site, and then write about your findings in newspaper articles.

Additionally, this year, 2017-2018, the workbooks will have a few changes throughout. We make changes to our workbook because history is always evolving and we are always researching the past and making additions to what we know. So while history seems like a subject that never changes, in fact we are always learning new things about the past. It's one of the things that makes history so interesting.

This workbook will give you an introduction to newspaper writing, as well as background readings on the history of Pennsylvania, Germantown, and the four houses and one museum you will visit. There are also several activities for you to complete before you visit each house. You can find more information, and several suggested books to read back in your classroom, on the History Hunters website, www.historyhunters.org.

We hope you will enjoy the workbook and learn a lot about history right here in your own backyard!

STOP!



Please complete the following page before you proceed any further!

History Hunters Pre-Trip Survey

Teacher		Today's Date	
School		Grade Level	
Student's Name			

Student instructions: Please answer all questions to the best of your ability.

Teacher instructions: Please have your students fill out this evaluation form **BEFORE** you read the workbook or go on any field trips. Please return this form to STENTON when you visit or email/mail to:

Kaelyn Barr
 programs@stenton.org
 4601 N. 18th St.
 Philadelphia, PA 19140

<p>1. Who was William Penn?</p> <ul style="list-style-type: none"> a. A King of England b. A famous painter c. The founder of Pennsylvania d. A well-known musician 	<p>2. Which war did America fight to become an independent country, known as "The War for Independence"?</p> <ul style="list-style-type: none"> a. The Revolutionary War b. World War I c. The Civil War d. The War of 1812
<p>3. Who was Charles Willson Peale?</p> <ul style="list-style-type: none"> a. A famous painter b. Founder of the first Natural History Museum in America c. An inventor d. All of the above 	<p>4. Who was Harriet Tubman?</p> <ul style="list-style-type: none"> a. A singer b. George Washington's servant c. A conductor on the Underground Railroad d. The first woman President
<p>5. What was one law that made Pennsylvania different from others?</p> <ul style="list-style-type: none"> a. All new settlers were given money b. Religious Freedom c. There were lots of big cities for people to find work d. It was famous for having the best food in the new world 	<p>6. What does "Abolitionist" mean?</p> <ul style="list-style-type: none"> a. Someone who is against slavery b. Someone who doesn't allow new settlers in their colony c. A type of scientist d. A type of diary

Newspaper Writing Guide

for the History Hunters Youth Reporter Program

- A. What is a History Hunters Youth Reporter?
- B. What A Reporter Must Know About News Writing.
 1. The Five Ws and the H !!!
 2. Writing Styles
 3. Types of News Stories



A. What is a History Hunters Youth Reporter?

The *History Hunters Youth Reporter Program* is designed to introduce you to Germantown's history through classroom activities and visits to five museums. But you are a big part of this project, as a History Hunters news "reporter," you will be asked to read, observe and write about your visits to Stenton, Cliveden of the National Trust, Belfield/La Salle University Art Museum, the Johnson House and Wyck. Each museum has a special story to tell. You will learn about the people, places and events in Pennsylvania history. You will hear how Native Americans, European immigrants, enslaved and free Africans and others have helped to create the United States of America. As a reporter, you will be given a special news "assignment" – a writing assignment for each museum – to complete after your trips and show what you've learned. Since you will need to report on your trips, when you visit the site, you'll be on a fact-finding mission to gather information that will help you complete your projects back in the classroom. Your articles, poems, artwork, and other projects will be assembled and posted on the History Hunters website. Learning about History is a little like being a detective: you will have to try and gather evidence to piece together stories about the past. The next section of the workbook will help you become a History Hunters news reporter who can write about what you see, hear, touch, taste and feel at each historic house museum.

B. What a Reporter Must Know About News Writing!

- News is accurate information about important events.
- News is the response to what a reader wants to know.

Who ... did something?

What ... happened?

When ... did something happen?

Where ... did something occur?

Why ... did something happen?

How ... did something happen?

A reporter's job is to use the **Five W's** and the **H** when gathering news, making observations and writing about it.

The following paragraphs explain 3 different writing styles that reporters use most often when writing articles. In your assignments as History Hunters Youth Reporters you will need to decide not only what you will write but how you will write it – what *style* you will use. The ideas below will help you.

A NEWSPAPER STORY

A newspaper story may be approached in many ways and with three basic writing styles: informative, persuasive and entertaining. Sometimes a combination of these styles will be used.

A Straight News Story (Informative) deals with the facts and contains the 5 W's: Who What, When, Where, Why and sometimes How. The story usually tells the climax at the beginning. Generally most of the important facts are contained in the first paragraph.

A Human Interest Story (Entertaining) does more than just provide the facts. It emphasizes something interesting, funny, sad or unusual about people, animals, places, and things, etc. It could include interviews or special features.

An Editorial (Persuasive) examines, analyzes and interprets the news. Editorial opinions represent the ideas or views of the writers on the editorial staff and may be expressed about anything that happens in the news. The writer may try to persuade, or convince, his or her readers that his opinion is a good one. Editorials must appear on an editorial page. In that way readers understand that an editorial is an opinion and not factual, straight news.

WHAT TYPE OF NEWS STORY SHOULD I WRITE?

The following lists types of news stories you might choose to write as a History Hunters Youth Reporter. Your teacher will provide instructions about your assignment to be completed after your visits to the 5 History Hunters sites. Your teacher may choose from the list below, or may choose another activity for your class to complete. Be creative, and have fun! Good luck, Reporters!

1. Travel writer's account

Describe your class trip to the History Hunters site. Use lots of details so that your readers will know all about your trip.

- a. Who, what, where, when, why, how
 - i. Who went on the trip? [*example: Mrs. Robinson's fifth grade class*], who did you meet there, who was your guide? When was your trip? Why was your class going? (what are you studying in social studies?) How did you get there?

- ii. What is the house? Where is it? When was it built? Who built it? Who lived there?
- iii. Did you enjoy your visit? Would you recommend it to others? Why?

2. News Story

Describe an important event or events and activities that took place at the house in the past. Remember to record the facts: Who, What, Where, When, Why, How.

3. Interview

Pretend you have traveled back in time to the days when the house was built, or when its owners were alive. Pretend you are interviewing someone from the house living back then. You will want to “report” on many details: how old they are (if you can find out), where they live, what kind of work they do, how they feel, why they do this, etc. Remember to listen carefully to your tour guide for facts and clues that will tell you what the person’s life was like.

4. Illustration

Although most newspapers have photographs to illustrate events and show what people look like, drawings and sketches are also used. Draw a picture of something that will help show what your visit to the house was like. You might choose to sketch part of a room in the house. Maybe you will use your imagination to “travel back in time” and draw a picture of someone living there.

5. Editorial

Pretend you have traveled back in time to the days when the house was built, or when its owners were alive. You are the editor of a Philadelphia newspaper and you are writing your opinion of something that happened at the house or at that time long ago. What do you think of it? Are you for or against it? Why or why not? Remember to listen carefully to the tour guide to gather information that will help you write your article.

6. Comics

Take notes about an event or person or persons that you learn about at the house. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about that event or person.

7. Poem

Take notes about an event or person or persons that you learn about at the site or house. Using your notes, write a poem to tell about that event or person.

Important Definitions

Explaining the basic concepts:

Before we begin our *History Hunters* journey, it is important to understand some important vocabulary within the subject of **History**. For instance, what exactly is “History”? When you take each of your field trips, you will very likely encounter these words and ideas. So let’s find out what they mean!

History: The word itself means “inquiry (asking questions), knowledge acquired by investigation”. History is the study of the past as it is described in written documents. We can also study History through **Material Culture**. People who study, write, and talk about history are called **historians**.

Material Culture: The “stuff” of history; the physical objects or **artifacts** from a particular culture, in the past or present. Anything from buildings to books, jewelry, or toothbrushes can be considered material culture.

Artifact: This typically refers to a physical object, but can be anything created by humans which gives information about the culture of its creator and users. The objects discovered through archaeology are called artifacts.

Archaeology: is the study of human activity through the recovery and analysis of **material culture**. This can include **artifacts**, **architecture**, and landscapes. Archaeology can be considered both a social science and a branch of **History**. Archaeology is particularly important for learning about people for whom there may be few or no written records to study, such as resources for African American or Native American History. Archaeology involves **excavation** (digging) and analysis of data and **artifacts** collected to learn more about the past.

Genealogy: Also known as family history, genealogy is the study of families and the tracing of a family tree and history. Genealogists use oral interviews, historical records, genetic analysis, and other records to do their research. The results are often displayed in charts or written as narratives. Another word for genealogy is **lineage**, because we trace our ancestry according to lines of descent.

Historic Preservation: An effort to study, interpret, and protect buildings, objects, landscapes or other **artifacts** of historical significance.

II. An Introduction to Pennsylvania History

A. First People

WILLIAM PENN

William Penn founded the colony of Pennsylvania in 1682. He was born in England and he was a Quaker. In England he had been **persecuted** because of his religion. He wanted his new colony to be a place where people could live in peace and belong to the religion of their choice. Many **settlers** came to Pennsylvania to seek a new way of life. They sailed in boats across the Atlantic Ocean. Some stayed in the new city of Philadelphia, settling in Germantown as early as 1683, while others moved farther into the country.

But, Penn and his fellow colonists were not the first people to live here. More than 10,000 years before Penn's birth, people lived in the area we now call Pennsylvania.

THE NATIVE AMERICANS

Pennsylvania's **first people** were often called "Indians" by the Europeans who came to America. These native peoples were made up of many different tribes, or groups, and called themselves by their own tribal names. They often had different languages and different customs as well. Today, we generally use the term Native Americans because they were native, or born here.

THE LENNI LENAPE

Native Americans, long ago and still today, are not one group of people. The Native Americans who settled in Pennsylvania included the *Susquebannocks* [sus kwa HAN nuk], *Munsee* and *Lenape* [le NA pay]. The Lenape especially lived in the Delaware Valley, in the area that became Pennsylvania and New Jersey.

The Lenape lived in towns. They built longhouses and smaller houses made of branches, bark and reeds. The men were hunters and fishers. They used bows and arrows to kill game. To catch fish, they built traps, called *weirs*.

Activity Idea:
Check a world map in your classroom and trace the route of William Penn and his colonists from England to Pennsylvania.

Vocabulary words:

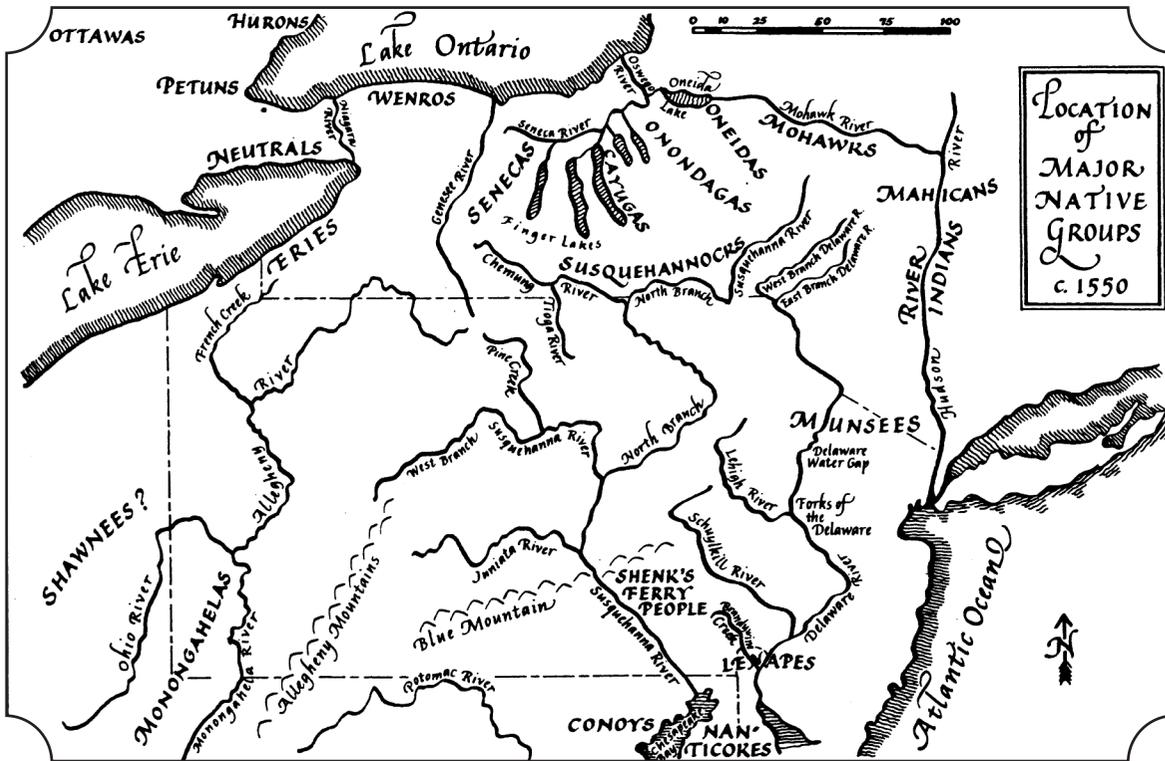
founded: established, started

colony: a place that is settled at a distance from the country that governs it

settler: a person who moves to a new land to live

persecuted: bullied, harassed, discriminated against

First people: the original people to inhabit, or live in, a region or continent



[Source: Miller, Randall M. and William Pencak, editors. *Pennsylvania: A History of the Commonwealth*, The Pennsylvania State University Press. University Park, PA, 2002.]

To travel, they hollowed out huge logs, and made dugout canoes. The women gathered nuts, berries and roots. They also took care of the children and cooked. Lenape families were *matrilinear*, with households arranged around the mother's side of the family. By the 1600s, the Lenape were also good farmers and traders. They grew *maize*, or corn, an important plant for food. They also made baskets and other craft objects which they traded with other Natives and Europeans who had begun to arrive in the area.

The Lenape were peaceful people. Some Native American groups fought with one another over land and trade. Some, like the Susquehannock, moved from one place to another to avoid fighting. The Lenape protected its people by forming **alliances** with stronger or larger Indian tribes and communities, like the Iroquois League.

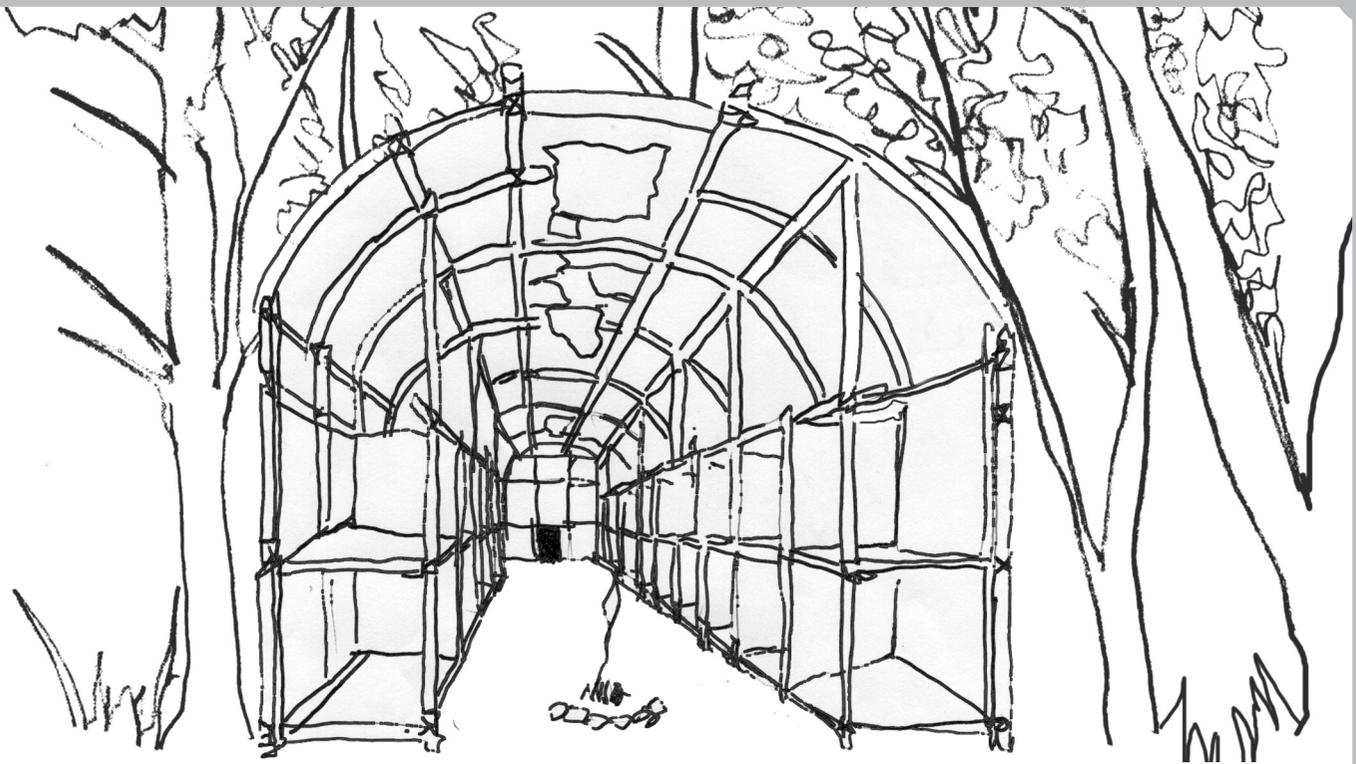
THE IROQUOIS

The Iroquois League was a powerful alliance of Indian nations. It controlled much of New York and northwestern Pennsylvania. Five nations – the *Mohawk*, *Oneida* [oh NI duh], *Onondaga* [ah nun DAH guh], *Cayuga* [ki YEW guh], and *Seneca* – formed the League. After the *Tuscarora* [tusk uh ROAR uh] joined it, the League became known as the Six Nations. At their Great Council, the tribal leaders met to solve problems together by agreement of all members. It has been called the oldest **democracy** on earth. Their ideas would later influence colonial leaders like Benjamin Franklin. The Lenape and William Penn's government both wanted alliances with the Iroquois League.

Vocabulary words:

alliances: joining together to support common interests

democracy: a government by the people



Activity Idea:

Look at the picture of the Lenape longhouse. Draw a Lenape man, woman and child doing an activity that was part of their daily life.

B. The First Europeans

THE DUTCH

William Penn was not the first European to come to Pennsylvania and the Delaware River. Dutch trappers and French explorers arrived by the early 1600s. They moved around the area and did not build towns. Settlers from Sweden established the first European colony along the Delaware River in 1638. They **negotiated** for land with the Lenape. They built forts and log houses. They began farming and planted seeds they brought from Europe, crops such as rye and wheat and learned Native American methods of growing maize and other grains. They raised the animals they brought from Europe, cows, horses and pigs. They also tried to grow tobacco and raise silk worms to make silk.

OTHER EUROPEANS

People from Finland, the Netherlands (Holland), Germany and Poland joined the Swedes in New Sweden. As early as 1639, there was also at least one enslaved African, Anthoni, who had been

Vocabulary words:

negotiate: to meet with another to settle a matter, using compromise and cooperation



brought to this region. Anthoni was born in Angola. His life changed when Portuguese traders kidnapped him. The traders probably sold him, either to an English or a Dutch ship captain. His life changed again when he was sold to a Swede who lived in New Sweden. Anthoni became known as Anthoni Swartz or, in English, as Anthony Black. By the 1640s Dutch settlers along the Delaware also held black enslaved people.

New Sweden failed. The settlement never attracted more than a few hundred

colonists. It also never made money for its mother country, Sweden. By the 1650s, the Dutch claimed the area but allowed the Swedes to continue living there. Holland, Sweden and England fought to control the land for many years. It was not until 1682 that England won the battle and established the colony as English with an English name – Pennsylvania.

EUROPEANS & THE LENAPE

European settlement changed the life of the Lenape. At first, the Lenape enjoyed new opportunities for trade with the Europeans. The Europeans wanted the beautiful furs and other **natural resources** of the New World. As payment to the Lenape, the Europeans traded European-made goods – beads, iron pots, jackets, knives and other objects. Both the Lenape and Europeans benefited from this.

The Europeans, however, also brought something deadly to the Lenape. The Europeans carried diseases with them from Europe which made Native Americans sick. By the time William Penn arrived in 1682, many Lenape had already died of these diseases, including measles, chicken pox and small pox. The Lenape way of life changed forever because of these new people.

C. A “Holy Experiment”

RELIGIOUS FREEDOM

William Penn wanted to create a new way of life in his colony of Pennsylvania. His ideas were very new at the time. To understand what he did, it is important to know something about the world in which he lived.

Vocabulary words:

natural resource: a thing made by nature that is useful to people

William Penn was born in England in 1644. Life in England in the 1600s was very different from life today. People spoke differently, dressed differently and ate differently. One of the biggest differences involved religion. There were laws that said that people had to be members of the official religion called the Church of England. It was against the law to join another church. Some people, though, resisted this law and followed their own beliefs. By doing this, they risked persecution, punishment, and even jail.

In the 1650s a group of people formed a religion they called the Society of Friends. They became better known as **Quakers**. Quakers believed that each person had an “inward light.” This spirit, deep inside a person, permitted each person to communicate directly with God through prayer. Quakers followed a life of peace and simplicity. Their beliefs, though, were very different for their day, and against the English law.

William Penn became a Quaker when he was a young man. He was different from most Quakers because his father was rich and an Admiral in the British Navy. Admiral Penn was furious at his son. William Penn went against his father and English law. He used his education and wealth to become a leader of the new Quaker faith. William Penn and other Quakers went to jail for their beliefs.

William Penn’s father died in 1670. King Charles II owed Admiral Penn a huge amount of money. With Admiral Penn’s death, the King now owed William Penn this money. Instead of money, Penn asked the King for land in America. The King was happy to do this because it solved his **debt**. It also meant that the bothersome Quakers would leave England. So, King Charles granted William Penn a huge piece of land that lay west of the Delaware River. Penn planned to call this land – his new colony – “Sylvania,” which means “woodlands.” The King wanted to honor Admiral Penn, so he changed the name to “Pennsylvania.”

William Penn called Pennsylvania his “*holy experiment*.” It was an “experiment” because he wanted to try new ideas about government. It was also “holy” because he hoped God would bless it and that people of many different religions could live there together in peace. He also dreamed that it would become the “seed of a nation.” In other words, he hoped his new ideas would take root and grow, and help create a new country.

William Penn’s most important idea involved religion. He wrote laws that gave people the right to follow the Christian religion of their choice. Quakers, Presbyterians, Baptists, Mennonites, even members of the Church of England were welcome to practice their faith. Over time, Pennsylvania became famous for its religious freedom. By the 1700s, Roman Catholics, Jews, Lutherans, Methodists and many others of different faiths came to the colony.

Vocabulary words:

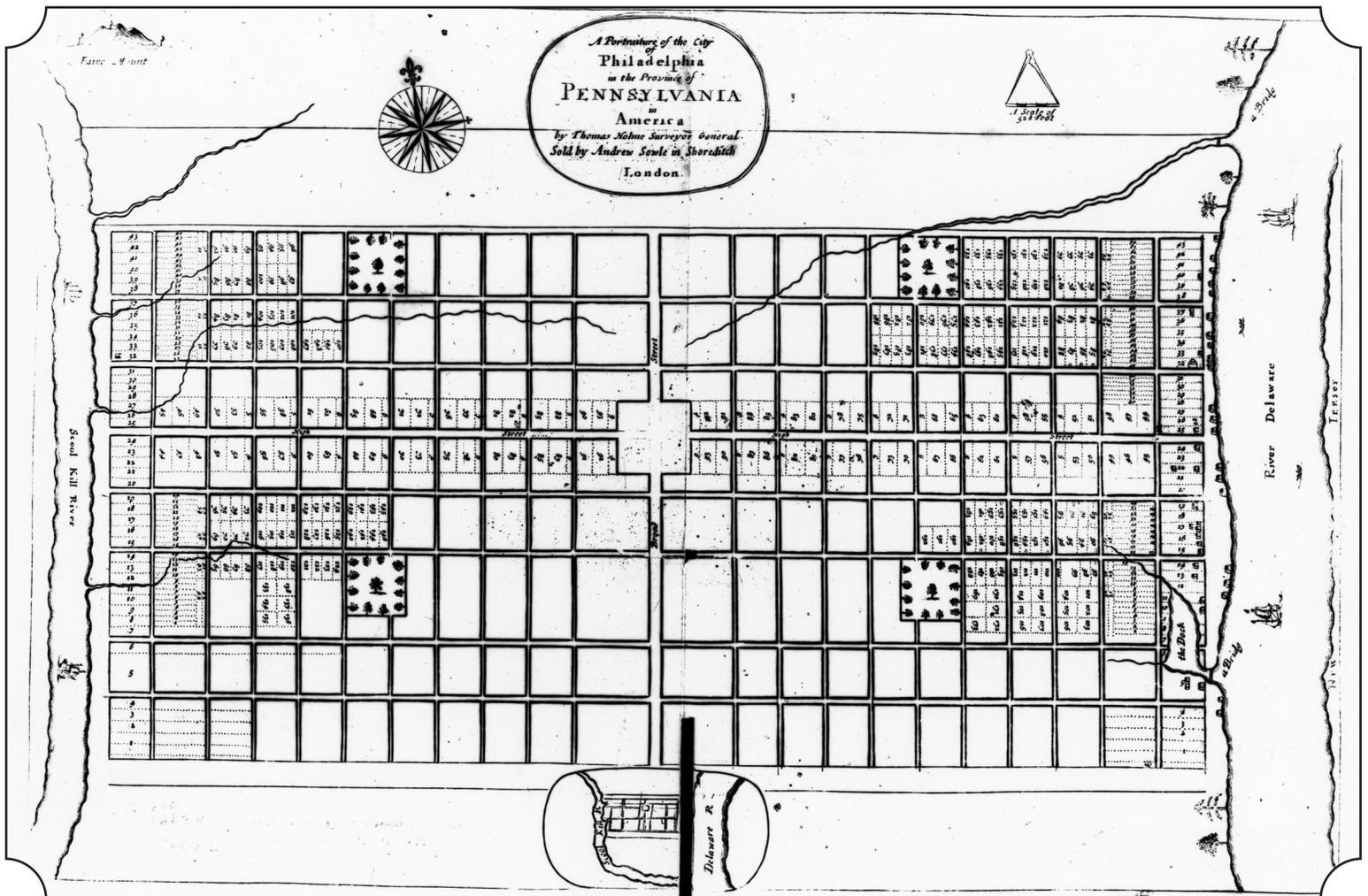
Quaker: member of the Society of Friends, a religious group that believes all people should live as friends and are equal in the eyes of God

debt: money that is owed to someone

Classroom Activity Idea

Look at the map of Philadelphia in the 1680s, below. How did Penn lay out streets? Where did he put parks? Now, compare to the map of Philadelphia today. What is different? What is the same?

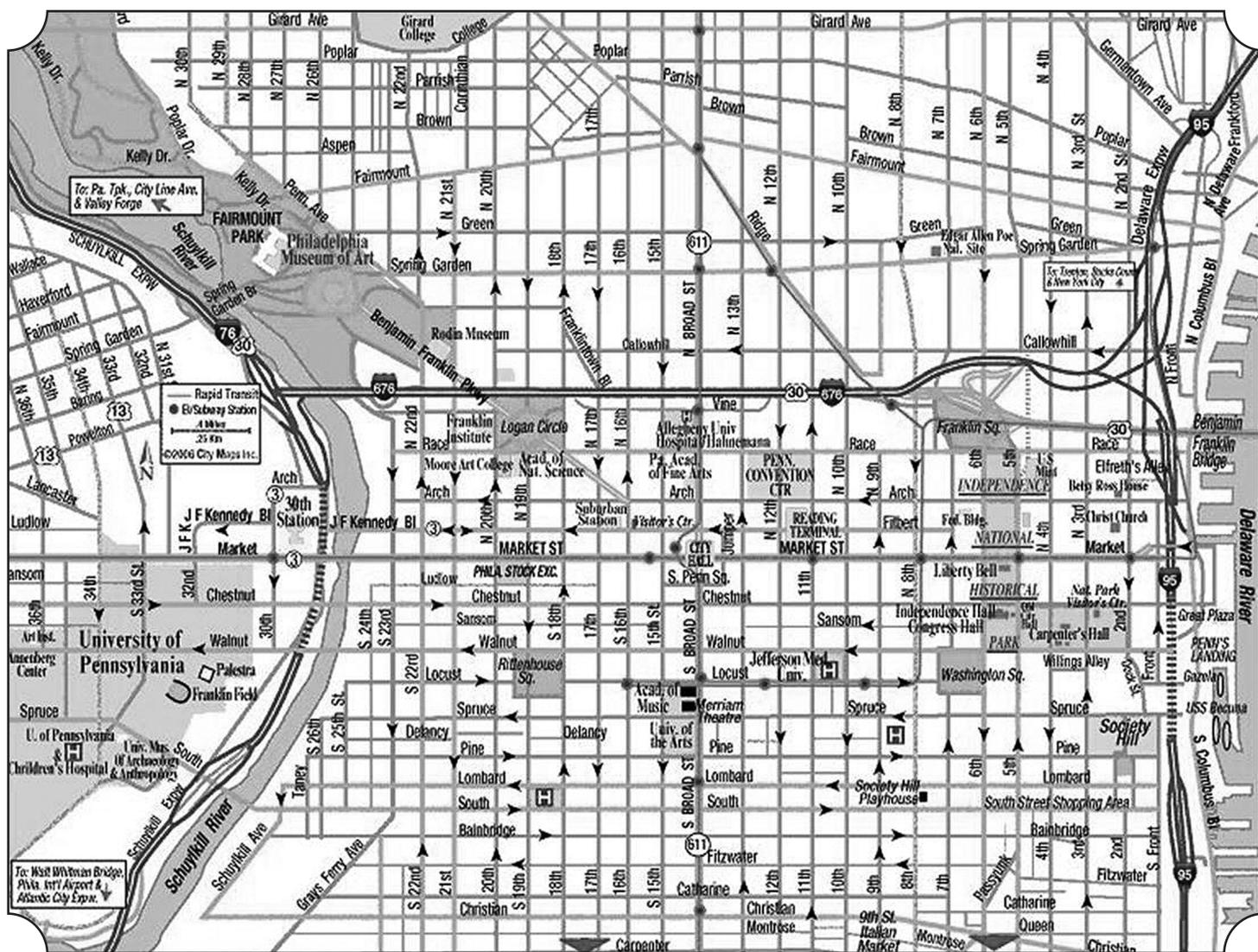
William Penn's Philadelphia



Vocabulary words:

[Source: The Historical Society of Pennsylvania, *Thomas Holmes 1687 Map of Philadelphia* (English version).]

Modern Map of Philadelphia



William Penn worked hard to create a fair government. He wanted **citizens** to be the ones – not the King – who wrote laws. So, he gave citizens the right to vote. Citizens elected **representatives** who would run the Pennsylvania government and write its laws. This was a very new idea in the 1680s.

But, there were still many differences between the government Penn set up in the 1680s and the government of today. “Citizens” in Penn’s day could vote, but in fact, most Pennsylvanians could not. At that time, a “citizen” was a Christian white male who owned land. Women, Africans, Native Americans, and men who owned no land could not vote. Still, Penn’s ideas about government and voting were important. These ideas continued, and changed over time and now American citizens include everybody – men, women, those of African and Native descent, and those of all religions.

D. The People of Pennsylvania

William Penn wanted people to come to Pennsylvania. He wrote advertisements that described this beautiful place filled with forests, good land, and plenty of water. He also promised freedom of religion and good government. He said it was a place of **opportunity** – for a new home, a new life, and new fortunes. He invited people to build houses, start farms, create businesses and set up trade in the new colony.

People responded to Penn’s ads. The first English Quakers arrived in 1682, as did Penn himself. Many more settlers followed. They came from England, Scotland and Wales, Germany, Holland and France. They got off ships that had traveled over 3000 miles from Europe to Philadelphia. Philadelphia was tiny and at first some people lived in caves. But Penn had big dreams for the city and created a plan of streets and parks that still exists.

GERMANTOWN

Some settlers stayed in Philadelphia. Others moved out into the countryside. One of the earliest groups went directly from Philadelphia to an area they called Germantown. These people were mostly Quakers who came from parts of Germany and Holland. They settled on what is now Germantown Avenue. They spoke German and built small stone houses

Activity Idea:

Try to identify all the places in your neighborhood that have the name “Germantown” in it.

Activity Idea:

William Penn was given the opportunity to create a whole new colony with new laws. If you could create your own colony, what would you call it? What laws would you create? Think about this, then write your own advertisement for your colony to try and get people to come live there.

Vocabulary words:

citizen: a resident or voter living in a particular area

opportunity: a chance, an occasion

representative: someone people choose to speak for them

that looked like those in Germany. Germantown is still here, more than 300 years after the first Germans settled in it.

E. Africans in Pennsylvania

The first Africans in Pennsylvania did not come here by their choice. By 1684, boats began to bring enslaved Africans to Philadelphia. They did not enjoy the same freedom and opportunities held by other Pennsylvanians. But over the next hundred years, Philadelphia would become home to one of the largest and most successful free black communities in the country.

How did enslaved Africans come to be in Pennsylvania – William Penn’s “holy experiment”? This is a hard question for people to think about today. It is hard to understand, because in the 1680s, life was different. Pennsylvania needed lots of people to work to build a new colony. There were no machines to plow fields or saw wood. People made everything by hand. Building houses, clearing fields, and planting crops were hard work that needed many people to do it. Many colonists brought servants to help with this work. But building Philadelphia and Pennsylvania needed still more hands. Some colonists turned to slave labor as a way to find more workers.

SLAVERY

Slavery is a system in which people are owned as property by other people. As property, enslaved people can be bought and sold. Slavery has been practiced throughout the world for thousands of years. Different people have been enslaved at different times. Before the 1400s, most slaves were captured during times of war. In Italy, for example, many slaves were Russians or Arabs who had been captured during battles or through trade.

Things changed in the 1500s. Spanish and Portuguese explorers began to **exploit** resources in Africa. They took out gold. They also enslaved some of the people who lived there. They took these Africans away from their homes against their will, back to Spain and Portugal. Others were forced to become laborers in South America, Cuba and the Caribbean island of Hispaniola.

The English colonies in North America did not at first use enslaved Africans for labor. Instead, England sent many of its own poor, unemployed and even those who were convicted criminals to work in its colonies in Virginia and the West Indies. These people were *indentured servants*. Indentured servants did not have enough money to travel to a colony. Instead, they signed a contract and agreed to work without pay for a set number of years. Once he or she finished the contract, the indentured servant was free.

Vocabulary words:

exploit: take advantage of

Thousands and thousands of indentured servants came to the English colonies from the 1600s through the 1700s. But the colonies needed more labor to do the hard work of building houses, farms, and businesses.

So, in 1619, a Dutch ship brought twenty Africans to Jamestown, Virginia. They were probably the first Africans to arrive in the English colonies. They may have worked as indentured servants, much like English indentured servants. But over time, colonies wrote laws that treated black servants differently from white servants. Black servants lost rights including the right to be free. Even before any British colony made slavery legal, most black servants were in bondage (servitude) for life, as were their children, grandchildren and descendants after them.

A few Africans, such as Anthony Black, an enslaved African from Angola, lived in New Sweden as early as 1639. Many more came, starting in 1684 when the first ship carrying a full cargo of enslaved Africans sailed into Philadelphia. Pennsylvanians quickly purchased the enslaved people to help build farms and houses. Many wealthy Quaker merchants entered the slave trade. They imported enslaved Africans for their own use and to sell.

In the first part of the 1700's, most enslaved people in Pennsylvania did not come directly from Africa. They came to Philadelphia either from South Carolina or the West Indies in the Caribbean. Some had been born there to African-born parents. Others had been enslaved in Africa and taken there. In South Carolina and the Caribbean they worked on sugar and rice plantations. Africans had many of the skills necessary for the colonies to succeed such as raising livestock and growing tobacco and rice.

Philadelphia merchants purchased small groups of enslaved Africans, usually two or three skilled people, from merchants in South Carolina and the Caribbean. They came in ships filled with sugar and other Caribbean goods to be sold in Philadelphia markets. The Philadelphia merchant sold all the goods on the boat – sugar and enslaved Africans. Then he filled the boat with goods to sell in South Carolina and the West Indies. Once there he repeated this cycle. Philadelphia merchants became rich from this trade.

What happened to the people who came to Pennsylvania this way? They had not come by choice. Once they got here they still had little, if any, choice about their future. Some had been taken from their homes in Africa. They had survived awful sea voyages where many died before landing in the West Indies or South Carolina. They had worked in brutal heat on rice or sugar plantations. Now they lived in the unknown land of Pennsylvania.

Vocabulary words:

tailors: craftspeople who made clothing

What was their life like in this new place and this new colony? It was different. For Pennsylvania was a very different place from either Africa or the south. Most slave owners in Philadelphia held only one or two enslaved people. Many enslaved Africans in the Philadelphia area worked as house servants, or in the trades. They worked making barrels, they helped build ships, they were **tailors**, and they tanned leather. Many were already well trained craftsmen before being enslaved, but learned the “English” way when they arrived in the colony. Some worked as farm hands, but with a shorter growing season there wasn’t the need for the large groups found on the huge plantations of the South. A few large groups of enslaved Africans worked outside the city in mines and at iron forges.

Question for discussion:

Why do you think African American genealogy might be harder to trace?

Though slavery in Pennsylvania was different, it was still slavery. Some enslaved Africans resisted it and ran away to seek a free life. There were European settlers who also found slavery unacceptable. In 1688, a group of Quakers living in Germantown wrote a protest against slavery that was one of the first in North America. Francis Daniel Pastorius wrote and sent this protest to other Quaker meetings in the area. The Germantown Quakers believed it was wrong to enslave people. They believed it broke the “golden rule,” that you “do unto others as you would have done unto you.” This letter became known as “The Germantown Protest.” But it failed to bring change in 1688.

Change took years. More people – Quakers, Germans, and others – began to speak out against the practice of slavery. Other people – enslaved Africans – continued to resist the system. It was not until the 1770s that most slave owners in Pennsylvania began to free their enslaved Africans. In 1780, Pennsylvania passed the first **abolition** bill, or law in the United States. Even this did not immediately free all enslaved Africans. But under this law, no African born after the law was passed could continue to be enslaved once he or she reached age 28.

Philadelphia became a center for a strong community of free blacks. Black Philadelphians set up businesses and built homes. They founded churches and organizations. And they organized and helped run the *Underground Railroad*... a story that you will learn about later in this workbook.

Activity Idea:

Is there something in your own life that seems unjust or unfair? Write a protest about this. Persuade others that they should change their ideas.

Vocabulary words:

abolition: the ending of slavery

III. Germantown

History in Your Backyard

Did you know that your own Philadelphia neighborhoods, Germantown, Mount Airy, and Chestnut Hill are an area rich in history? Did you know that Germantown Avenue is one of the oldest roads in Pennsylvania? The history of northwest Philadelphia and the five houses you will visit in the *History Hunters Youth Reporter Program* teaches us a great deal about Pennsylvania and its people. They tell us about our country's history as well. These stories are worth learning; they tell us how we became the people we are today. They are worth sharing, too, so tell a family member or friend! Let's work together to preserve our community and its rich heritage for future generations!!

In the beginning...

Germantown began in 1683. A small group of German and Dutch people settled along "The Great Road," – what we know today as Germantown Avenue. This road had existed well before Europeans arrived in Pennsylvania. It began as an Indian trail, part of the Minsi Path, which provided a means of travel and communication between the lower Delaware River, to the south, and the Hudson River to the north.

The Great Road Map Activity

Let's see if you can trace the old Indian trail, using the modern-day map on the next page. Remember: there wasn't a city with streets here yet, and the neighborhoods we see on the map today were not there!! Can you find the 5 houses that you will be visiting during the History Hunters program? (Stenton, Cliveden, Belfield, Wyck and Johnson House)

The Minsi Path began near the Delaware River near what is now Philadelphia. It followed the trail that is now Broad Street. The path branched off to the left at a village called Rising Sun, just below what later became Nicetown, where Germantown Avenue now branches off of Broad Street. It then passed by the land on which James Logan would build his estate, Stenton, the first house you will visit. The path continued north and uphill, following the line of what would later become Germantown Avenue through Mount Airy and Chestnut Hill.



The People of Germantown

Germantown was always a place of many peoples and religions. The village was the first German settlement in the New World. It was founded by a German, Francis Daniel Pastorius, and a group of Dutch Quakers and **Mennonites** that bought land from William Penn. In addition to Germans and Dutch, there were other peoples, or **nationalities**, including Swiss, English, French, Swedes and Irish, as well as Africans who came as slaves.

The first church or house of worship built in Germantown was a Quaker Meetinghouse, constructed in 1686. Other religious groups that settled in the village in its early years included Lutherans, the Reformed church, Mennonites and Dunkards, or Brethren.

Germantown was originally a separate town, not a part of Philadelphia. Philadelphia used to be much smaller. It stretched only from the Delaware River to the Schuylkill River, and ran north and south from South Street to Vine Street. The separate village of Germantown, located about 6 miles from colonial Philadelphia, grew along that area's main road, called the Great Road. It was called the "German Township" and included land that is now the neighborhoods of Germantown, Mount Airy and Chestnut Hill. Settlers built homes, shops and businesses along the road. They used narrow back lots for gardens, orchards and fields. Later on, some people built larger estates like Stenton or Cliveden.

When William Penn started his colony, he hoped that different trades, or industries, would grow and many products would be made. Germantown grew as an "urban village" with many local industries. Most of the first settlers were linen weavers. They used weaving looms to weave thread made from the flax plant into sturdy fabric for clothing.

Some people also built mills along the creeks that ran through the township, using the water to turn large waterwheels that powered the mills. Here millers made paper from wood pulp, or ground up grains from the field to make flour. RittenhouseTown, built along the Wissahickon Creek, was the site of the first paper mill in America. The German Township soon attracted people with other skills. Many other trades, industries, and businesses continued to appear throughout the 18th century.

Germantown also became a summer resort. Wealthy Philadelphians like Benjamin Chew of Cliveden built big houses in Germantown starting in the 1760's. Every summer his family left their hot house in Philadelphia and moved to their cooler house, "Cliveden." By the 1790's many people would leave Philadelphia to escape disease – such as yellow fever. In 1793 there was a terrible **epidemic** of yellow fever in Philadelphia. Those who could leave the city did. Many people,

Vocabulary words:

Mennonites: members of a Protestant church, originally German-speaking, that was started in Europe in the 1500's.

nationality: people of the same nation, or ethnic group
epidemic: outbreak of a contagious disease

including President Washington and Thomas Jefferson moved to Germantown. Shop keepers and businesses followed their customers out of the city, and opened Germantown branches. In 1810, artist and museum founder Charles Willson Peale left the busy city for a quiet life of farming and gardening at Belfield near Germantown.

During the Industrial Revolution of the 19th century more and more mills, including textile, lumber and paper mills, appeared along the creeks of Germantown. By 1832 one of the country's first railroad lines was built in the village.

Germantown became a center of the abolition movement before the Civil War. Some of its leading Quaker families, including the Johnsons, worked with Philadelphia's free black community to help run the Underground Railroad. **Freedom seekers** passed through Germantown as they made their way north.

Throughout its history, Germantown has been a village of "firsts." It has been home to many of the city's and nation's leading figures. Today it remains an independent and colorful Philadelphia community with its own rich history and unique identity.

Did You Know?

Germantown Facts & Firsts

- 1683 First German settlement in the New World – Germans still represent largest European ethnic group in the U.S., as of 2000 census
- 1688 First written protest against slavery in the New World
- 1690 Rittenhouse’s paper mill is first in colonies and premier 17th century industrial site
- 1698 First schoolbook, “A New Primer”, by Francis Daniel Pastorius.
- 1708 First Mennonite church in America
- 1738 First Medical Diploma issued in America
- 1743 First Bible printed in a European language in North America, printed in German by Christopher Sower
- 1761 Establishment of Kirk and Nice, oldest continuously operating funeral business in U.S.
- 1795 Inhabitants first to petition for passage of Federal Constitution
- 1795 First to petition state legislature for religious freedom for all creeds.
- 1832 First locomotive built, by Matthias Baldwin, in America (Old Ironsides)
- 1832 Opening of first commuter railroad – Philadelphia, Germantown and Norristown Railroad
- c. 1840 Coming of first commuter suburb, now listed on the National Register of Historic Places as the Tulpehocken Station District.
- 1874 First kidnapping for ransom – Charley Ross kidnapped outside his Germantown home
- 1921 Sadie T.M. Alexander 1st African American woman to earn Ph.D. degree, in Economics
- c. 1945 First Philadelphia neighborhood to lift ban on sale of homes to African Americans
- 1947 William Hastie 1st African American Federal Judge
- 1958 Robert N.C. Nix elected 1st African American member of Congress
- 1980 Mt. Airy Councilman Joseph Coleman serves as President of City Council
- 1984 Raymond Pace Alexander 1st African American elected to Philadelphia City Council
- 1984 Robert N.C. Nix, Jr. 1st African American Chief Justice of PA Supreme Court

People of Germantown

Show What You Know

1. Think back to what you learned about William Penn's plans for his colony. Who did he invite to come and settle in Pennsylvania? How did others come?

2. Was the settlement of Germantown a good example of William Penn's hopes and plans for Pennsylvania? Why or why not?

3. Think about the people of Germantown today. How many different nationalities, churches, mosques and temples in Germantown can you list?

People of Germantown Activity #1

Place Names

An old stone house, cobblestones in the road, a milepost: reminders of Germantown's past are all around us. The people of Germantown's past are here too, —or at least their names are. Many of the names of Germantown's earliest settlers and leading families can be found as street names, or "place names," throughout the community, and beyond. These include the Haines families from Wyck, the Logans of Stenton, the Chews of Cliveden, the Peale and Wister families of Belfield, and the Johnsons from Johnson House. In this activity, you will find other connections between Germantown's people and Germantown's places.

Materials: -map, attached, -yellow highlighter pen, -pencil, ruler

Instructions:

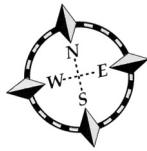
On the next page, you'll find a map of the Germantown section of Philadelphia. You'll also see portraits of some of the people who lived here.

1. Try to locate these names on any of the city's streets. You may use a highlighter pen to highlight the street name. Or you can use a ruler and pencil to draw a line from the family portrait to the street name.

2. Try to locate your school on the map. Highlight or circle it.

People of Germantown Activity #1

Place Names



Jessie Bringham



Reuben Haines (the younger)



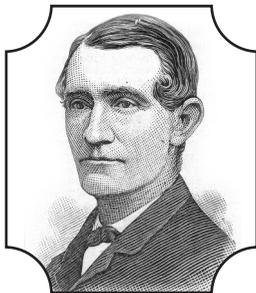
Jacob Hortter



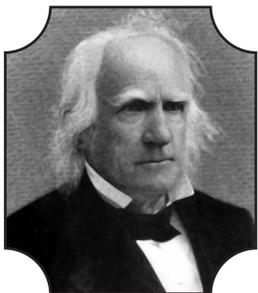
Naaman Keyser



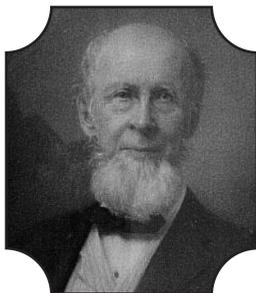
Thomas Livezey



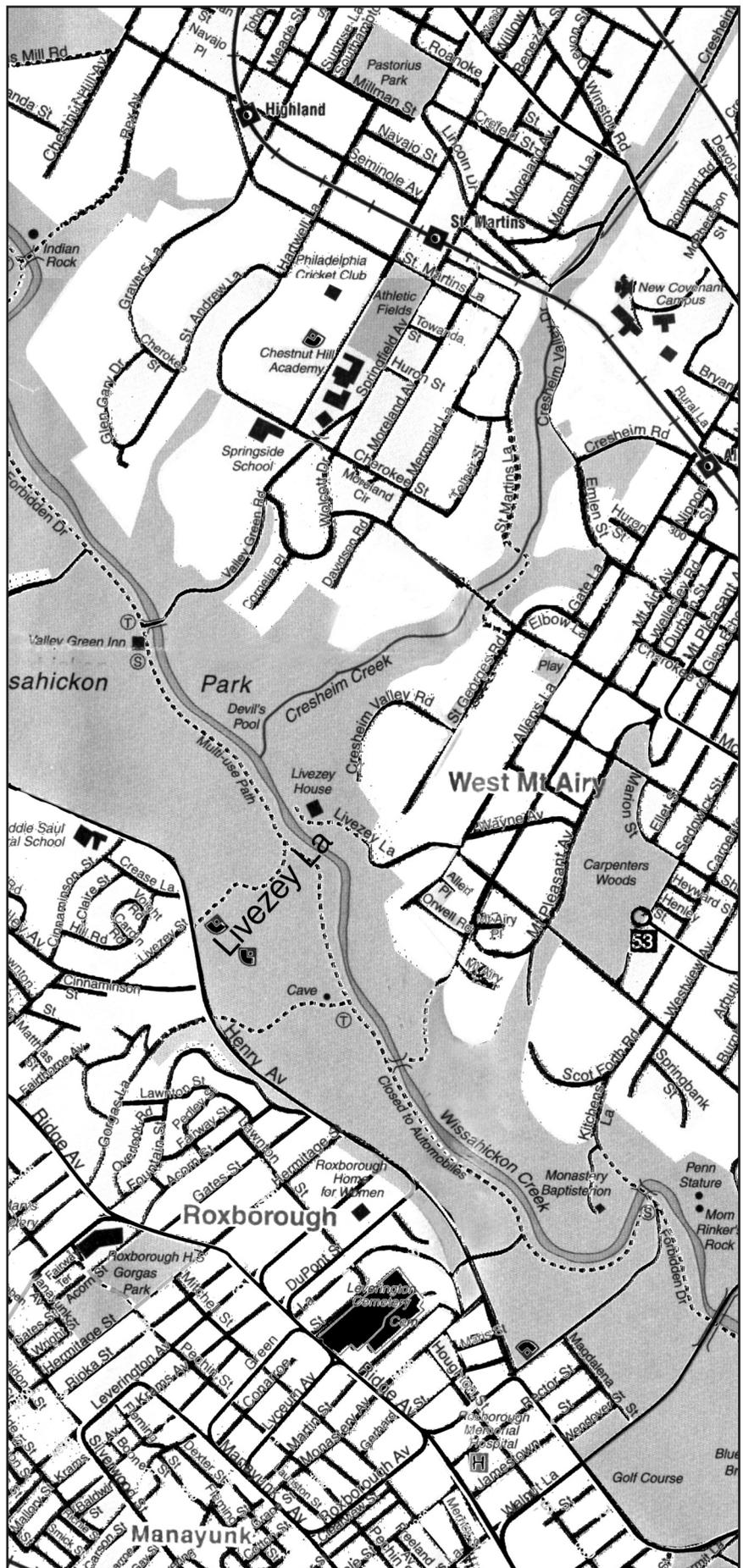
David McMahon



Eli Price



Charles Jones Wister, Jr.





Part IV. The Houses



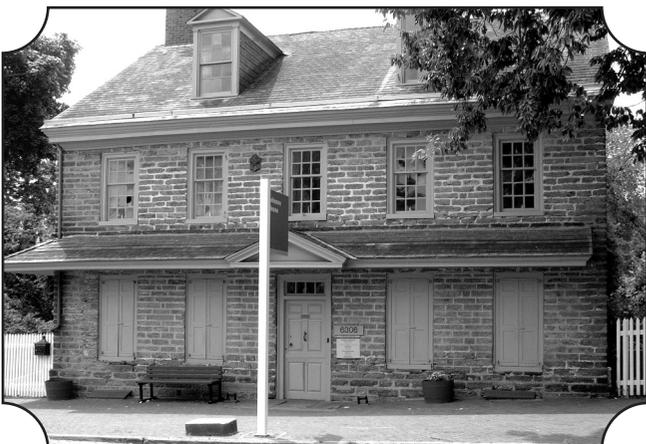
Stenton



Clivedon



Belfield and La Salle University Art Museum



Johnson House



Wyck

The Houses: A Year-long Classroom Activity Idea

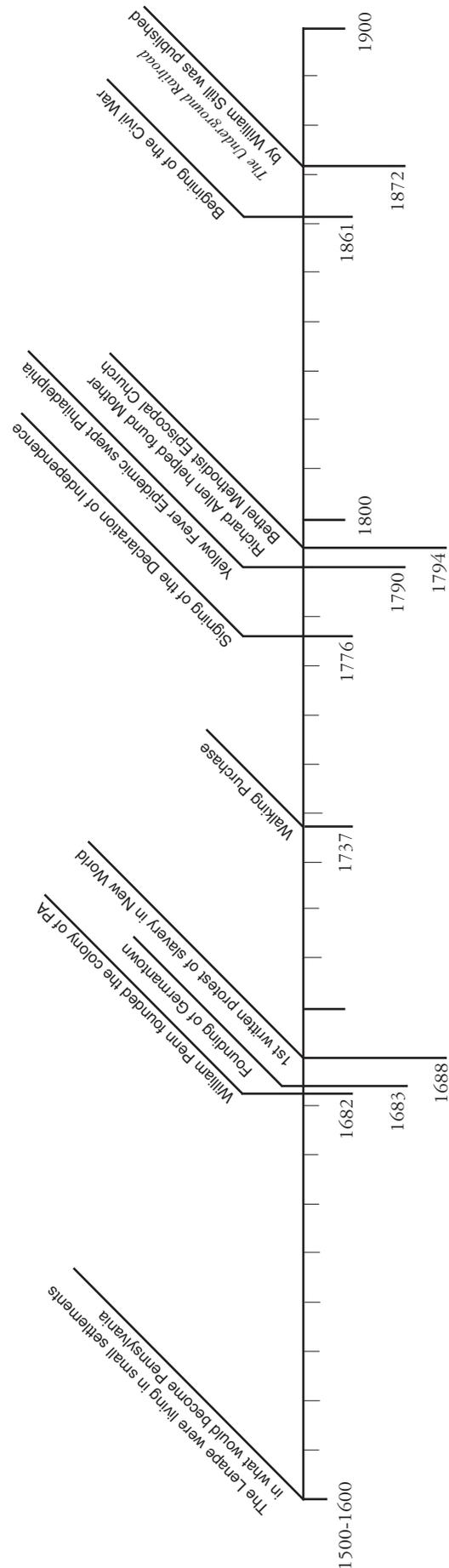
Make a Timeline

Introduction:

Timelines are a useful way to keep track of dates when people lived, when events happened, when things were discovered or invented or built. A timeline allows us to see when something took place *in relation to other events* over the course of time. By adding to the timeline below the class can include dates from each of the five sites you visit, you will better understand how they are related (which is the oldest? Which is the newest?) You will also begin to see where they all “fit” in the history of Philadelphia and the Germantown area.

Instructions:

Using the timeline below your class will be able to mark the date when each house was built and any important dates related to the owners or events that took place there. You may choose to plot other important historical dates you have already learned in class (For example, the date that European settlers arrived at Jamestown, Virginia or when the Emancipation Proclamation was written). If you want, add drawings of people or events related to the History Hunters houses along the timeline.



Introduction to Stenton



Stenton was built as a country house and farm in 1730 for James Logan, one of the most important people in early colonial Pennsylvania. When it was completed, the whole property, or estate, stretched across 500 acres of meadows, woods and fields near the “German Township.” It covered much of the area that today is known as Logan and Nicetown. Major colonial highways ran on either side of the property: Germantown Avenue on the west side and Old York Road on the east side.

JAMES LOGAN

James Logan was born in Ireland to Quaker parents in 1674. When Logan was a young man working as a schoolteacher in England, he met William Penn, the founder of Pennsylvania. In 1699 he traveled with Penn to Philadelphia to become Penn’s secretary, or agent – the person in charge of all of Penn’s business. William Penn returned to England in 1701 and asked James Logan to take care of Pennsylvania. Logan sold land, collected taxes and took care of government business for the Penn family. He was also a successful fur trader, a **merchant**, scientist, justice (judge), and **scholar**. At different times he held many political positions including mayor, Chief Justice (the head judge of the court), Acting Governor and Council president.

JAMES LOGAN & NATIVE AMERICANS

James Logan was very involved in meetings and negotiations with the Lenni Lenape in eastern Pennsylvania, and with the Iroquois nations who controlled land in the north and west. As the agent for the Penn family, James Logan was respected among many Native American leaders.

Vocabulary words:

merchant: a buyer and seller of goods; a storekeeper

scholar: a learned, or well educated, person; an intellectual; a person devoted to learning

However, in 1737 he and the Penn family made a plan that left the Lenape feeling cheated and angry. Logan and the Penns wrote the plan to settle an argument about who owned an area of land along the upper Delaware River in Bucks County. (The colonists said it belonged to Pennsylvania and had been sold to William Penn years ago. The Lenape said it was their land.) Under the agreement, the colonists would have all the land “back into the woods as far a man can go in a day and a half.” It was called the “Walking Purchase.” The Lenape agreed to the plan. But the Penns and Logan hired fast runners to set the boundary, and took twice as many acres of land as the original agreement. The Lenape protested, but the powerful Iroquois Nation agreed with the Penns and Logan. So the Lenape had to move further west, and never forgave the colonial leaders.

LIFE AT STENTON

James Logan’s farm was like the country estates he had seen growing up in England and Ireland. He even named it for the village of Stenton in Scotland where his father was born. He wanted to have a large, elegant mansion surrounded by fields and meadows. He wanted to grow crops and fruit trees and raise animals too.

James Logan carried on government business and trade at Stenton. He met with Native American leaders and entertained business partners, fellow scientists and scholars. He and his wife Sarah, along with their four children, also welcomed friends and family to Stenton often.

With so many visitors and activities at Stenton, the Logan family needed a large labor force to help run the farm, tend chores and serve guests and family members. James Logan owned several enslaved African. He also used European indentured servants and paid workers on his estate.

DINAH

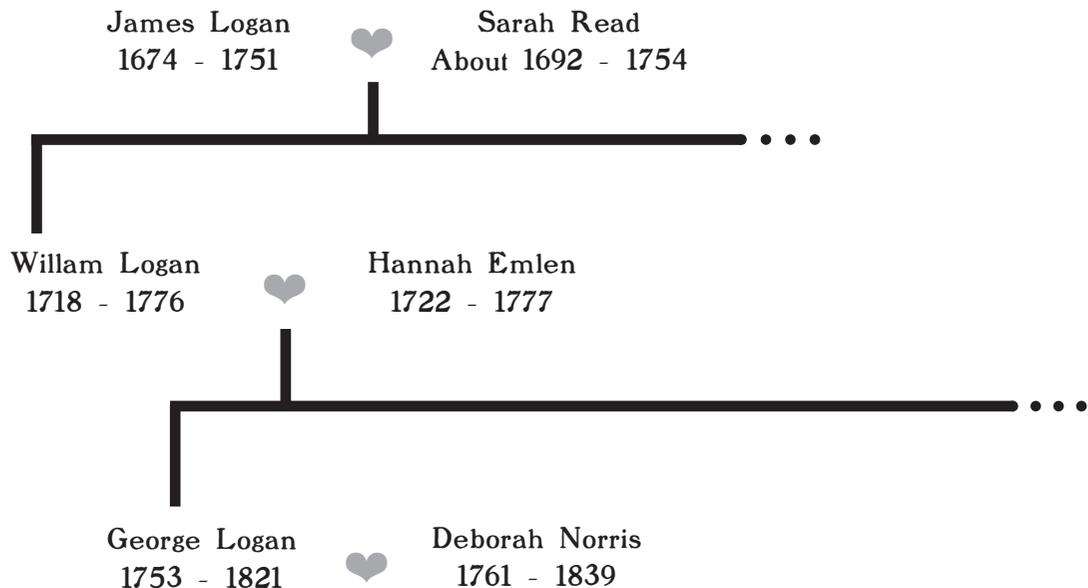
After James Logan died in 1751, Stenton passed to his eldest son William. William and his wife Hannah and their family used Stenton as a summer home, and lived in the city the rest of the year. They also had servants and owned enslaved Africans.

One enslaved African who lived and worked at Stenton for almost 60 years was Dinah. She was given to Hannah Logan at the time of her marriage to William. Dinah was given her freedom in about 1776. Soon after that, William and Hannah Logan died, just as America’s war for independence was beginning. Stenton was left to their son George who was going to medical school in Scotland. During the Revolutionary War, the house was left in the care of Dinah, the housekeeper. According to oral tradition, Dinah kept British soldiers from burning the house down after the Battle of Germantown in the fall of 1777.

GEORGE & DEBORAH LOGAN

After the Revolution, James Logan's grandson George and his wife Deborah Norris Logan came to live at Stenton. George and Deborah continued to operate the farm, and had a large stone barn built in 1787. Deborah wrote about the family and about Stenton in her diaries and letters. Because these diaries and letters were saved, we have been able to learn a lot about the history of Stenton. The barn, as well as the mansion house and several outbuildings, still stand at Stenton today.

Logan Family Tree



Show What You Know

1. List at least 3 of the jobs, or occupations, that James Logan held:

2. How did James Logan help make the colony of Pennsylvania larger?

3. The labor force at Stenton was made up of _____, _____, and _____.

4. Deborah Logan wrote about Stenton and the Logan family in her diaries and letters. How does that help us today?

What are some of the ways your family saves family history?

5. Think and discuss:

- If James Logan had stayed in England, do you think he would have had the kind of life and home he had in Pennsylvania? Did his connection with the Penn family help him? If so, how?
- Do you think everyone coming to Pennsylvania had the same opportunities as Logan? Who did or did not?

Stenton Previsit Activity #1

Working for William Penn

A Matching activity

Introduction:

In 1699, James Logan's life changed. He left his schoolteacher and shopkeeper jobs behind him in England, and sailed to America with his new boss, William Penn, who had founded a new colony of Pennsylvania in 1681. Logan became Penn's secretary, an important assistant who was given many important tasks to do for the colony's leader. The following quotes from letters, written by Penn or other Penn family members, mention many of the different jobs that Logan was given. See if you can match the task to the different roles he held.

Instructions:

Write the correct letter (or letters) next to the quote that best describes the job Logan was asked to do for the Penns. There may be more than one job described in a quote.

A. fur trader

B. merchant (shopper)

C. construction supervisor

D. surveyor

E. tax collector

F. bill payer/accountant

G. land & real estate salesman

H. landlord (rent collector)

___ "Get in {rent payments}...-William Penn

___ "...sell lands..." -William Penn

___ "Get in the taxes...." -William Penn

___ "[I] must desire thee to send the two pair of pewter candlesticks, some great candles and a dozen pounds smaller {candles}....Call Betty Webb to thy assistance: let her send two mops to wash house with....I would have thee buy a firkin...of good butter, also cheese and candles, etc. for winter...." -Hannah Penn, William Penn's wife

___ "Pay off all my notes {bills}, settle my accounts....." -William Penn

___ "...Get my two mills finished...- William Penn

___ "Cause all the province {colony}...to be resurveyed..."-William Penn

___ "...oh, ...that thou {you} would do all that is possible to master furs and skins for me, but bears especially." -William Penn

___ "Pray send me two or three smoked haunches of venison {deer meat} and pork, get them from the Swedes;send up for cider, what barrels thou canst get in town;...and by all means chocolate, if to be had... twelve bottles of Madeira wine, and as many of the white." -William Penn

Stenton Previsit Activity #2

The Business of Trade

Introduction:

Trade was an important part of life in the colony of Pennsylvania. William Penn hoped that with a lot of trade, the colony would grow and earn money, and become a successful place for people to live and work.

James Logan was very involved in trade during his life. He earned a lot of money in the fur trade, paying trappers to trap animals for their fur coats, or pelts, and skins and then shipping the cleaned furs and skins to merchants in England. He also bought goods from England and had them shipped over to Philadelphia, where he would sell them. He loaded large wagons called Conestoga wagons, and shipped goods to areas on Pennsylvania's western frontier. And he traded goods with Native Americans in return for land. He also gave them trade goods during treaties, or meetings and negotiations.

On the next page you see a copy of a page from James Logan's *ledger*, [LEH jer] a record he kept of what he was buying and selling. It is in old fashioned handwriting and is hard to read. Below it is written out for you to read more easily. See if you can answer the questions below about trade.

Questions:

1. What kind of animals were hunted for their furs and skins in colonial Pennsylvania? What is a fisher?

2. What kinds of goods were being purchased for the Indians during treaty meetings? _____

3. What were some of the food items James Logan bought for his house? _____

4. Why do you think Logan was buying so much wood? _____

5. From what countries were James Logan and his fellow businessmen buying and selling things?

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Philadelphia In

Acco^t of Expences

1722	To Acct of Hollis 118 Transferrt. hitherto		
1722	116 To Sundry Accto for 9 yards of Draft 2 nd of Powder	56	1-13-0
19	116 To Ditto for 5 Wg Combs 1/4 Ozenbrigs, 1 Lace	72	8-7
22	117 To Ditto for 1/4 of Silk a furb bridled	60	1-10-
26	118 To Ditto for 1/4 Muslin, 23 yards of Ozenbrigs 1/4 blue Persian	63	1-19-6
30	118 To Ditto for 3 rd of Nails, 1 p ^{ts} Maids Glovcs & Cash	68	16-3
27	118 119 To Cash paid for a China Lottery Ticket p ^{ts} 9 Boyden p ^{ts} 111 W Combs	6	4-4-6
10	120 To Accto of Tape for 2 p ^{ts}	123	1-4
24	121 To Sundry Accto for 2 nd of Nails & 1/2 of Ozenbrigs	59	13-11
3	122 To George Willis at Burlington 1/2 Rentlock	11	10-3
9	123 To Lewis ^{ts} Gaultrey for a w ^{ch} to T W 12/	6	2-1-4
11	123 To Joshua Inson	26	6-4
16	123 To Cash taken	6	1-
25	123 To Sundry Accto for Boards & Nails for a Salt Room	96	2-10-4
25	123 To Ditto for 1/2 p ^{ts} Hops made 12 Bags	76	15-
1723	123 To Sundry Accto for 1/2 p ^{ts} Ghentings for 1 p ^{ts} 3 C Freedm ^{ts}	126	1-13-11
1723	123 To Cash taken	6	6-

Pennsylvania

		£ (pounds)	shillings	pense
1721	9th month			
	By Richard Medley for 49 Indian dressed Deer Skins @ 99£	4	1	3
	By Thomas King for 1 fine fisher and 1 Raccoon		6	2
	By Account of Pelts for 75 Elks, 20 otters, 5 minks	17	10	2
	By Richard Lewis for an English dressed Deer Skin		7	
	By Sundry accounts for 44 Chests of Deer Skins shipped	1391	15	3
1722	By Edward Horn for 180 Bear Skins	36		
	By John Ward (?) for.....20 Foxes, 4 Wildcats	5	10	10
	By Indian Treaties for 14 pounds biscuits		7	2
	By James Paterson for 8 gallons Molasses		12	
	By James Le Tort for 2 Gallons Wine by Joseph Bades		10	
	By Account of Indian Treaties for Entertainment of Indians	11	19	7

1720	To H. Conard ... to Jamaica....with...54 casks of flour	370	13	6
	To ... merchandise from London for 6 dozen shoe buckles	2	1	10
1724	To cash received Johannah Biles for Indian blankets, silver	40	7	4
1723	Account of House Expenses			
	By Thomas Lawrence for Spices, etc.	4	4	
	To Cash for Wood (for fires)]		1	18
	To Cash paid for 1...cord of Wood	10	6	
	To Account of Rum for 3 gallons		9	0
	To Brother Charles Read formolasses	7	16	8
	To cash paid George Cutt for Candles	3	0	8
	To Potts Mill for milling 1:2:22 fine flour	4		
	To cash paid for Wood	17	6	
	To cash paid James Hutchinson in full for Wood & cordage	1	15	2
	To sundry accounts for 68 pounds sugar at 20	1	15	2
	Account of Joshua Johnson, Tinman			
	To Account of goods sold his wife	2	6	6
	To Account of cargo from Britain for sundry tin wares	90	9	6
	To Acct. merchandise from abroad for sorts of tin and pewter	95	14	11

Stenton Previsit Activity #3

skit/role play

Introduction:

James Logan played a big role in colonial government and negotiating treaties and land agreements with the Native Americans of the region. Several times he met with large groups of Native American leaders and their families at his home at Stenton. The following skit represents a ceremony that actually took place at Stenton during a 3 day visit to Stenton in 1736. The Iroquois leaders had traveled from Onondaga [ah nun DAH guh] in New York to attend an important treaty meeting in Philadelphia. There were over 100 Indians in the whole group, including men, women and children. Look back to page 8 to review what you know. Five different Iroquois nations, or individual peoples or tribes, were represented, including the Oneida [oh NI duh], the Tuscarora, [tusk uh ROAR uh], the Seneca [SEN ih kuh], the Onondaga and the Cayuga [ki YOO guh]. These five tribes made up the Iroquois Nation.

The Wood's Edge Ceremony was a very important Native American ceremony that was used in special meetings with Europeans. The ceremonies were filled with special symbols and greetings that were part of the Iroquois culture. They believed that the woods or forests they traveled through, as they went to meet with other people, could be filled with evil power that could ruin a meeting. In the ceremony they would ask that the evil, or "dust" from the journey be cleaned from everyone's eyes and throats. In a way, they were asking that everyone see and speak clearly – that there be good listening and careful talking. In order to set up good relations with the native people, it was important for the Pennsylvania colonists to learn this ceremony as well. One of these ceremonies took place at Stenton in 1736 when the five Iroquois nations came to visit.

Activity Suggestion:

Here is a skit about the Wood's Edge Ceremony that your class can read together and act out. You and your classmates can take on the roles of the people who attended the Wood's Edge Ceremony at Stenton in 1736. There are 10 speaking parts, but everyone else will also have a chance to participate as members of the different Iroquois nations. The way they talked sounds different from our conversation today. You may want to practice the skit by reading through it a few times. On your class visit to Stenton, you will have a chance to act out a short ceremony like this one.

~ CAST ~

1. James Logan, President of the Provincial Council
2. Thomas Penn, William Penn's son, representing the Penn family
3. Conrad Weiser, a German settler, serving as translator and go-between
4. Shickellamy, [shi KELL a mee] an Oneida representative, serving as translator and go-between
5. Provincial Council member

Chiefs of the Six Nations (the Iroquois confederation):

[Note: these names may be hard to pronounce. Try practicing them.]

6. The "Prince", Onondaga Chief, "Tocanuntie" [toe cah NUN tee]
7. The Speaker, Seneca Chief, "Hanickhungo" [hah nick HOON go]
8. Cayuga Chief, "Saguchsanyunt" [suh gooch SAHN yunt]
9. Tuscarora Chief, "Sawuntga" [suh WOONT guh]
10. Oneida Chief

All remaining students can be divided into five different groups, and seated together by group. Using construction paper, design a sign for each Indian group at the ceremony: the Oneida, the Tuscarora, the Seneca, the Onondaga and the Cayuga. Have one member of each group hold the sign and sit at the front of the group.

~ SKIT ~

A "Wood's Edge" Ceremony At Stenton

September 27, 1736



(3 strings of **wampum** are laid out on table. You may substitute pieces of string or beads)

PENN: (Facing the Prince, and picking up and holding 1 string of wampum) Brothers, you have travelled very far to visit us, through the dark woods and along dusty paths. First, let this wampum clear the dust from your eyes and put away any sadness.

[Penn passes wampum to Conrad Weiser, who will repeat the message to the Prince, speaking in the Mohawk language. Because Mohawk is very difficult to pronounce, this script keeps the words in English. (You can pretend Mr. Weiser is speaking Mohawk.)]

CONRAD WEISER: (Facing the Prince, and picking up and holding 1 string of wampum) Brothers, you have come a great way to visit us, through the dark woods and along dusty paths. Let this wampum clear the dust from your eyes and put away any sadness. (Weiser passes the string to the Prince.)

PENN: (picking up 2nd string of wampum) With this wampum we ask you, our great Brothers of Onondaga [ah nun DAH guh], to speak with truth.

[Penn passes wampum to Conrad Weiser, who repeats message to the Prince.]

Vocabulary

wampum: small tube-like beads made from seashells, strung in strings or woven into belts. Wampum was important in ceremonies, helping join groups together to work peacefully. It was exchanged at treaties and in trade, and used by Indians and colonists.

CONRAD WEISER: (*holding 2nd string of wampum*) With this wampum we ask you, our great Brothers of Onondaga, [ah nun DAH guh], to speak with truth. (Weiser passes the string to the Prince.)

JAMES LOGAN: (*Holding 3rd string of wampum*) With this string of wampum, we welcome you and promise to give your food and shelter. (*Logan passes wampum to Conrad Weiser, who repeats message to the Prince*)

CONRAD WEISER: (*Holding 3rd string of wampum*) With this string of wampum, we welcome you and promise to give you food and shelter.

The Prince: (*in loud voice, slowly, stretching out the two syllables*): “YO HEY!!!”

The Speaker: (*in loud voice, slowly, stretching out the two syllables*): “YO HEY!!!”

Oneida Chief: (*in loud voice, slowly, stretching out the two syllables*): “YO HEY!!!”

Cayuga Chief: (*in loud voice, slowly, stretching out the two syllables*): “YO HEY!!!”

Tuscarora Chief: (*in loud voice, slowly, stretching out the two syllables*): “YO HEY!!!”

All ONEIDA: “YO HEY!!”

All SENECA: “YO HEY!”

All TUSCARORA: “YO HEY!”

All ONONDAGA: “YO HEY!”

All CAYUGA: “YO HEY!”

SHICKELLAMY: Brother Penn, Our leaders have traveled a long way from our village Council fire. They thank you for the wampum, and will keep their eyes and hearts open.

PROVINCIAL COUNCIL MEMBER: Brothers, We invite you to meet with us in two days at the Great Meeting House in Philadelphia.

WEISER: (*translating to the Speaker*): Brothers, We invite you to meet with us in two days at the Great Meeting House in Philadelphia.

JAMES LOGAN: Brothers of Onondaga, I invite you to stay at my home until we travel to the Great Meeting House.

WEISER: (*translating*) Brothers of Onondaga, I invite you to stay at my home until we travel to the Great Meeting House.

Yo! What’s all this about “Yo Hey?”

Does the greeting sound familiar? Actually, we use the slang word “yo” a little differently than the Iroquois did 270 years ago. Colonists who attended meetings where the call of “yo hey” was given describe it as a slow, singing sound that started on a high note and ended on a lower one. One listener compared it to the European or American “buzzab,” or “hooray,”— clearly a shout of approval.

Postvisit Activity

Stenton Reporter Assignments

Teacher Note: There are 7 different types of newspaper features listed below for your student reporters. You may choose to assign several children to each type of feature, or have students work in groups to complete the 7 assignments. Read over the assignments carefully with students before your site visit, so that they understand their own particular “fact-finding” mission. They will use the notes from their visit to complete their news-writing assignment as a post-visit activity.

1. Travel writer’s account

Describe your class trip to Stenton. Use lots of details so that your readers will know all about your trip.

- a. Who, what, where, when, why, how
 - i. Who went on the trip? [*example: Mrs. Robinson’s fifth grade class*], who did you meet there, who was your guide? When was your trip? Why was your class going? (what are you studying in social studies?) How did you get there?
 - ii. What is Stenton, where is it located? When was Stenton built? Who built it? Who lived there?
 - iii. Did you enjoy your visit? Would you recommend it to others? Why?

2. News Story

Describe an important event or activities that took place at Stenton in the past. Remember to record the facts: Who, what, where, when, why, how. --

3. Interview

Pretend you have traveled back in time to the days when James Logan and his family lived at Stenton. Or perhaps you’ve traveled back to the days when Dinah was tending the house. You have been given a chance to talk to one of these people from the past. Think of questions you would ask one them. (Examples are: Mr. Logan, why did you own so many books? Or, what was it like working for William Penn? Or maybe you’d ask Dinah how long she worked at Stenton, and when she was given her freedom? What did she do when British soldiers came to Stenton during the Revolutionary War?) Write the interview as if you and your interview “subject” are talking back and forth.

4. Illustration

Although most newspapers have photographs to illustrate events and show what people look like, drawings and sketches are also used. Draw a quick sketch of something that will help show what your visit to Stenton was like. You might choose to sketch part of room in the house, one of the family members or household servants, or something you did while visiting. Finish your drawing when you return to your classroom.

5. Editorial

Pretend you have traveled back in time to the days when the Walking Purchase took place. You are the editor of a Philadelphia newspaper. Choose a side – James Logan or a Lenape leader — and explain your views on how the land was taken. State your opinion and try to explain why you are right. Remember to listen carefully to the tour guide to gather notes that will help you write your editorial back in the classroom.

6. Comics

Take notes about an event or person or persons that you learn about at Stenton. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about that event or person.

7. Poem

Take notes about an event or person/persons that you learn about at Stenton. Using your notes, write a poem back in the classroom to tell about that event or person.

An Introduction to Cliveden of the National Trust



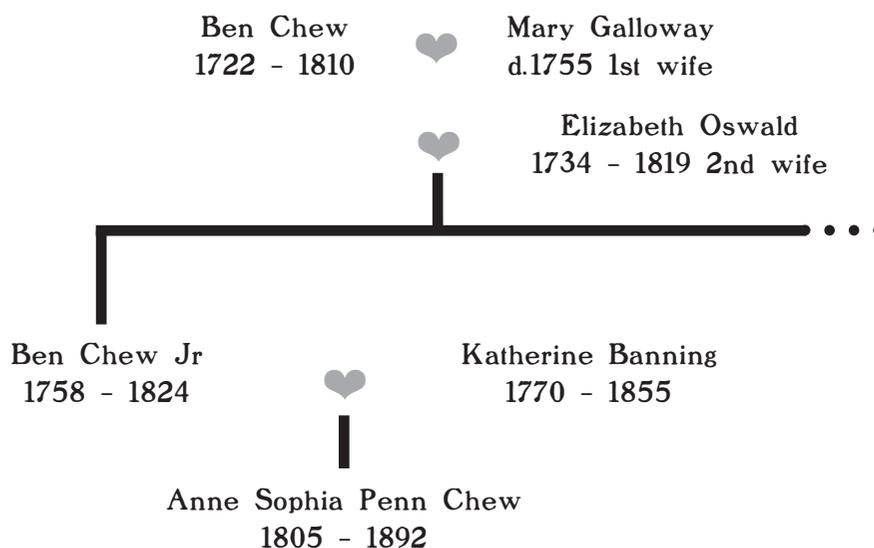
A HOUSE IN GERMANTOWN

In the 1760's, the wealthy Philadelphia lawyer Benjamin Chew decided to build a summer getaway home in Germantown for his family. Two hundred and fifty years ago, just as today, Philadelphians looked for ways to cool off during the hot, sticky summers. On a hill in Germantown, away from the city's summer heat, there were cool breezes and plenty of space to build the big house that Mr. Chew wanted.

Benjamin Chew had many ideas about what his house should look like. He got some of his ideas from houses he'd seen in England, where he had studied to become a lawyer. One of those English houses was called *Cliveden*. Mr. Chew decided to name his house in Germantown "Cliveden" to show how proud he was of his connections with England. He hired local German stone masons and carpenters to build the house.

Benjamin Chew needed a big house for his big family. His first wife died leaving him with four young daughters. He married again, and by the time his new summer house was finished in 1767, he had a total of nine children including one boy, Benjamin, Jr. After this, he and his second wife had 4 more daughters, making a total of 13 living children. (They had two others who died before they were a year old.)

Chew Family Tree



THE SERVANTS & ENSLAVED AT CLIVEDEN

Besides the family, there were many other people living and working at Cliveden. There was a servant, a gardener and a coachman, a nursemaid for the children, and several laundry maids to do the wash. There were at least five enslaved Africans, including Mr. Chew's personal servant Will, his wife Dinah and their children. Sometimes there were more servants and enslaved Africans at Cliveden than there were family members.

Mr. Chew also had many enslaved Africans who didn't live in Philadelphia, but stayed on plantations that he owned in Delaware and Maryland. Some of these enslaved Africans were sold or rented to other farmers. Richard Allen, founder and Bishop of the African Methodist Episcopal church, wrote in his autobiography that he "was born a slave of Benjamin Chew" in 1760. (Cliveden had not been built yet at this time. Allen may have been born on one of Chew's plantations in Delaware.) In about 1766, Allen and his family were sold to a Delaware farmer named Stokely Sturgis. As a young man, Allen purchased his freedom and later became one of the founders of the Free African Society. Allen was one of the brave African Americans who helped the sick and dying during the deadly yellow fever epidemics that swept Philadelphia in the 1790's.

THE REVOLUTION

By the time Cliveden was completed in 1767, Benjamin Chew was one of the most important – and richest – men in Philadelphia. He did a lot of legal work for the governor, and just before the Revolution,

Vocabulary words:

Yellow fever epidemic: large outbreak of a highly contagious and often deadly disease caused by contact with disease carrying mosquitoes. Symptoms included severe fever, bleeding, vomiting.

in 1774, King George chose him to be an important judge, the Chief Justice of Pennsylvania. It was a tough time to be the man responsible for enforcing British law in the colony. People were becoming more and more unhappy with the way Great Britain was governing America. To raise money, the British government passed laws that said the colonies must pay new taxes. The increased taxes made it harder to buy needed goods from Great Britain, like paper, glass and tea. The colonists thought they were being taxed unfairly to pay the costs of the British government back in England.

The colonists were also very angry that the British government passed laws without listening to their side of the story. Without a **representative** in the government, or Parliament, the colonists had no way to speak up for themselves. “No taxation without representation” became a popular saying in the American colonies. A meeting of representatives from the colonies was called in Philadelphia for September 1774 to talk about their complaints and send a message to the British king. This meeting was called the Continental Congress. Mr. Chew seemed to agree with these ideas and he had friends in the Continental Congress. But when the Continental Congress met again and decided to fight the British and declare their independence, he didn’t think he, as Chief Justice, should support the new Revolutionary government.

Do You Know?

In 1775, the Second Continental Congress met and decided to raise a Continental army to fight the British. A year later they met to discuss the idea of forming a new nation, and wrote a paper to declare their freedom, or independence, from Great Britain. Do you know the name of this famous document? Do you know who helped write the document? Answer on page 41.

Benjamin Chew wasn’t the only Philadelphian who didn’t like the idea of war against the British. The people who were against the war fell into two major groups. One group was loyal to the King of England. Some were making a good living under Britain’s rule and did not want to risk losing their wealth and businesses. The other major group of Philadelphians that were against the war were the Quakers. They were pacifists because their religion teaches them to oppose violence. They believe that people should find peaceful, nonviolent ways to solve problems. Even so, some Quakers did join the fight against England, and some rich people like Robert Morris and Haym Solomon, supported the Revolution.

Vocabulary words:

representative: someone people choose to speak for them

LOYALIST OR PATRIOT?

It was a confusing and difficult time for every American, even before the actual fighting began. The people who supported the Revolution called themselves “patriots,” willing to fight for their new country. The British supporters considered themselves “loyalists,” who kept their promise of allegiance to the old country. Neighbors on the same street, and sometimes members of the same family such as Benjamin Franklin and his son William, chose different sides and suddenly became “the enemy.”

The Revolutionary War touched every man, woman and child who lived at that time. Even enslaved Africans were touched by the Revolution. Beginning with Lord Dumore’s Proclamation of 1775 emancipating, or freeing, any enslaved person that abandoned the patriots, approximately 10,000 free and formerly enslaved Africans would fight for the British. About 5,000 free and enslaved Africans fought with the patriots. The Declaration of Independence was signed in Philadelphia on July 4, 1776. This made England angry, so the king sent a huge army to America.

By the summer of 1777, the war moved closer to Philadelphia, the biggest city in the colonies. The Continental Congress worried that Chief Justice Benjamin Chew, who was opposed to the war, was too powerful and a danger to the new government. They arrested him and other loyalists, including Governor John Penn. He spent the next year under house arrest in New Jersey.

THE BATTLE OF GERMANTOWN

The British army captured Philadelphia in the fall of 1777. Over the month of September, American troops led by General George Washington fought and lost major battles at Brandywine and Paoli to try to keep the British out of Philadelphia. Soon, the Americans had to withdraw to the farm country north of the city. From there they watched British General Sir William Howe march through Germantown on the way into Philadelphia. Howe left thousands of troops camped throughout the town. A week later, Germantown was a battlefield, and Cliveden, Benjamin Chew’s house, was at the center of it all.

Washington had planned a surprise attack on the British troops in Germantown on the morning of October 4th, 1777, but bad luck and bad weather ruined these plans. About 100 British soldiers barricaded themselves inside Cliveden and began firing out of the upper windows. The Americans lost a bloody, hard-fought battle and eventually retreated to Valley Forge for the winter. Cliveden was badly damaged during the fighting. Today you can still see where cannonballs hit the house. You can also watch a “re-enactment” of the Battle of Germantown every October.

SHOW WHAT YOU KNOW

1. What is a patriot?

2. What is a loyalist?

3. Who were the two groups of people who opposed going to war again Britain?

Answer for page 45:

The name of the document was the Declaration of Independence. Thomas Jefferson and Ben Franklin helped to write it.

Cliveden Previsit Activity #1

Using The Chew Papers to Learn about Enslaved Life

Introduction:

From the very beginning, enslaved Africans found ways to resist the brutality of slavery. Many sought freedom, even before slavery was abolished in any of the colonies. Some hid among free blacks. Some headed for the docks hoping to board ships sailing away from the colony. Later, during the Revolutionary War, the British government offered freedom to any enslaved Africans who would join the British army, and many enslaved Africans signed up.

At about the same time that Mr. Chew's slaves Will and Will's wife Dinah were living and working at Cliveden, some enslaved Africans may have been escaping to a free black community that was growing somewhere in the same Germantown community. Why do we think this? We found a clue. Historians hunt for clues about the past everywhere. **Primary sources** are often filled with clues. Letters are a great *primary sources* with lots of clues to help us learn about people in colonial times. The information in these letters is especially helpful in teaching us about the lives of enslaved Africans and indentured servants in colonial Pennsylvania. This activity will teach you how to search for information on enslaved Africans in old documents.

Vocabulary words:

Primary sources: are any original sources that survive from the actual time period you are studying, like old letters, diaries, drawings, maps and objects.

A. The Chew Papers

Instructions:

For the next several activities you will examine transcriptions of old documents and letters written by members of the Chew Family and those that worked for them. These are just some of the over 200,000 documents the Chew's left behind that give us clues about the past.

For the first activity read this document from 1772. It will tell you about how slave owners fed and clothed their enslaved Africans. Notes have been added to help explain some of the terms and some words might be spelled in a different way. Then try to answer the questions that follow.

"RULES FOR CLOATHING AND FEEDING NEGROES"

E. Tilghman (1772)

- Two shirts and shifts a year of the best homespun linen to be given them at about the month of November.
- A waistcoat of homespun half-fulled or white Kersey for the men made like a sailor's pea jacket with strong cheap metal buttons, a patch strongly put on each elbow and shoulder; the seams to be back with double thread, stitched backwards and forwards, a pair of town trousers for the men in harvest and a short shirt to reap in, open at the bottom and to reach a little below the waistband of the breeches. One of the above waistcoats will serve them two years giving them the second year a body jacket to come just below the waistband of the breeches loose-bodied waistcoat of very strong flannel.
- When the men work in the cold weather, the upper jacket should be thrown off as soon as they begin to grow warm with labour and put on again immediately upon them leaving to prevent colds, illnesses, etc.
- The women to be clothed with petticoat and waistcoat made of best Welch cotton or country cloth. The jacket half-fulled, the petticoat only seamed in the common way.
- Bedding:
 - 1 rug, 2 Dutch blankets for they will lay on one and cover with the second
 - Mattress of straw or chaff (to be changed after childbirth)
 - Needles and Thread (especially darning needles to repair clothing)
- 1 pair shoes about the middle of November and another about the 1st of January for men. 1 pair for women about 1st December. 1 pair stronger country-made stockings in November.
- 6 Barrels or 30 Bushels Indian Corn horses for 1 year.
- 3 Barrels or 15 Bushels per Negro.

1. What type of clothes did women wear?

2. What clothes did men wear?

3. How was this clothing made? Why do you think that would be important?

4. How often did enslaved Africans receive new clothes?

5. Why were the men supposed to remove their upper jackets during their work?

B. Analyzing Letters and "Runaway" Notices

Materials:

- Documents from the Chew Papers
- Focus question worksheets

Instructions:

Working in groups, read the following letters and notices about Africans that were enslaved by the Chews. Fill in the answers to the Focus Questions. (You will need multiple copies of the Worksheet to do this Activity.)

HARRY- A SLAVE OF THE ANDOVER IRON WORKS (1797)

The Bearer hereof, Negro Harry, is the Property of the owners of Andover Iron Works in the State of New Jersey and has for a number of years been employed in their service at the Andover Forge as a hammer-man, and as the said owners have for the present no further use for him at the Forge and he prefers working in the Business to which he has been accustomed and which he understands better than any other, he has applied to me as one of the said owners for my permission to him to contract with and serve any person who will employ him in the said line of Business for such wages as he may reasonably deserve. I do therefore as one of the said owners give him such permission with liberty to

receive the wages he may earn for his own support and maintenance. Witness my hand at Philadelphia the 13th day of June Anno Dom 1797

Benjamin Chew

SLAVE TRAVEL PASS

Letter from Slave Joseph to Benjamin Chew Requesting Permission to Travel to Baltimore

December 5, 1804

Dear Sir,

This comes to inform you that Miss Betsey Smyth hath broke up housekeeping and has sold all off, my wife she has sold to Mr. Holinsworth in Baltimore for five years. Mr. Pearce since she went there has been so kind as to grant me the liberty to go to see her once which I esteemed a very great favour. Be so kind Sir as to take this consideration we have now been man and wife this eleven years, and I wish to be more convenient to her. I was told by sundrie (sic) Gentleman in Baltimore when over there, that if it was your pleasure to let me go over there for this ensuing year they would allow you very generous wages. I flatter myself that my Mistress will grant her approbation to this request and you may both depend upon it that I will endeavor to behave myself so that I hope you never shall have reason to repent of the favour (sic) granted me. Should you not incline to grant the above request Mr. John Constable who owns one of the packets in Chestertown will willingly hire me to sail to and from Baltimore with him but had I my wish I would rather be hired in Baltimore.

Please Sir, write me as soon as you see proper respecting this matter. Mr. Pearce I have no fault to find with but I am uneasy in my mind being so far distant from my wife. Please give my humble respects to my Mistress, hoping that your self, my Mistress, and all the Children are well. I am, Dear Sir,

Slave Joseph

SLAVE TRAVEL PASS

Letter Providing Permission for Harry to Travel to Santo Domingo (1805)

July 24, 1805

Dear Sir

I have consulted Mr. Chew upon the application I made to you this morning, and he agrees that his Black Man Harry shall go as a Landsman in your ship the Neptune, to St. Domingo and back. You will therefore be pleased to inform me when he should be rendered on board and perhaps the latest period before the ship's departure will be the best. His wages I think you said would be 12 Dollars per month, and you will do me a favour by recommending the man to Capt. Taylors commission and protection. I am dear Sir your mo. ob serv., (your most obedient servant),

Phil Nicklin

Mr. Joseph Summerl
July 24, 1805

"RUNAWAY" SLAVE ADVERTISEMENT

Public Notice
1819

A NEGRO MAN named HARRY belonging to B. Chew run away from the State of Maryland in the summer of 1815. He is about 5 ft. 9 in. high rather stout made for his height carried himself upright in his walk, had thick wool of hair on his head which he took much pride keeping it well combed and high in front. Is polite in his manners has for some years before 1815 been accustomed to wait in the house had been employed in the Service of and hired by Richard Frisby, Esq. from whence he took his leave of Baltimore. He formerly lived on a farm in the neighborhood of Chestertown, Maryland with two men named the one Thomas Miller, the other Thomas Murray whose names being mentioned to him he may acknowledge to have known and thereby fix his identity.

His eyes are rather small and his face rather round visaged. He used to be fond of horses and was assiduous in the care of them. Was disposed to complain of being rather weakly.

A liberal reward will be given for the securing of him.

His mother's name was Dinah.

Dec. 1819

LETTER FROM BEN CHEW, JR. (JANUARY 19, 1778).

Ned arrived here in Search of Mr. Bennet Chew's Negroes. he came up by Permission from Col. Duff .he obtained most of the Negroes & has sent some of them to their Plantation, His Fortune was not single, your Man Aaron that went off from my Uncle Samls Tired of his Frolick came voluntarily & solicited for his Return to his Master he was immediately upon my Application discharged from the Service in which he was employed and ordered into my possession, he now waits an Opportunity of going down Will, I fear has made his Escape to some other Country but the Hardships he must experience from a different Way of living than that in your Employ, will sufficiently furnish his Ingratitude.

Group Worksheet

Focus Questions for Activity B: Analyzing Letters and "Runaway" Notices

Focus Question 1. What types of skills did enslaved Africans have?

Where do you think the enslaved Africans may have gotten these skills?

Why would these be important in colonial Pennsylvania?

Focus Question 2. Were any of the enslaved people paid? If so, how much?"

Focus Question 3. What new things did you learn about the life of enslaved Africans that you did not know before [Think about where they lived, what work they did, their families]?

Cliveden Previsit Activity #2

Accounts of War

Introduction:

In any war, today or 225 years ago, it is often difficult to learn exactly what is happening during or after a battle. Although today's telephones, televisions, computers and radios allow us to communicate much faster than in colonial times, it may still take time to determine how many soldiers might have been injured or killed in battle, or where the army is headed.

During the Battle of Germantown, a thick fog caused a lot of confusion for soldiers fighting on both sides. After the battle, there were many different reports of how the two armies had done. One account of battle was recorded in the diary of Elizabeth Drinker on October 4, 1777:

...while I was writing I heard Cannons fire, and indeed before I was up, understood upon [asking] that a party of Washington's Army had attacked the English picket guard near Chestnut Hill. -- This has been a Sorrowful day at Philadelphia and much more so at Germantown and thereabouts...it was reported in the forenoon that 1000 of the British were slain, but Chauncy Jones who lodges here tonight...tells us that he has been today as far as B. Chew's place, and could not learn of more than 30 of the English being killed, though a great number were wounded and brought into this City. He counted 18 of the Americans lying dead, in the lane from the Road to Chew's house. The House is very much Damaged, as a few of the English troops had taken shelter there, and were fired upon from the road by great numbers of the others... ..

Questions

1. According to the first report Elizabeth Drinker heard, how many British were "slain," or killed?

What did a later report give as the number killed? _____

Why do you think there was such a great difference between the reports?

2. How many Americans were said to have died? Do you think this number is correct?

Cliveden Previsit Activity #3

Revolutionary Laundry Vocabulary

As part of the *History Hunters* program, you will see the types of clothes worn during the Revolution. You might see things from a member of the Fourth Continental Light Dragoons, one of the regiments of the Continental Army, or a revolutionary war supply sergeant, or clothing and supplies a wife would pack for a husband about to join the war. Some of the terms for these items will be new to you. Below is a vocabulary list to help you prepare before your visit.

❧ CLOTHING ❧



Headgear: The headgear of the Continental Dragoon was meant to serve several purposes. It would inspire respect by making the wearer look taller and more threatening, and more importantly, protect him from saberblows delivered from horse-mounted enemy troops. The bowl and visor of the helmet were made of heavy leather, with a tough strip of black bear fur running from the front edge to the rear. The white band was known as a turban, and black and white circular decoration was called the Alliance cockade. It was a symbol of the alliance that North America had formed with France in May of 1778. Finally, the hat was topped with a white ostrich feather. The feather was purely decorative, and distinguished the Continental Dragoons as an elite troop in the American cavalry.



Haversack: Haversacks were kind of like backpacks today, only they were made of linen or cotton and worn over the left hip rather than the back. Soldiers used them to carry eating utensils such as bowls, spoons, forks, and sometimes a biscuit or other food.





Regimental jacket: Each soldier was issued just one uniform that had to be worn regardless of season or temperature. The jacket's shell was wool, a relatively cheap and available material; it was also breathable, tough, and warm. Buttons lined both sides of the lapel. Besides decoration, this made it possible to button the jacket across both sides of the front for extra warmth. The sleeve buttons could also be undone, so that a soldier could pull the cuffs of the shirt down over their hands if needed to warm his fingers. Heart-shaped patches were sewn onto the jacket's elbows to prevent the material from wearing through too quickly. They were also supposed to remind the soldier that he was missed at home. The jacket's lining was made of linen, another common material of the 18th century. Lining the jacket made it easier to slip on and off.

Waistcoat: All 18th-century men wore waistcoats (also spelled weskits), and men in the military were no exception. The weskit looked much like a vest today and was one more layer of warmth. Most weskits had pockets for storing personal items. Extra flints and musket tools were often carried into battle in these pockets and a rare soldier might carry something more expensive, such as a pocket watch. A row of buttons down the front kept the weskit closed against wind or weather - remember this is before the invention of the zipper.



Work Shirt: The 18th-century work shirt was a "one-size fits all" item, the bottom hem coming to just above the knees. It was worn by all men of that time, the construction differing depending on how much the shirt wearer had wanted to spend. Dragoons typically wore shirts of brown linen, which were rough but also tended to wear longer than something like cotton. Since underwear hadn't been invented yet, work shirts often doubled as sleeping shirts.



Musket: The weapon of the Continental Dragoon was a 1763 French Charleville musket, brought in 1778 to America from France by the Marquis de Lafayette. This musket was a smoothbore rifle. Known as a flintlock, it was fired when the trigger was pulled, striking a piece of flint to create a spark that ignited a small amount of gunpowder poured into the gun's barrel. The musket fired a round ball (called a musket ball) that was about the size of a small marble. It was a relatively inaccurate weapon, especially at distances over 200 feet.



Cartridge Box: Rolled paper cartridges were made by hand. Each contained a measured amount of gunpowder and a round bullet or “musket ball.” These were stored in a cartridge box, as were extra flints used to create the spark that fired the musket.

Postvisit Activity

Cliveden Reporter Assignments

Teacher Note: There are 7 different types of newspaper features listed below for your student reporters. You may choose to assign several children to each type of feature, or have students work in groups to complete the 7 assignments. Read over the assignments carefully with students before your site visit, so that they understand their own particular “fact-finding” mission. They will use the notes from their visit to complete their news-writing assignment as a post-visit activity.

1. Travel writer’s account

Describe your class trip to Cliveden. Use lots of details so that your readers will know all about your trip.

- a. Who, what, where, when, why, how
 - i. Who went on the trip? [example: Mrs. Robinson’s fifth grade class], who did you meet there, who was your guide? When was your trip? Why was your class going? (what are you studying in social studies?) How did you get there?
 - ii. What is Cliveden, where is it located? When was Cliveden built? Who built it? Who lived there?
 - iii. Did you enjoy your visit? Would you recommend it to others? Why?

2. News Story

Describe an important event or events and activities that took place at Cliveden in the past. Remember to record the facts: Who, what, where, when, why, how.

3. Interview

- a. Pretend you have traveled back in time to October 4, 1777 and the Battle of Germantown. You are interviewing one of the **British** soldiers who is fighting in the battle. You will want to “report” on many details: the weather, the noise, how old the soldier is (if you can find out), where he lives, how he feels, how the battle is going etc. Remember to listen carefully to your tour guide for facts and clues that will tell you what it was like for a soldier in the Battle of Germantown.

- b. Pretend you have traveled back in time to October 4, 1777 and the Battle of Germantown. You are interviewing one of the **American** soldiers who is fighting in the battle. You will want to “report” on many details: the weather, the noise, how old the soldier is (if you can find out), where he lives, how he feels, how the battle is going etc. Remember to listen carefully to your tour guide for facts and clues that will tell you what it was like for a soldier in the Battle of Germantown.

4. Illustration

Although most newspapers have photographs to illustrate events and show what people look like, drawings and sketches are also used. Draw a quick sketch of something that will help show what your visit to Cliveden was like. You might choose to sketch part of a room in the house, one of the workers, a soldier, or a drawing of the Battle. Finish your drawing when you return to your classroom.

5. Editorial

Pretend you have traveled back in time to the days just before the American Revolution. You are the editor of a Philadelphia newspaper. Choose a side — Patriot or Loyalist — and explain why you have chosen to side with the Americans or the British. State your opinion and try to explain why you are for or against independence from Great Britain. Remember to listen carefully to the tour guide to gather notes that will help you write your editorial back in the classroom.

6. Comics

Take notes about an event or person or persons that you learn about at Cliveden. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about that event or person.

7. Poem

Take notes about an event or person/persons that you learn about at Cliveden. Using your notes, write a poem back in the classroom to tell about that event or person.

Introduction to Belfield and La Salle University Art Museum



Belfield was the country estate and farm of Charles Willson Peale from 1810-1826. The land was originally granted by William Penn in 1684 to Thomas Bowman, an early colonist from England. Eight families owned the land between 1684 and 1810, when Peale purchased the property. Peale moved to Germantown for many reasons, including concern about his health. The countryside was thought to be good for a person's health, and Germantown was considered the countryside at that time. He also wished to retire from his museum and try his hand at farming, like his close friend Thomas Jefferson. Peale sold the property in 1826 to Mr. and Mrs. William Logan Fisher who passed the property through the Wister family until it was purchased by La Salle University in 1984. There are many connections between Belfield and Stenton; one of these is that Sarah Logan Wister Starr (of Belfield) was the granddaughter of Sarah Logan (Fisher), the sister of George Logan of Stenton. Today, Belfield is part of La Salle University and it is used for University offices.

Another part of La Salle University is the Art Museum, which has paintings and sculptures from many places around the world, including Europe and America, organized by time period. The collection contains examples of important artists in the history of art. Some of these paintings and drawings are by members of the Peale family, who lived at Belfield.

CHARLES WILLSON PEALE AND THE PEALE FAMILY

Charles Willson Peale - painter, patriot, writer, inventor, farmer, scientist, naturalist, and founder of America's first art and history museum - was born in 1741 in Maryland. He began his career as a saddle maker, watchmaker, and silversmith but became interested in portrait painting at 22 years old. He paid for his first art lessons by trading them for a saddle! He found out quickly that he was a natural artist. In 1766, a group of Maryland patrons recognized Peale's talent and paid for him to travel to London to study for three years with the American painter Benjamin West.

Peale moved to Philadelphia in 1775, shortly before the drafting of the Declaration of Independence. He was very patriotic and served in the city **militia** in the Trenton-Princeton campaign. Upon arrival in Philadelphia he soon became one of the most important painters in the colonies. In 1782 he opened a portrait gallery featuring heroes of the Revolution, and in the mid-1780s he founded his own museum in Philadelphia. Peale's Philadelphia museum was the first organized museum of natural history and art in North America. The museum had a huge collection of art, scientific gadgets, minerals, shells, fish, birds, insects, and animals preserved using taxidermy. In 1802 the museum was moved to the second floor of Independence Hall to accommodate its huge collection. Many people in Philadelphia – and elsewhere in the colonies - visited Peale's museum to admire the collections and have their **silhouettes** made (more on that later)!

Throughout his extremely long life, Charles Willson Peale married three times and had 17 children - 11 of whom lived to adulthood. Many of his children were named after historical men and women that Peale admired – mostly artists or scientists. Some of his painter sons were named Raphaele, Rembrandt, Rubens, and Titian.

Before his death in 1827, Peale completed around 1,100 portraits. He painted many important American figures – including George Washington, Thomas Jefferson, Benjamin Franklin, and John Adams. His portraits are famous for their **Neoclassical** style which rendered the sitters with great precision and detail. Charles Willson Peale is truly one of America's most important painters, and through his paintings we are able to learn much about America during its exciting time of revolution and independence.

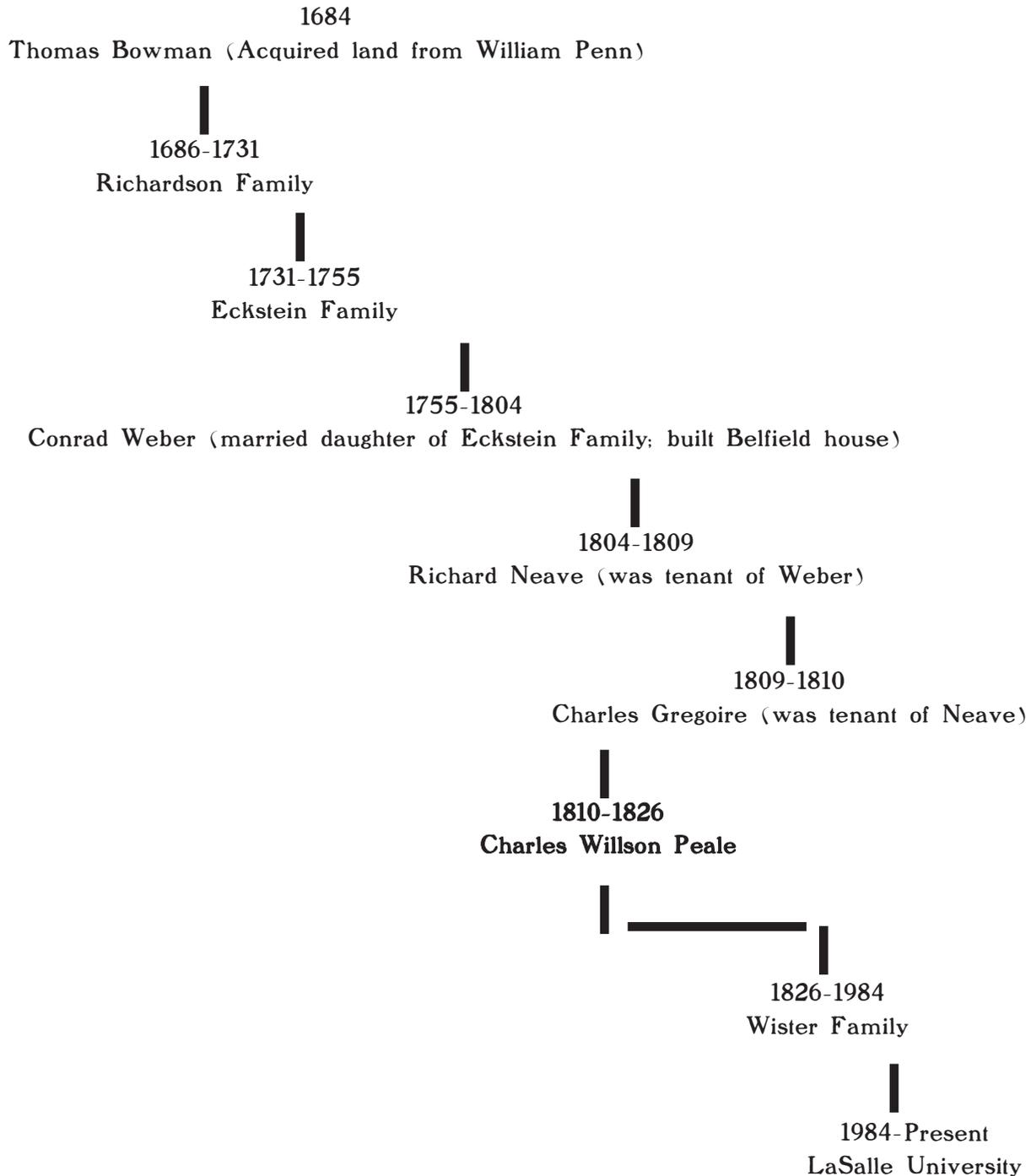
Vocabulary words:

Militia: An organized group of adult male citizens who could be called to fight, if needed, but were not a part of a professional army.

Neoclassical: An artistic style developed in France in the 18th century, which was inspired by the classical art and

ideals of Ancient Greece and Ancient Rome. This style became popular during the founding of American democracy because of its references to the Roman republic.

Residents of Belfield Property

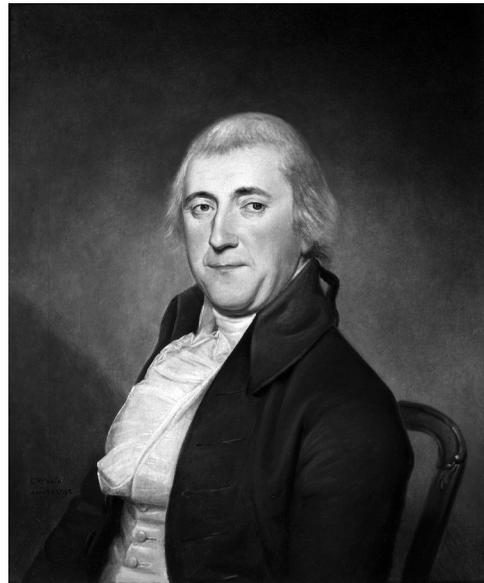


HISTORICAL PORTRAITS

Artists have been making portraits for thousands of years in sculpture and painting. A **portrait** is a work of art, created by an artist, which represents a unique individual. You will see many portraits in the houses that you visit for History Hunters. These portraits are very important because they give us another view of history. They can be read, just like primary source documents, and help us to understand individuals that lived in the past. Many portraits show us not only what the **sitter** looked like but also about their social status, hobbies, and profession. Some of the most important features of portraits are the sitter's gestures, facial expressions, clothing, and **props** which often give clues about the sitter's life. Looking at all of these things together helps us to know more about the person pictured in the portrait and the time in which it was painted. Other types of portraits that you will see on your museum visits are **self-portraits** and **silhouette** profile portraits.

Some questions to ask yourself when you are looking at portraits:

- What do you see?
- What is the **sitter** doing/wearing in this portrait?
- Are there any clues that tell us about the sitter's life? If so, what are they?
- What are some things that you can learn about the sitter from this portrait?



Charles Willson Peale (1741-1827)
David Gelston, 1792
 Oil on canvas, La Salle University Art Museum

Vocabulary words:

Portrait: A work of art, created by an artist, which represents a unique individual or group of people.

Props: Objects or scenery in the painting that might help us to learn more about the sitter.

Self-Portraits: Artworks where the artist creates an image

of him/herself.

Silhouettes: A form of portraiture that shows only the outline of a person's facial profile.

Sitter: The person or group of people featured in a portrait.

SHOW WHAT YOU KNOW

1. What is a portrait?

2. Name three types of portraits that you will see on your visit to La Salle University Art Museum.

3. Who was one of the most important portrait painters of the 19th century?

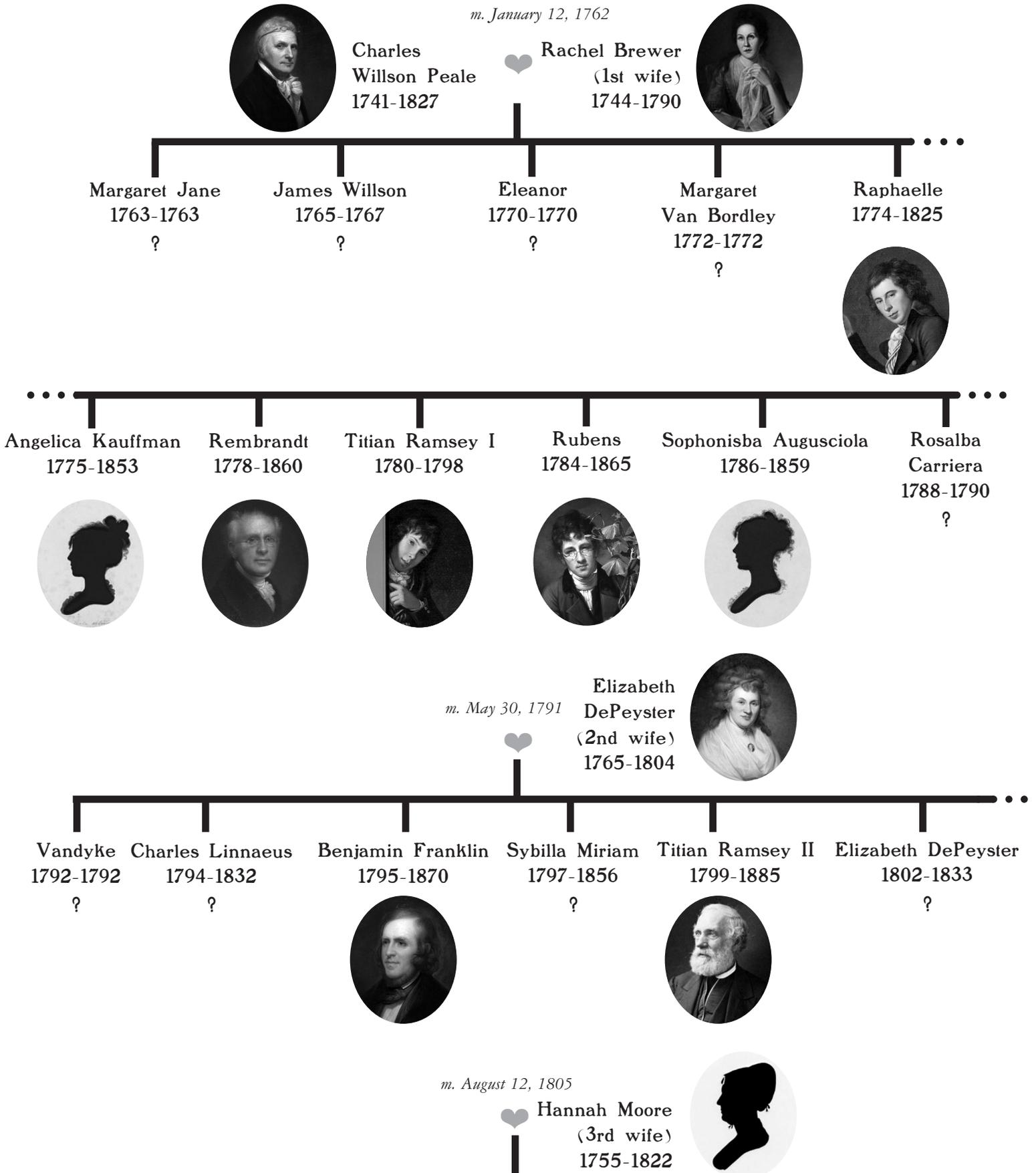
4. Name three important people that he painted.

5. What else did he do?

6. Think and discuss:

- a. Why are historical portraits important?
- b. How do we make portraits and self-portraits today? Specifically, what changes in technology allow for us to make portraits differently now?
- c. Are portraits still as important as they were in the past?

Charles Willson Peale Family Tree



Previsit Activity #1

Look carefully at the Residents of Belfield Property Chart and Peale Family Tree.

Questions:

1. How old was Charles Willson Peale in 1810, when he retired to Belfield? _____

2. Peale moved to Belfield with his third wife and his five youngest children. Name the people that moved to Belfield in 1810.

3. Look at the names of Peale's children. Do you recognize any of the names? Many of the children were named in honor of other great men and women. Match the Peale children's names with their namesakes: --

Raphaelle Peale	Angelica Kauffmann (Austrian painter)
Angelica Kauffmann Peale	Benjamin Franklin (American scientist and inventor)
Rembrandt Peale	Raphael (Italian painter)
Titian Ramsay Peale I	Carl Linnaeus (Swedish naturalist)
Rubens Peale	Rosalba Carreiera (Italian painter)
Sophonisba Augusciola Peale	Rembrandt van Rijn (Dutch painter)
Rosalba Carreiera Peale	Titian (Italian painter)
Vandyke Peale	Anthony van Dyke (Flemish painter)
Charles Linnaeus Peale	Maria Sibylla Merian (German naturalist and illustrator)
Benjamin Franklin Peale	Sofonisba Anguissola (Italian painter)
Sybilla Miriam Peale	Peter Paul Rubens (Flemish painter)

4. Why do you think Peale chose these names? What kind of people did he admire?

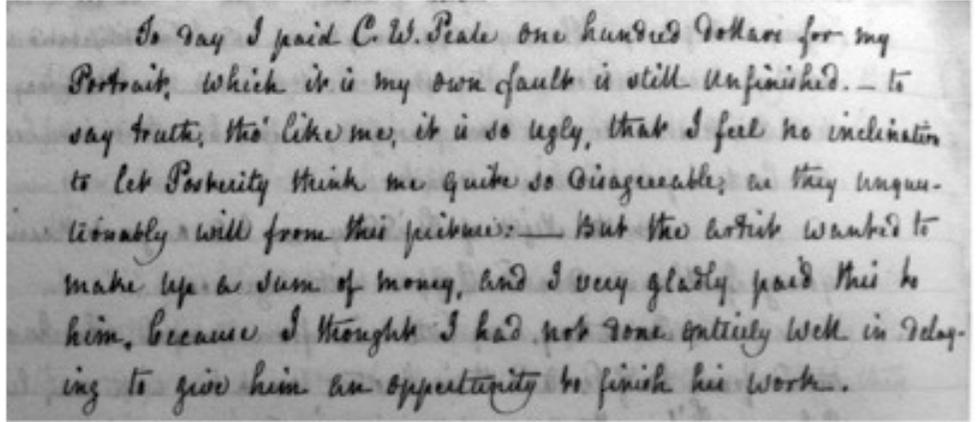
Peale Family Tree Image Credits: **Pennsylvania Academy of Fine Arts, Philadelphia:** Charles Willson Peale, *Self-Portrait with Spectacles*, 1804, Henry D. Gilpin Fund; Rembrandt Peale, *Benjamin Franklin Peale*, 1849, Gift of the Baldwin Locomotive Works; **Philadelphia Museum of Art:** Charles Willson Peale, *Rachel Weeping*, Gift of The Barra Foundation, Inc., 1977; Charles Willson Peale, *Portrait of Elizabeth DePeyster Peale*, Gift of the McNeil Americana Collection, 2007; Charles Willson Peale, *Staircase Group (Portrait of Raphaelle Peale and Titian Ramsay Peale I)*, The George W. Elkins Collection, 1945; Moses Williams, *Angelica Peale Robinson*, Gift of the McNeil Americana Collection, 2009; Moses Williams, *Sophonisba Peale Sellers*, Gift of the McNeil Americana Collection, 2009; Moses Williams, *Hannah Moore Peale*, Gift of the McNeil Americana Collection, 2009; **La Salle University Art Museum, Philadelphia:** Rembrandt Peale, *Self Portrait, 1838*; **National Gallery of Art, Washington, DC:** Rembrandt Peale, *Rubens Peale with Geranium*; **National Portrait Gallery, Smithsonian Institution, Washington, DC:** Titian Ramsey II, *Self Portrait*.

Previsit Activity #2

Deborah Logan's Portrait

You read about Deborah Logan and her diaries when you learned about Stenton.

Deborah was a friend and neighbor of Charles Willson Peale when he lived at Belfield. In 1815, Deborah was visiting Peale and he offered to paint her portrait. We know this



because she wrote about it in her diary. Deborah was 54 years old. Let's look at a copy of her diary entry on Saturday, July 5, 1822. Below it is written out for you to read more easily.

Today I paid C.W. Peale one hundred dollars for my Portrait, which it is my own fault is still unfinished. To say truth, tho' like me, it is so ugly, that I feel no inclination to let Posterity think me quite so disagreeable as they unquestionably will from this picture. But the artist wanted to make up a sum of money and I very gladly paid this to him because I thought I had not done entirely well in delaying to give him an opportunity to finish his work

When Deborah worries about "Posterity," she means that she is worried about what people in the future (like us today!) will think about her "ugly" portrait. She feels bad that she has kept the artist waiting and unable to finish his work.

On April 28, 1825, she wrote

I had intended going to town this morning, after so long an interval to sit again for my Portrait, which has remained so many years unfinished in my kind friend Charles Peale's Painting Room (the fault not his but mine). The Picture is paid for, or I would not have done the good and amiable old artist injustice. Well, the rain kept me at home today.

Deborah writes that it is her fault - not the "good and amiable" (friendly) artist's fault - that the portrait is still not finished. It had been 3 years since she paid for it, and 10 years since Peale first offered to paint her portrait! The next day, she went to his studio to sit for the artist one final time.

On June 25, 1825 the painting was finally complete

Cousin brought home my picture, and advised me to burn it. She said she would not consent to go down to Posterity in such a character, or rather caricature. It does not vex me much, but to be sure it is inexpressibly Ugly. I think everyone present condemned it.

Deborah compared the portrait to a caricature – or a cartoon. She said it did not “vex” or bother her too much, but it was definitely ugly and everyone in the room agreed. In her final entry about the painting, she wrote

My Portrait (looking at me) stuck over the clock in the Library is a very churlish thing - my kind friend and neighbor has characterized me sadly. I hope Posterity will not suppose I had such a disagreeable expression. I believe I shall be tempted to put it out of the way altogether.

Deborah hung her portrait in the library at Stenton. She writes that she has thought about “putting it out of the way” – to throw it away or get rid of it. But she did not.

In 1934, Deborah Logan’s great-granddaughter, Maria Dickinson Logan, read the diaries and made a decision. She took down the portrait and burned it in the fireplace! She believed her great-grandmother never liked the portrait anyway. So unfortunately, the original painting no longer exists. However, there is a copy of the painting which hangs at Stenton in the Blue Lodging Room today.

Questions:

How much did it cost Deborah Logan to have her portrait painted? _____

How many years did it take? _____

Why do you think Deborah Logan worried about Posterity?

Do you think it was right or wrong for her great-granddaughter to burn Deborah Logan’s portrait? Why? What would you have done?

Vocabulary words:

Posterity: Future generations of people.

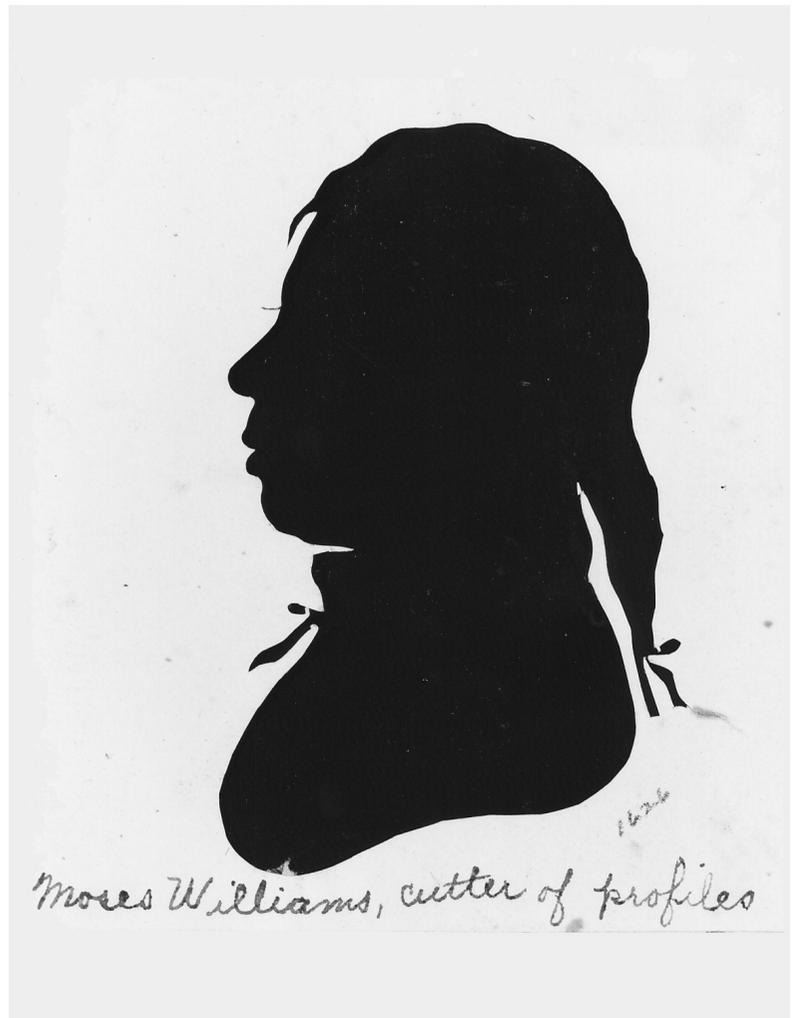
Churlish: Harsh or unpleasant.

Previsit Activity #3

Silhouettes (sill-oo-ets)

In 1802 Charles Willson Peale brought a new machine to his Philadelphia Museum. The machine was called a physiognotrace (fizz-ee-og-no-trace) for its ability to “trace” a person’s profile, and the science of “physiognomy”, which people believed explained how a person’s character or personality could be learned through their appearance, especially by looking at the face or shape of the head.

The physiognotrace was invented by John Isaac Hawkins, who gave the machine to Peale to use in his museum. A person would sit facing sideways in front of the machine. A brass pointer traced along the profile of the head as a corresponding pencil drew a smaller profile onto a paper in the machine. The paper was folded, and the profile cut out from the center with scissors, leaving a hollow-cut portrait profile in the white paper, which was then pasted onto a black background for display.



The folded paper would make four exact copies, which made it easy to share with family and friends. This kind of portrait, also called a *profile*, a *likeness*, a *shade*, or a *silhouette*, was a fast and cheap method of recording what people looked like before the invention of photography. Unlike a portrait painting, silhouettes cost only a few cents and took only a few minutes to make. 8,800 people came to Peale’s museum in 1803 for silhouettes, and Peale claimed a few years later that silhouettes could be found in “nearly every house in the United States of America.”

Many of the silhouettes at Peale’s Museum were made by Moses Williams. Peale legally freed Williams from enslavement in 1803 and allowed him to continue to work at the museum for many years, earning and keeping the eight cents per silhouette fee. Williams became known for his artistic talent and skill at cutting profiles in the Philadelphia Museum.

You and your classmates can make your own silhouettes.

Materials:

Overhead projector or large flashlight
Newsprint or large paper
Black paper of the same size or larger

Pencils
Scissors
Masking Tape

Instructions for student led activity (may take several class periods to complete all students):

1. Follow along carefully as your teacher demonstrates how to trace the outline for a silhouette of a student, using a strong direct light (source such as an overhead projector light), a pencil, and light colored paper/newsprint paper taped to the blackboard.
2. Working in a group, decide who will pose first and who will draw. You will have 5 MINUTES to sketch the outline. Switch places so that everyone poses for a silhouette.
3. Using a pencil or pen, go over your traced outline again, so that you will be able to see the lines clearly when cutting out later on.
4. Place your silhouette over a piece of black paper and tape it to the black paper, placing a piece of tape on all 4 sides to keep in place.
5. Cut out the facial shape to make your silhouette, cutting through the newsprint and the black paper.
6. Optional: You can glue or tape your silhouette to a piece of white paper to “frame” it.
***If your class is short on time, this activity can be completed more quickly if the students line up and the teacher does the outline for each student.

Previsit Activity #4



Looking at Portraits

These two portraits are hanging in the Entrance Hall of Cliveden. Do you remember seeing them on your visit? The woman in the portrait on the left is Margaret Oswald, sister of Elizabeth Oswald, the second wife of Benjamin Chew. The man in the portrait on the right is Joseph Turner, who was a prominent Philadelphia merchant and uncle of Elizabeth and Margaret Oswald. Look carefully at the paintings to learn more about them.

1. What kind of clothing are they wearing in these paintings? Would they wear these clothes every day? Do these clothes tell you anything about the people in the portraits?

2. What objects/props do you see in the paintings? Why would the artist include these clues? Do they tell you anything about the sitter's profession or hobbies?

3. Choose one of the portraits. If the sitter could speak to you, what do you think he or she would say?

4. Is this sitter a person you would like to meet? Why or why not?

5. Have you ever drawn a portrait of yourself? If so, what materials did you use to make your portrait? What materials do you think were used in making these portraits? What other kinds of materials can be used to make portraits?

Postvisit Activity

Belfield & La Salle University Art Museum Reporter Assignments

Teacher Note: There are 7 different types of newspaper features listed below for your student reporters. You may choose to assign several children to each type of feature, or have students work in groups to complete the 7 assignments. Read over the assignments carefully with students before your site visit, so that they understand their own particular "fact-finding" mission. They will use the notes from their visit to complete their news-writing assignment as a post-visit activity.

1. Travel writer's account

- Describe your class trip to Belfield and the La Salle University Art Museum. Use lots of details so that your readers will know all about your trip
 - a. Who, what, where, when, why, how
 - i. Who went on the trip? (Example: Mrs. Robinson's fifth grade class) Who did you meet there? Who was your guide? When was your trip? Why was your class going? (What are you studying in Social Studies?) How did you get there?
 - ii. What are Belfield and the La Salle University Art Museum? Where are they located? When was Belfield built? Who lived there and when?
 - iii. Did you enjoy your visit? Would you recommend it to others? Why?

2. News Story

Describe an important event or events and activities that took place at Belfield and/or the La Salle University Art Museum in the past. Remember to record the facts: Who, what, where, when, why, how.

3. Interview

Pretend you have traveled back in time to the days when Charles Willson Peale and his family lived at Belfield. You have been given a chance to talk to some people from the past. Think of questions you would ask them. (Examples are: Mr. Peale why did you start your museum in Philadelphia? Or, why did you retire from your museum to take up farming? Or, Who was the most interesting person you ever painted and why?) Write the interview as if you and your interview “subject” are talking back and forth.

4. Illustration

Although most newspapers have photographs to illustrate events and show what people look like, drawing and sketches are also used. Draw a quick sketch of something that will help show what your visit to Belfield and the La Salle University Art Museum was like. You might choose to sketch the house, one of the portraits you saw in the Art Museum, one of Peale’s family members that you learned about, or something you did while visiting. Finish your drawing when you return to your classroom.

5. Editorial/Art Review

Choose one of the paintings that you saw on your visit to the La Salle University Art Museum. Take notes about your painting including information about what it looks like (what caught your attention), who made it, when it was made, if you like or don’t like it and why/why not. These notes will become the basis for your art review. Some additional things to think about as you write your review--what was the artist trying to say with this artwork? Why is it in the Art Museum? What makes it important? How is this artwork different from the other artworks on display in the Art Museum? Would you like to see more artwork by this artist?

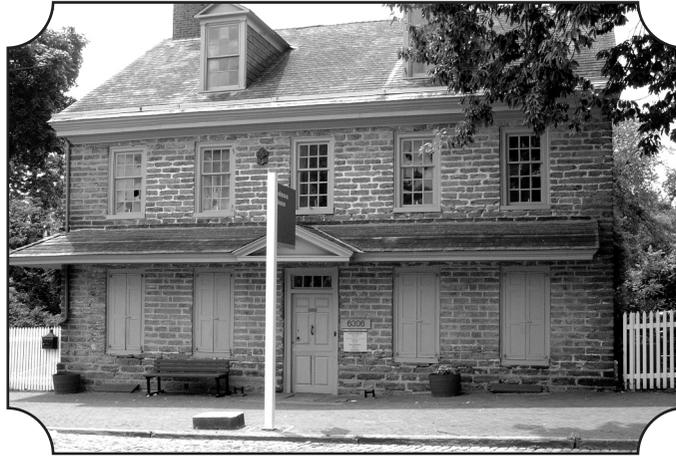
6. Comics

Take notes about the person/persons that you learned about at Belfield and the La Salle University Art Museum. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about them.

7. Poem

Take notes about one of the portraits that you studied on your visit to the La Salle University Art Museum. Using your notes, write a poem about that portrait painting.

An Introduction to Johnson House



The Johnson House was built for a successful Germantown family in 1768. It is best known today because it served as a station stop on the Underground Railroad during the 1850's. The Underground Railroad is one of the most important stories in our country's struggle for human rights. It was not a railroad with a train and tracks. It was a system of escape paths created by **enslaved** Africans who risked their lives to gain freedom. Many people joined together to guide **freedom seekers** escaping from the Southern slavery states through secret trails and hiding places to locations where they could exist as free people. One of these hiding places, or "station stops," was the Johnson House, where the Johnson family sheltered **freedom seekers** on their third floor.

THE JOHNSON FAMILY

The story of the Johnson family really begins in the late 1600's, when a Dutch immigrant named Dirk Jansen, (later changed to "Johnson"), came to America from Holland. After arriving in Philadelphia, Dirk married Margaret Millan, who lived at Wyck. The Jansens became the second owners of Wyck. At that time Germantown was a neighborhood where German and Dutch Quakers lived. Like many early Germantown settlers, Dirk worked as a weaver and later became a farmer. He became very wealthy through land ownership: by buying, selling and renting a lot of land in Germantown.

The next generation of Johnsons worked in the leather and **tanning** trades. One son, Richard, was a saddlemaker who later moved to land that the family owned in Lancaster County. Another son, John Johnson, was a successful tanner. He was one of the largest landowners in the area and built a

Vocabulary words:

enslaved: forced into slavery

tanning: the process of turning animal skins, or hides, into leather

house not far Wyck. In 1768, John built another new house along Germantown Avenue, —what we now call Johnson House — for his son John, Jr. and his new bride. The house was well built of local stone in the Georgian style, like most of the buildings in colonial Germantown. The property was a working farm with gardens, hens and cows. The family business, a tannery, was also there along with several outbuildings. In 1777, during the Battle of Germantown, the Johnson House was damaged by gun fire.

HICKSITE QUAKERS

Like many of their Germantown neighbors, the Johnsons were Quakers. But they became part of a group of Quakers called “Hicksites” who split away from other Quakers in the 1820’s. Hicksite Quakers were much more active in major **reform movements** of the day. For example, most Quakers were against slavery and supported the **abolition movement**, but Hicksites felt so strongly about slavery that they were willing to risk danger to help work on the Underground Railroad.

THE UNDERGROUND RAILROAD AT JOHNSON HOUSE

Brothers Israel and Rowland Johnson, the great-great grandsons of Dirk Jansen, were probably responsible for offering the family home as a station stop on the Underground Railroad. Both of them were active in the abolition movement. Israel Johnson, who lived at the Johnson House, served as president of the Free Produce Society. The Free Produce Society was an important organization which refused to buy any food product that was made by enslaved Africans. Israel’s brother Rowland was a close friend of Lucretia Mott, a famous abolitionist whose antislavery views were known all over. He may have been a “**conductor**” on the Underground Railroad. Rowland Johnson lived in a house next door to the Johnson House.

The person who probably helped freedom seekers, the most at the Johnson House was Samuel Johnson’s wife, Jennet Rowland Johnson. She opened her home to escaping enslaved Africans and offered them shelter and food. When the freedom seekers came to the house, they usually came at night – under the cover of darkness—so that they would not get caught by slave catchers. Once they were safely inside, Jennet hid them in many places. A favorite hide-out place was in the garret, or attic. Several of the outbuildings on the Johnson’s large farm may also have been used. Freedom seekers may have found hiding places next door at Rowland Johnson’s house, too.

No one knows how many freedom seekers came to the Johnson House because the family left no written record of their activities. It was a dangerous business to help, because if the Johnson family had been caught, they could have been jailed or forced to pay a large fine. But we do know for certain that freedom seekers stayed at the house and that the Johnsons were Underground Railroad

Vocabulary words:

reform movements: groups that work to bring about change

abolition movement: a group that worked to end slavery

conductor: one who helped escaping persons move from station to station on the Underground Railroad

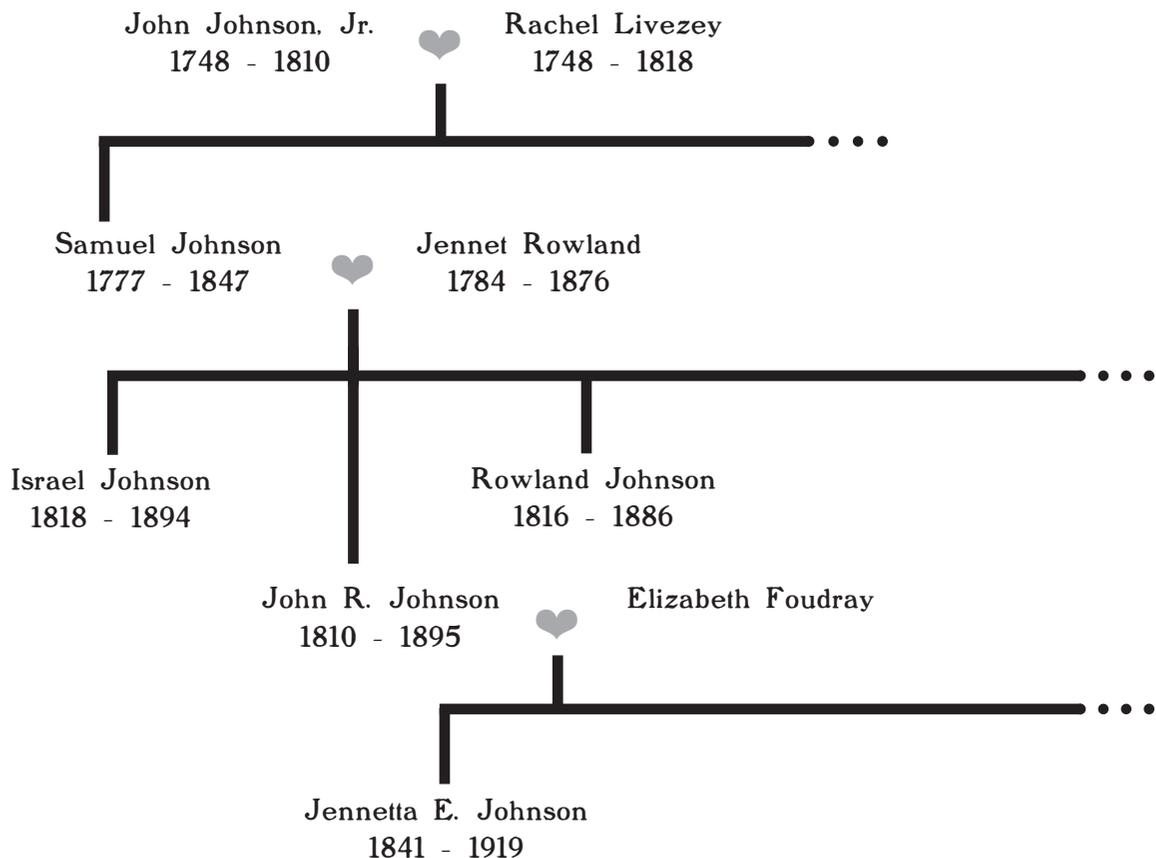
agents, thanks to the **recollections** of Jennet Rowland Johnson’s granddaughter Jennetta. Jennetta was only a little girl when she witnessed her family assisting the enslaved Africans. She later recalled that she went to bed on many nights “knowing slaves were hiding in the garret only to awake [the next morning] to find them gone.”

A FAMILY HOME

In all, three generations of Johnsons lived at the Johnson House. The last generation of the Johnson family to live in the home moved away over 100 years ago.

-Adapted from essays in the Cliveden/Johnson House IMS Mentoring Project Final Report, prepared by Lauren A. Goldberg, 1994.

Johnson Family Tree



Vocabulary words:

recollection: memory, remembrance

Thinking It Through — Fugitive Slave Laws

Why was it so dangerous to help freedom seekers?

Remember that slave owners thought of enslaved Africans as their property — something they paid for and owned.

What would they think of people who helped freedom seekers?

After the Revolution, more and more enslaved Africans were escaping to places where they could live free. This became a real problem for slave owners. Slaveholding states pressured the government to pass laws that would make it harder for enslaved Africans to run away. You can read these laws, below.

How did they make it harder to escape?

What would happen to a **fugitive**, or freedom seekers, if he or she was caught?

What would happen to someone helping a freedom seekers?

The Fugitive Slave Law of 1793:

“...it is...agreed between [the states] that neither shall....protect, in their...states, criminal fugitives, servants, or slaves, but...[shall] [capture] ... and deliver to the state or states....such enemies, criminals, servants or slaves...”

The Fugitive Slave Bill of 1850:

“...when a [slave] in any State....shall escape into another State...the [slave owner] may pursue and reclaim such fugitive person...by seizing and arresting such fugitive...and... use such force...as may be necessary... to take....such fugitive person back....”

“...any person who shall knowingly and willingly...hinder, or prevent such [slave owner] from arresting such a fugitive...or shall assist such personto escape...or shall [hide] such fugitive...shall...be subject to a fine not exceeding one thousand dollars, and imprisonment [up to] six months....”

Johnson House Previsit Activity #1

Terms to Learn

Instructions:

The following terms are important ones in understanding how the Underground Railroad operated and who worked on it. Please study these terms before your visit to Johnson House.

~ Terms Associated With the Underground Railroad & The Johnson House ~

abolition – the legal extinction of enslavement of Africans

abolition society – an organization dedicated to ending the enslavement of Africans. The Pennsylvania Abolition Society, the nation's first abolition society, was formed in Philadelphia in 1776.

agent – a person who plotted the course for freedom seekers (enslaved Africans who escaped from slavery).

baggage – escaping slaves

conductor - one who helped escaping persons move from station to station on the Underground Railroad

Freedom seekers – An enslaved African who escaped from slavery.

fugitive – a person who flees; a runaway

Lucretia Mott – a Quaker minister and active abolitionist who formed the Philadelphia Female Anti-Slavery Society. In 1859 she came to Germantown to speak out against slavery. Mrs. Mott worked closely with John Greenleaf Whittier and William Lloyd Garrison, two other well known abolitionists who also worked with the Johnsons.

North Star – also known as the Drinking Gourd, this star helped guide freedom seekers on their journey.

passenger – the Underground Railroad's name for a freedom seeker.

The Promised Land – an Underground Railroad code word for Canada

load, or sack of potatoes – (see also baggage); freedom seekers hidden under farm produce in a wagon

Society of Friends – another name for Quakers.

station – the Underground Railroad's name for a home which offered shelter to freedom seekers.

William Still – an early leader in the abolition movement and the Philadelphia Anti-Slavery Society. He kept very complete records of the names and destinations of freedom seekers who

traveled through Philadelphia. His Underground Railroad Records are one of the most important primary sources for learning about the operations of the Underground Railroad. William Still is known to have met Harriet Tubman in Germantown, possibly at the Johnson House.

Harriet Tubman – perhaps the most famous freedom seekers to escape from bondage. She became a “conductor” on the Underground Railroad and returned to the South 19 times to lead over 300 freedom seekers to freedom. She earned the title “the Moses of her people” for her efforts. Slaveowners saw her as so harmful to the institution of slavery that they offered a reward of \$40,000 for her capture.



***Activity Idea:** On a separate piece of paper write a short story (about 2-3 paragraphs) about this picture. Imagine that you are the man in the print. Tell about why you are running away, where you are going, how you feel. Think about these questions before you write your story.*

- 1. Can you describe the clothing worn by this man?*
- 2. What do you think he is carrying in his travel bag?*
- 3. Do you think he is walking or running?*
- 4. What dangers do you think he might face?*

Johnson House Previsit Activity #2

Southern Slave Laws

Introduction:

By the 1800's, attitudes and laws in Pennsylvania concerning slavery had changed quite a bit. As you will remember from earlier readings, the nation's first abolition bill, or law, was passed in Pennsylvania in 1780, promising the gradual freeing of all enslaved Africans there. But the economy and way of life in the South was still strongly tied to slavery at this time. Many strict laws were passed to make sure that the practice of enslaving Africans would continue. Many enslaved Africans would try to escape these harsh laws by running away to the North.

Instructions:

Working in groups, or together as a class with your teacher, read the following partial list of slave laws and answer the questions below.

~ SLAVE LAWS ~

Slave laws varied from one state to another. Below is a general list of several of the slave laws that were enforced in most of the southern states. Although the laws varied, it really came down to a matter of degree of kindness and generosity in the master of each plantation.

- No one was allowed to teach Enslaved people how to read or write nor were they to be given books or pamphlets.
- Slave owners were required to feed and clothe their slaves and to take care of their sick and elderly older slaves. Failure to do so could result in a fine to the master.
- Enslaved Africans were not allowed to preach, except to their masters' slaves on their own plantation and in the presence of white people.
- Any child who had one enslaved parent and one free parent was free only if the mother was his free parent.
- Enslaved people could not conduct business without a permit or own any personal property.
- Enslaved people were not allowed to own or have in their possession weapons of any kind.
- The testimony of enslaved people in court was disallowed except in those cases involving other slaves.
- It was illegal to mistreat or kill an enslaved person unless the slave resisted punishment.
- Slaves were never allowed to strike white men or to insult them in any way.
- Enslaved people were not allowed to enter into any kind of legal binding contract, including contracts of marriage.
- An enslaved person who traveled away from his own plantation had to have a pass to show as a means of identification to any white man who challenged him.

- Enslaved people were not allowed to swear, smoke or walk with a cane in public.
- Enslaved people had to step aside when whites passed them on a public street.
- It was illegal for more than five slaves to gather together away from their own homes unless in the presence of white people.
- Enslaved people were not allowed to own their own animals, nor could they grow their own cotton; however, they could have their own gardens if their masters allowed.
- It was illegal to force enslaved people to work on Sunday, except as "punishment" or unless they were paid for their labor.

Activity Idea: Compare and contrast the differences between North and South – why was slavery mostly in the south?

Southern Slave Laws

1. Which laws made it difficult for enslaved people to organize any kind of resistance against their owners?

2. Which laws protected enslaved people from being mistreated by their owners?

3. Who do you think would enforce the slave laws that protected enslaved people?

4. Which law made it difficult for an enslaved person to prove that his master had mistreated him?

5. In your own opinion, which four of the slave laws do you consider to be the most severe and unfair?

Activity Idea: Look up the following phrases online and see if you can find their meaning.

1. "The wind blows from the South today."
2. "When the sun comes back and the first quail calls."
3. "The river bank makes a mighty good road."
4. "The dead trees will show you the way."
5. "A friend of a friend sent me."
6. "Steal away, steal away to Jesus."

Johnson House Previsit Activity #3

Women in the Abolition Movement

Instructions:

Read the following narratives and then complete the activity below.

Jennet Rowland Johnson

Jennet Rowland Johnson was born in 1784. She married Samuel Johnson in 1805. They had twelve children. She helped run the family farm and tannery businesses. Jennet and her husband Samuel were both Quakers who were against slavery. She involved her children in anti-slavery activities early in childhood. The Johnsons supported many anti-slavery efforts in secret because it was against the law to help freedom seekers due to the Fugitive Slave Act. The Fugitive Slave Act threatened imprisonment and fines to those who would help slaves. Her efforts has a strong impact on the Germantown community. She opened her home to abolitionist activists, helped hide freedom seekers (enslaved Africans who escaped from slavery), gave money to schools to educate blacks, and boycotted goods produced by slave labor. The family supported not only anti-slavery movements but also racial equality. Jennet out lived her husband Samuel by 30 years.

Lucretia Coffin Mott

Lucretia Coffin was born in 1793. When she was thirteen, she was sent to a Quaker Boarding School which was run by the Society of Friends. She became a teacher after graduation. After her family moved to Philadelphia, Lucretia Coffin married James Mott and they had six children. Like many other Quakers, The Motts opposed slavery. She and other Quakers boycotted slavery-produced goods. Lucretia and other white and black women founded the Philadelphia Female Anti-Slavery Society. The organization opposed both slavery and racism. Lucretia and other female abolitionists also organized fairs to raise awareness and revenue for the Anti-slavery society. Ms. Mott was one of the first white women to accept an invitation in 1848 from Frederick Douglass to join the Convention of Black Abolitionists meeting in Philadelphia.

*Activity Idea:
using the
Family Tree
model you will
use in the sec-
tion on Wyck,
draw a Johnson
family tree.
See page 89*

Harriet Tubman

Harriet was born into slavery in about 1820. In the 1840's she married John Tubman but they were sold and separated at the death of her master. It was then that she became even more determined to have power over her own destiny and in 1849 she followed the North Star to Philadelphia where she established contacts with free blacks and Quakers. Soon she began to travel back and forth from the south, bringing others to freedom. By 1857 Harriet made one of her most important trips to the

South, bringing her mother and father to freedom. They were conducted by Underground Railroad to Auburn, New York where she would make her permanent home. Harriet Tubman died on March 10, 1913. It was not until the 21st century that her success as a working woman, former slave, Conductor of the Underground Railroad and U.S. army scout and nurse was truly recognized.

Charlotte Forten Grimke

Charlotte Forten Grimke was born a free black, in 1837, in Philadelphia. Her mother and father were both anti-slavery activists. Charlotte went to Salem, Massachusetts to attend the Higginson Grammar School in 1854, and she was the only non-white student. After her schooling in 1856 she became a teacher, writer, and a member of the Salem Anti-Slavery Society. While in Salem, her poetry works were published in various anti-slavery publications. She also traveled to and taught in South Carolina where she became the first black teacher involved in the Civil War's Sea Islands mission. She held national influence recruiting teachers in the late 1860's and on July 3, 1873 she became a clerk at the U.S. Treasury. On December 19, 1878, Charlotte married Francis J. Grimke. She died in 1914.

Activity: Occupations of Female Abolitionist Leaders

Many female abolitionist leaders, like the ones you just read about, held other jobs besides being wives and mothers. In the 1800's this was very unusual since women did not have the same rights in society as men. Women could not vote or own property. For this activity, use the paragraphs you just read to determine which occupations were held by each woman. Then mark an "X" in the appropriate boxes to show which occupations each woman held.

Occupations	Harriet Tubman	Jennet Rowland Johnson	Lucretia Mott	Charlotte Forten Grimke
Farmer				
Writer				
Teacher				
Speaker				
Tanner				
Army Scout				
Nurse				
Mother				
Poet				
Clerk				
Wife				
Enslaved Person				

Johnson House Previsit Activity #5

William Still's Records

Role play

Introduction:

As you read earlier, William Still was an early leader in the abolition movement in Philadelphia, and kept very complete records of the names and destinations of runaway freedom seekers who traveled through Philadelphia. It was quite dangerous to keep records of this kind. But thanks to his work, we can learn a great deal about the Underground Railroad and the lives of those brave Africans who risked their lives to escape the bonds of slavery. In this activity, you will learn more about some of them.

Materials:

- Biography cards
- Letter of introduction
- Assorted "19th century" clothing as props, if desired

Instructions:

Your class will take on the roles of people involved in the Underground Railroad in Philadelphia. Some students will play the part of runaway freedom seekers. Your teacher will play the role of Mr. or Mrs. Johnson. After reading and studying the biography cards that your teacher will hand out, each freedom seeker will take a turn in the front of the class, telling Mr. Still about himself or herself and describing their journey on the Underground Railroad. (The information on these biography cards comes from William Still's *Underground Railroad Records*.) The runaway will then present a special letter to the Johnsons, asking for protection. It is important to point out that we do not know the names of the runaway slaves who actually hid at the Johnson House, but their stories would have been very much like the stories you will hear from the runaways in this activity.

BIOGRAPHY CARDS

1. ABRAM GALLOWAY has escaped with his brother Richard out of North Carolina. A ship captain hid them on a boat carrying turpentine. But the local authorities ordered that all ships sailing north be "smoked out" to keep slaves from hiding. This meant that smoke would be blown into the ship's cargo area, which might kill anyone hiding. Abram and Richard made a special sack out of oil cloth that could be tied up with drawstrings and pulled over their heads, hiding them. They planned to cover their noses and mouths with towels soaked with water to keep from breathing the smoke. As it turned out, the smoke out-law was not carried out. But because they were around the turpentine for so long and breathing the harmful vapors, they began to bleed a lot. The Northern air and the help of abolitionists have helped them to get well. They are waiting to move on to Canada.

2. RICHARD GALLOWAY has escaped with his brother Abram out of North Carolina. A ship captain hid them on a boat carrying turpentine. But the local authorities ordered that all ships sailing north be "smoked out" to keep slaves from hiding. This meant that smoke would be blown into the ship's cargo area, which might kill anyone hiding. Richard and Abram made a special sack out of oil cloth that could be tied up with drawstrings and pulled tight over their heads to hide them. They planned to cover their noses and mouths with towels soaked with water to keep from breathing the smoke. As it turned out, the smoke-out law was not carried out. But because they were around the turpentine for so long and breathing the harmful vapors, they began to bleed a lot. The Northern air and the help of abolitionists have helped them to get well. They are waiting to move on to Canada.

3 WILLIAM BROWN got lost on his way to Philadelphia. It takes him five weeks to arrive here in December, 1855. His owner lives in Prince George County, Maryland. The owner was a farmer who flogged slaves often, but William thought he wasn't as bad as some slaveholders. Mr. Still thought William was strong and intelligent, even if he does get lost.

4. STEPHEN PENNINGTON has escaped with his brother and father from a Maryland slaveholder. When they reach Philadelphia they meet William Still and are introduced to someone who will take them to New York, where their uncle lives.

5. JAMES HAMILTON CHRISTIAN was a slave who worked for a very rich woman. He had the best clothes and jewelry. When the woman died, James was given to her nephew. The nephew treated the slaves on his plantation very badly. James decided to leave when he fell in love with a free girl in Richmond. As long as he was a slave he could not marry her. One day, James just leaves the plantation and travels to Philadelphia, where he finds help.

6. HENRY BROWN was a slave in Richmond, Virginia. He escaped to Philadelphia by having a friend seal him in a large crate. His friend sent the crate by freight train to a friend in Philadelphia. He ordered a box two feet eight inches deep, two feet wide and three feet long with one large air hole. He packed a container of water and some biscuits. When he arrives safely in Philadelphia, everyone is very surprised and nicknames him Henry "Box" Brown.

7. PERRY HENRY TRUSTY is a 31 year old slave from Maryland. He was owned by the same farmer as James Massey. His mother had been stabbed by a slaveowner when he was a baby. He has escaped with Massey and several other slaves of James Pittman. He left behind a brother and sister, as well as a wife and three sons who were owned by a different slaveholder living in Carolina County, MD.

8. JAMES MASSEY is a 20 year old slave owned by a farmer named James Pittman. Pittman was a crabby man who drank too much and threatened to sell all his slaves to Georgia. Even though his master was going to give him his freedom at age 25, James was afraid he would be sold away from his family, so he has run away, heading for Philadelphia with plans to reach Canada. He left his father and 4 brothers, as well as his wife, a free woman named Henetta.

9. MARGARET WARD was enslaved in Maryland. As a young woman, she worked hard in the fields every day. While she worked, she had to leave her little baby, Samuel, under the shade of a bush. One day Samuel almost died. Margaret saved him and decided to escape to protect Samuel from any more harm. At night, Margaret picked up Samuel and ran to the woods, following the North Star. Soon she saw that an old dog was following her – a dog named Watch that she had been very kind to. Watch protected Margaret until she reached the home of some Quakers, who have sent her to Philadelphia.

10. JAMES RHOADS is the 23 year old brother of George Rhoads, who is also running away from Maryland to Canada. James was often whipped by his owner. He is bringing his wife Sara Elizabeth with him, and their 8 month old baby.

11. JAKE PENNINGTON has escaped with his two sons Bob and Stephen and several other people. Once in Philadelphia, they meet Mr. Still and the Vigilance Committee. Here they meet a guide who will take them together to New York.

12. CLARISSA DAVIS ran away from Portsmouth, Virginia in May 1854. She is about 22 years old and very beautiful. Because of the slavecatchers, she had to hide for 75 days in town. One day a friend told her about a ship going to Philadelphia. During a rain storm at night, Clarissa ran through the town in secret and made it to the ship dressed as a man. One of the sailors helped her hide in a box on the ship. Once she reached Philadelphia, Clarissa changed her name to Mary Armstead. By August 26 she is living in Massachusetts.

13. WILLIAM JORDAN also known as William Price, is a runaway who was owned by the Governor of North Carolina. To serve the governor, he had to be separated from his wife and could only visit her once or twice a year. William was treated very badly by the governor. When the governor said he could no longer visit his wife, not even once or twice a year, he decided to escape. He left home on Christmas Day and wandered the forests of North Carolina for ten months, living in a cave for 3 months, and faced with dangers including bears, wildcats and rattlesnakes. When he got to Wilmington, North Carolina he was not well, but he still decided to head north to Philadelphia.

14. ELIJAH HILTON was a slave in Richmond Virginia who escaped in 1857. Every day he had traveled from the slave's houses to the tobacco factory where he worked. He had a special pass that allowed him to walk down the streets until 11:00 at night. One day he told the tobacco factory that he felt sick and was going home. He used his special pass to escape to Philadelphia on the Underground Railroad.

16. MARY ELIZABETH STEPHENSON is 20 years old. She was owned by the farmer John Dellum, and worked as a field hand with George and James Rhoads and others who are escaping with her. She had faced hard treatment from their owner, and was never allowed to see much of life beyond the farm. She has left behind her mother, sister and 4 brothers.

18. MARY EPPS, age 45, has led a hard life as a slave in Petersburg, Virginia. She was flogged and sometimes cheated out of food. When one of her 15 children was sold away from her, she was so upset she had convulsions and couldn't speak for a month. 4 of her other children were also sold away. Mary's husband saved \$100 to give to a ship captain to help Mary escape to Philadelphia. She is hoping he will join her soon.

20. LAVINA WOOLFLEY, the wife of James Woolfley, has escaped from Maryland with Ann Johnson and 6 others, including her husband. They were jailed in Dover, but fought their way out. After that, she and James decided to split up. He reached Canada, and has left her in the protection of friends.

22. BOB PENNINGTON has escaped with his brother and father from a slaveholder in Maryland. Once in Philadelphia, he meets someone who can take him to New York where his uncle is. The slavecatchers are following close behind.

24. HENRY JOHNSON, also known as Stephen Amos, is a freed slave who has left Baltimore, helping his wife Mary Jane to escape. Henry's owner let him buy his own freedom. The owner was disgusted with the way Mary Jane's owner treated her, and told Henry he should escape with her and their 4 children, so they have. Their journey has been long and very tiring.

15. SARA ELIZABETH RHOADS is the 17 year old wife of James Rhoads. Sara saw that there was no chance for "mental improvement" like learning to read the Bible on the farm where she was a slave, because it was against the rules. So she is running away to Canada with her husband, her 8 month old baby, and other slaves from the same farm.

17. GEORGE RHOADS is a 25 year old runaway owned by John Dellum, a farmer from Perryville, Maryland. In the last 2 or 3 years, the owner has sold two slaves, and George was afraid he'd be sold too, so he is fleeing to Canada on the Underground Railroad, along with his brother James and 7 other slaves owned by Dellum.

19. ANN JOHNSON decided to run away when she was sold to William Moore, who was a worse owner than the one she had had before. Her brother escaped to Canada 3 years ago and she hopes to join him there soon. She is running away with Lavina Woolfley.

21. ELIZABETH WILLIAMS is 20 years old when she escapes from slavery in Baltimore County Maryland in 1857. She travels during a very cold winter and suffers from frostbite. The frostbite destroys all of her toes. Elizabeth makes her journey with one brother, but she has to leave her mother, sister and four other brothers behind in slavery.

23. ANN WOOD has escaped with her sister Elizabeth and four other people from Loudon County, Virginia and their owner, Townsend McVee, on December 24, 1855. Together they have traveled more than 100 miles. They were attacked along the way by slavecatchers, but managed to protect themselves, and Ann was not hurt. But because they were traveling in winter without good shoes, Elizabeth's feet were badly hurt by frostbite.

25. MARY JANE JOHNSON, also known as Harriet Amos, is a 26 year old enslaved African living in Baltimore, and is the wife of Henry Johnson. She was treated very badly by her owner. Her husband, who has purchased his freedom, has taken her and their 4 children, Ann, William, Elizabeth and Mary Ellen, and escaped to the North. The family's journey has been long and difficult.

26. MARY ELLEN COLLINS has escaped with her husband from New Market, Maryland. She is about 20 years old. The man who owns her was afraid she and her husband would run away so every night he locked them up in a room above the kitchen. They had to break the lock and sneak away in the dead of night while everyone else in the house was asleep. They only have a few rags of clothing with them when they arrive in Philadelphia.

27. EUPHEMIA WILLIAMS escapes on the Underground Railroad in 1829. Her slave-owner lived in Maryland. Euphemia found safety in Philadelphia for many years, raising a family of six children.

Letter of Introduction

My Dear Friends Johnson,

The bearer of this letter is in need of thy protection. I have made him or her aware of thy beliefs and have assured him or her of thy good intentions to the Cause. Please assist as thou are able and provide such guidance as needed for him or her to continue on to our Friends in Montgomery County.

Thy Friend.

Postvisit Activity

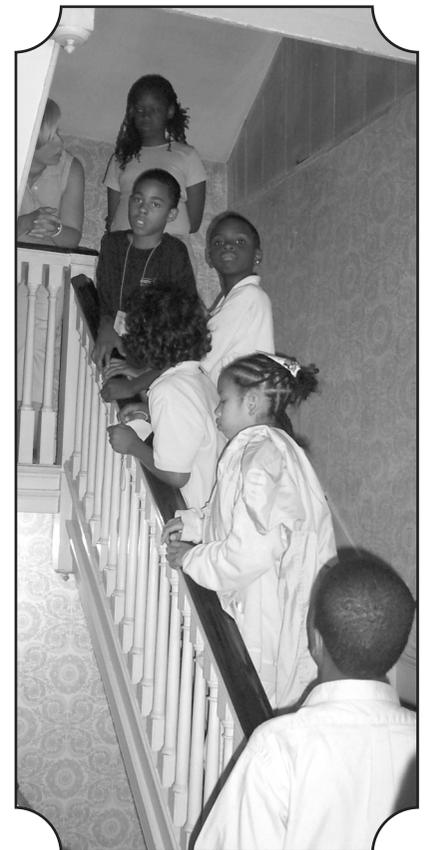
Johnson House Reporter Assignments

Teacher Note: There are 7 different types of newspaper features listed below for your student reporters. You may choose to assign several children to each type of feature, or have students work in groups to complete the 7 assignments. Read over the assignments carefully with students before your site visit, so that they understand their own particular "fact-finding" mission. They will use the notes from their visit to complete their news-writing assignment as a post-visit activity.

1. Travel writer's account

Describe your class trip to Johnson House. Use lots of details so that your readers will know all about your trip.

- a. Who, what, where, when, why, how
 - i. Who went on the trip? [example: Mrs. Robinson's fifth grade class], who did you meet there, who was your guide? When was your trip? Why was your class going? (what are you studying in social studies?) How did you get there?



- ii. What is the Johnson House, where is Johnson House? When was Johnson House built? Who built it? Who lived there?
- iii. Did you enjoy your visit? Would you recommend it to others? Why?

2. News Story

Describe an important event or events and activities that took place at Johnson House in the past. Remember to record the facts: Who, what, where, when, why, how.

3. Interview

- a. Pretend you have traveled back in time to the days of the Underground Railroad and are interviewing someone like Jennet Rowland Johnson, who is helping hide freedom seekers. You will want to “report” on many details: how old they are (if you can find out), where they live, what kind of work they do, how they hide the freedom seekers, how they feel, why they do this, etc. Remember to listen carefully to your tour guide for facts and clues that will tell you what it was like for a worker on the Underground Railroad.
- b. Pretend you have traveled back in time to the days of the Underground Railroad and are interviewing a freedom seeker who is hiding at the Johnson House. You will want to “report” on many details: how old they are (if you can find out), where they came from, what their journey has been like, where they are hiding, how they feel, why they are doing this, etc. Remember to listen carefully to your tour guide for facts and clues that will tell you what it was like for a fugitive traveling on the Underground Railroad.

4. Illustration

Although most newspapers have photographs to illustrate events and show what people look like, drawings and sketches are also used. Draw a picture of something that will help show what your visit to Johnson House was like. You might choose to sketch part of room in the house, or a drawing of a runaway slave ad. Maybe you will use your imagination to “travel back in time” and draw a picture of a fugitive hiding in the attic.

5. Editorial

Pretend you have traveled back in time to the days of the Underground Railroad. You are the editor of a Philadelphia newspaper and you are writing your opinion of the Fugitive Slave Law of 1850. What do you think of it? Are you for or against it? Why or why not? Remember to listen carefully to the tour guide to gather information that will help you write your article.

6. Comics

Take notes about an event or person or persons that you learn about at Johnson House. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about that event or person.

7. Poem

Take notes about an event or person/persons that you learn about at Johnson House. Using your notes, write a poem to tell about that event or person.

STOP!



Please complete the following page before you proceed any further!

History Hunters Post-Trip Survey

Teacher		Today's Date	
School		Grade Level	
Student Name			

Student instructions: Please answer all questions to the best of your ability.

Teacher instructions: Please have your students fill out this evaluation form AFTER your field trip to The Johnson House. Please return this form to Wyvk when you visit or email/mail to:

Kaelyn Barr
 programs@stenton.org
 4601 N. 18th St.
 Philadelphia, PA 19140

<p>1. Who was William Penn?</p> <ul style="list-style-type: none"> a. A King of England b. A famous painter c. The founder of Pennsylvania d. A well-known musician 	<p>2. Which war did America fight to become an independent country, known as "The War for Independence"?</p> <ul style="list-style-type: none"> a. The Revolutionary War b. World War I c. The Civil War d. The War of 1812
<p>3. Who was Charles Willson Peale?</p> <ul style="list-style-type: none"> a. A famous painter b. Founder of the first Natural History Museum in America c. An inventor d. All of the above 	<p>4. Who was Harriet Tubman?</p> <ul style="list-style-type: none"> a. A singer b. George Washington's servant c. A conductor on the Underground Railroad d. The first woman President
<p>5. What was one law that made Pennsylvania different from others?</p> <ul style="list-style-type: none"> a. All new settlers were given money b. Religious Freedom c. There were lots of big cities for people to find work d. It was famous for having the best food in the new world 	<p>6. What does "Abolitionist" mean?</p> <ul style="list-style-type: none"> a. Someone who is against slavery b. Someone who doesn't allow new settlers in their colony c. A type of scientist d. A type of diary

An Introduction to Wyck



Wyck is one of the oldest surviving houses in Germantown, dating from the early 1700's. It belonged to nine **generations** of the same Quaker family who lived on this farm from 1690 until 1973. Additions to the house were made over time, as each family passed the house along to the next generation. Family objects and letters, as well as other **primary sources**, were also passed along, and today Wyck contains collections that represent nearly 300 years of family and local history.

THE STORY OF THE LAND : MILLAN

The story of Wyck begins in the very first years of settlement in Germantown. In the 1680's and 1690's, German Quakers and other **immigrants** arriving in Pennsylvania began to purchase land and build homes along the Great Road several miles outside of Philadelphia. Germantown was called the German Township at the time, and the land there was divided up into lots. Each lot was numbered. In 1689, a German Quaker named Hans Millan, bought lot #17 in the German Township. He probably built the first structure on the Wyck land in about 1710.

JANSEN/JOHNSON

Hans Millan's daughter Margaret and her husband Dirk Jansen were the next people to own the property. Dirk Jansen, who later changed his last name to the English form, Johnson, was a Dutch Quaker. He became a successful linen weaver and owned a lot of land. This second generation built

Vocabulary words:

generation: people of the same age group

primary sources: records that have survived from the past, such as letters, diaries, photographs, newspapers.

immigrant: a person who leaves his or her home in one country and moves to another country to live.

a new stone addition on the property, right along Germantown Avenue, in 1730. (The Johnsons' son would later build Johnson House, another important Germantown landmark that you will visit in the *History Hunters* program.)

When Margaret and Dirk Johnson died, the house passed next to their daughter Catherine and her husband, Caspar Wistar, a German. Caspar made a large fortune as a glassmaker and button maker. Just like the Johnsons, the Wistars left the house to their daughter and her husband. Her name was Margaret. Her husband, Reuben Haines, was a **brewer** and a merchant in Germantown.

THE HAINES

From the 1790's on, Wyck was owned by the Haines family, Quakers of English background. In about 1807, Reuben Haines, III, named the house "Wyck" after a large country house in England that had been built in the 1600's by a man named Richard Haines. Reuben thought this Richard Haines was his ancestor and that the house in England called Wyck was his ancestral, or family, home. Reuben later discovered that this Richard Haines and his house were not really related to his own family. Still, he kept the name, which everyone still uses.

Do You Remember?

What other Germantown family or families have you learned about that also named their home after an estate or town in England or Scotland? Why did they do this? Does this tell us something about their thoughts on where they came from?

The Haines family was wealthy. They owned a house in Philadelphia, so they often used Wyck as a summer home. Sometimes, though, they lived at Wyck all the time, especially when diseases swept through the city. The family made major changes to the house over time. In the 1790's, they built a barn and a carriage house, and they covered the house with white stucco to make it look fancy. The biggest changes took place in the 1820's, when the house was remodeled and made larger. The Haines family had a large garden put in as well.

QUAKERS AT WYCK

Most of Wyck's early owners were successful business people. They held important roles in local trade and community life in Germantown. They were also strict Quakers who lived according to their Quaker beliefs. Quakers believe that there is a spirit of God, or an "Inner Light," in every

Vocabulary words:

brewer: someone who brews beer or ale

person, no matter who they are. They follow a life of peace and simplicity. They are devoted to education, the community and equality for all. Friends, as Quakers call themselves, have always felt that their lives and work should express these beliefs. Because they believe in human equality, for example, some Quakers became involved in the abolition of slavery. Quakers also give aid to Native Americans, provide for the sick and needy, and support education for all people.

The Quaker families who lived at Wyck were involved in many of these important causes over the years. Education and family were very important to them. They treated women as equals with men. They were against war, but when war came to Germantown they helped wounded soldiers from both sides. When the yellow fever epidemic spread through Philadelphia, they went out into the community to help take care of people who were suffering. They worked for the abolition movement. Although they were wealthy, they dressed simply and purchased items for their home that were “of the finest sort but plain.” Because the families of Wyck saved so many family papers, letters and objects, we have been able to learn a lot about their lives, their house and about the history of Germantown.

Thinking It Through

In the 18th century, homes usually passed to a son after the parents died. How were things different at Wyck? Why do you think this was so?

Most families in the 1700's and 1800's believed that children “should be seen and not heard.” But in Quaker homes like Wyck, children were very much a part of daily life, and were included in mealtime and gatherings with adults. Why do you think this was so?

Wyck Previsit Activity #1

What is a generation?

You have just read that Wyck stayed in the same family for nine generations. You have probably heard of the term “generation” before. People may have talked about “their generation” or a “new generation.” What, exactly, does “generation” mean? It describes people of the same age group. You and your brothers and sisters are one generation in your family. Your parents, aunts and uncles are another generation. Grandparents are still another generation.

When we study family history, we often give numbers to different generations, to help tell them apart and to understand the different ages of different generations. Here’s an example:

*Tracy’s grandmother Irene was the **first generation** in her family to be born and raised in Philadelphia. Irene’s children, including Tracy’s mother Joanne, were born in Philadelphia too. Joanne was the **second generation** of the family to be born in Philadelphia. Joanne grew up and raised her own children here. Tracy is the **third generation** of her family to be born in Philadelphia.*

Here’s a photo of a family that includes members from 4 generations. The oldest member is 90 years old! The youngest member is only 6 months old. Can you label each generation? (The oldest generation would be #1, the next oldest #2, and so on.)



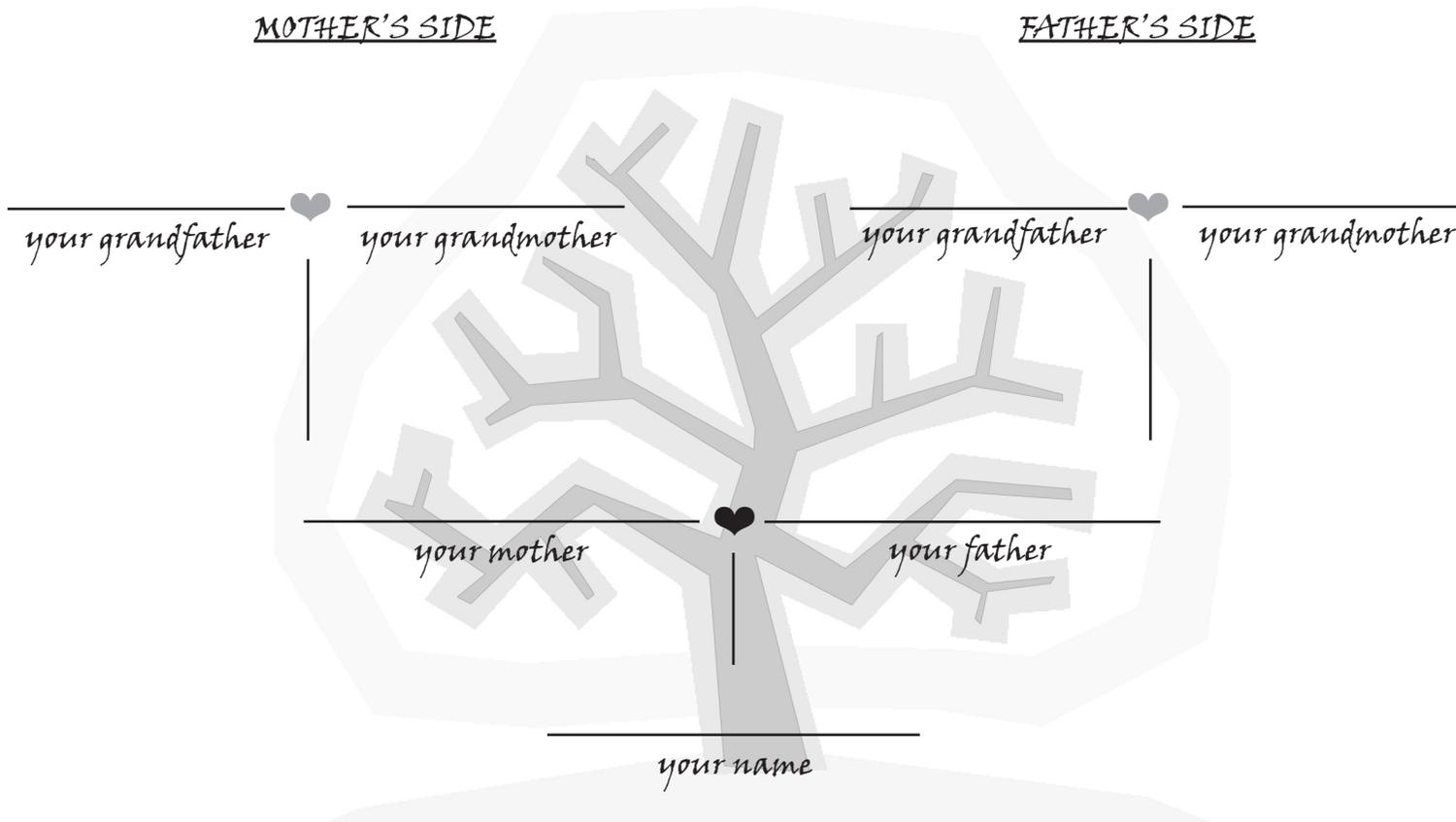
Wyck Previsit Activity #2

Family Trees

Another way to show different family generations is to draw a family tree. People sometimes use family trees to help trace their family history. A family tree may show many different “branches” of a family, including aunts and uncles, great aunts and great uncles, first cousins and second cousins.

Here is a simple form for a family tree. See how far back you can trace your own family on your own. Later, ask other family members, like a parent, an aunt or uncle, a grandparent, or even a great-grandparent for help. Or, you can make a Tree of Life, and include all the people who are special to you. You may be able to add other even older generations to your tree! Then turn to the next page and look at the family tree for the Haines family of Wyck.

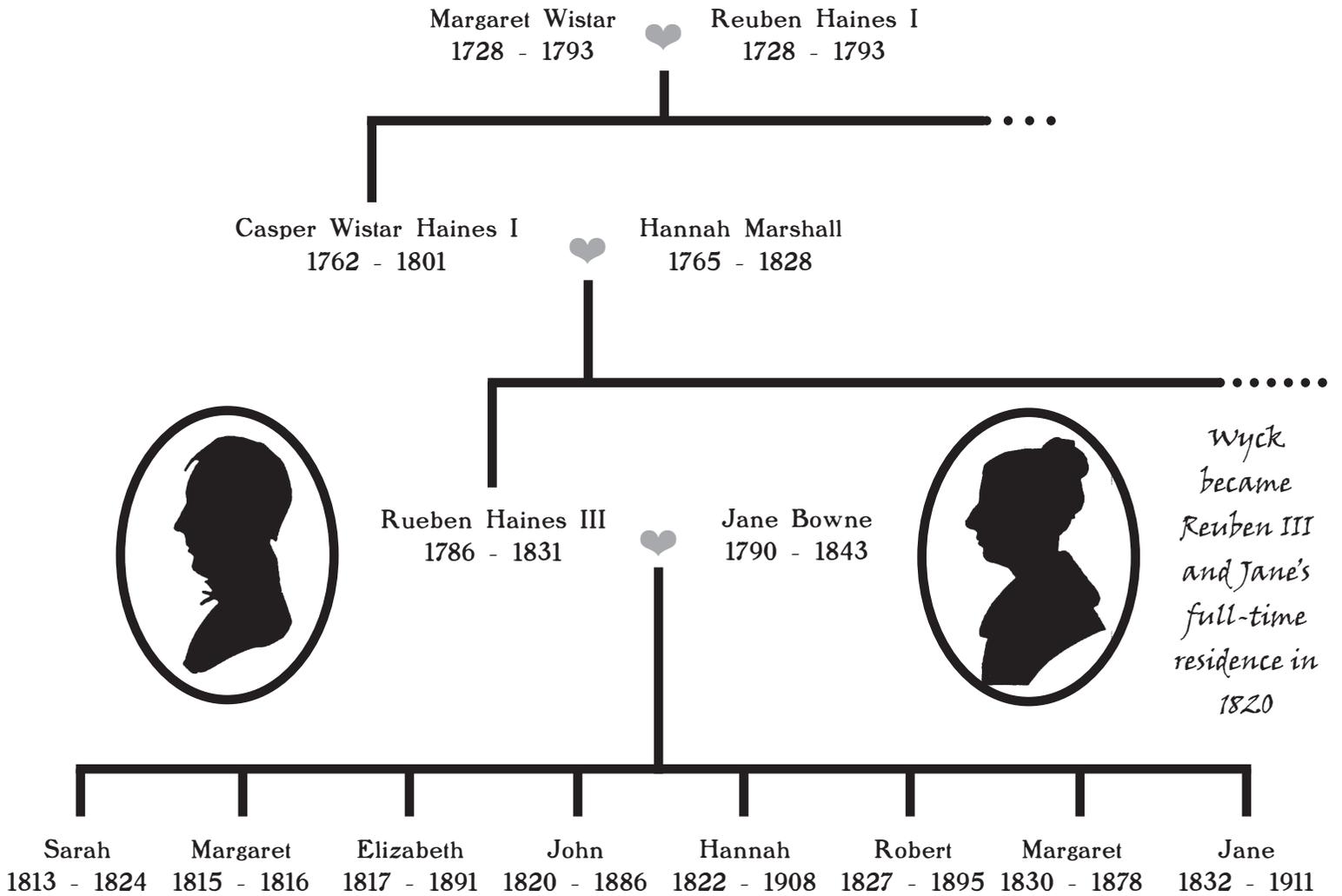
~ FAMILY TREE ~



Directions:

Fill in the blanks on the family tree with the correct names, as directed above. For the blank at the trunk of the tree, write your full name. Then, moving up the tree to the branches, write parents and grandparents names. Here is the start of your family tree!

Some Residents of Wyck



Silhouettes of some of the Haines children

Some Residents of Wyck

Family Tree

Questions:

1. How many children did Reuben Haines III and his wife Jane Bowne Haines have?

2. Reuben and Jane had two children who died in childhood. Can you list who they are?
How old were they when they died?

Wyck Previsit Activity #3

Family History

What are Your Family Heirlooms?

Family trees help us to learn about our own personal history and pass it along to the next generation. What are some other ways that people can remember their own history and pass it along?

Think about the objects in your house. Are there any special objects from older generations that you have saved? Maybe you have a lamp that came from Grandma's house. Or maybe you have the trophy your uncle won in high school. What about an old teacup and saucer from your great aunt? Or a postcard sent to your mother when she was a little girl. All kinds of objects can have special meaning to us. They help us remember our family history. We sometimes call special objects like this "family heirlooms."

Name a special object, or “family heirloom” in your own house, or in the house of one of your relatives? Why is it special to you or your family?

Draw a picture of this special object or heirloom.

Wyck Previsit Activity #y

Farm & Garden: History's Medicine Cabinet

In early America there was no such thing as a doctor's office. People would be treated at home, and occasionally a doctor would be called. Women were often the ones to take care of everyday illnesses in the family. Women used plants (mainly herbs and spices) and/or animal products from the garden and farm to make medicines. Each plant part or animal product was thought to cure a variety of illnesses.

Part 1: A Cure for Colic

Hannah Marshall Haines' "A Cure for Colic," is a well-known Wyck recipe for calming a colicky baby. Colic is a condition in which a healthy baby frequently cries without any known reason. The cause was historically thought to be because of stomach or digestive problems. Each spice or herb in the "Cure for Colic," was specifically chosen for their medicinal properties. Cloves, aniseed, and nutmeg all help with digestion. Cloves are anti-bacterial, anti-viral, anti-fungal, and antiseptic. Aniseed is a sleeping aid and helps relieve gas and bloating. Nutmeg helps cough and respiratory problems. And raisins are high energy, low fat, and high in anti-oxidants.

Directions:

Below is Hannah Marshall Haines' "A Cure for Colic." Read the recipe, then use the information above and in the recipe and write the name of the appropriate ingredient next to its description in the chart below.

"A Cure for Cholick"

~from the recipe book of Hannah Marshall Haines (1765-1828)

"Take the rinds off four fresh China Oranges, four pints of good Spirits of Brandy, twelve or fifteen Cloves, two Nutmegs, grated fine, a quarter of a Pound of Raisins, one teaspoonful of Aniseed, mix and steep the above two days, shaking it the first when made and after settling, it is fit for use. Take a tablespoonful with a little water. If that does not ease repeat it again."

Herb/Spice	1800's Treatment
	Anti-bacterial, anti-viral, anti-fungal, antiseptic. Helps promote digestion.
	Helps promote digestion. Sleeping aid. Helps relieve gas and bloating.
	Helps promote digestion. Helps cough and respiratory problems.
	High energy, low fat, high in anti-oxidants.

Part 2: Can rose be medicine?

The Wyck Rose Garden dates to 1824 and is the oldest rose garden in America, with 70 varieties of old roses. Included in the garden are the original rose plants from the 19th century design, as well as plants from the earlier, 18th century kitchen garden.

The oldest roses in the garden are thought to have been planted in the 18th century as medicinal plants, including the Rosa alba semi-plena. This variety dates to before 1629 and is extremely fragrant, bearing large quantities of rose hips later in the season. This rose was used often in medicine during the Colonial era.

Rose petals were used to make rose water, perfume, and potpourri. Rose petals boiled with honey were used to treat sore throats, and a cloth soaked with rose vinegar would cure a headache if laid on the forehead.

Rose hips, the fruit (with seeds inside) that develop after pollination, contain extremely high levels of vitamin C. Rose hip jam was a way of preserving the fruits to be used all year, and would have kept people healthy.

Directions:

Use the information above and your own knowledge of medicine or medical treatments we use today to complete the chart below.

Symptoms or Illness	1800's Treatment	Today's Treatment
Sore Throat		
Headache		
Scurvy or Vitamin C Deficiency		

Wyck Postvisit Activity

Wyck Reporter Assignments

1. Travel writer's account

Describe your trip to Wyck. Use lots of details so that your readers will know all about your visit.

- a. who, what, when, why, how
 - i. Who went on the trip? (example: my fifth grade class.) When was your trip? Why did you go? (what are you studying in social studies?) How did you get there?
 - ii. Where is Wyck? Who first purchased the property? When was the first structure built? How many generations lived at Wyck?

2. News story

Describe what life was like for a child living at Wyck in Germantown in the early 1800's. How were day to day living conditions different from what they are today? Did the children's Quaker background have any influence on their activities?

3. Interview

Pretend you have traveled back in time to the days when Reuben and Jane Haines and their children lived at Wyck. You have been given a chance to talk with the family. You want to know what their typical day may have been like. Think of questions you would ask them. (Examples are: What did they eat? Where did the food come from? Did they go to a "regular" school or did they learn at home? What games did they play? What were their chores? Did they take vacations or have sleepovers?) Now think of what their answers would be, using the information you learned on the visit to Wyck.

EXAMPLE OF A WYCK "INTERVIEW" :

- | | |
|----------------|--|
| Reporter: | Mr. Haines, is it true you retired from work at age 23? |
| Reuben Haines: | Yes. |
| Reporter: | What did you do next? |
| Reuben: | I have done many things. I have helped the community in many ways. I have many interesting friends and enjoy learning about many different things, so I have done a lot of studying of nature, anatomy..... etc. |

4. Illustration

Draw a picture of one of the rooms you saw at Wyck and place members of the Haines family in the picture. Who is in the room? What are they doing and why? How is this picture different from the one that you could draw of yourself in your own house?

5. Editorial

Pretend you have traveled back in time and are an editor for a Philadelphia newspaper. Some of the Haines children have just joined the Juvenile Anti-Slavery Society. What do you think about this group? Even though the Haines children are young, do you think they will be able to help influence people's opinions about slavery? Why or why not?

6. Comics

Take notes about an event or person or persons that you learn about at Wyck. Using your notes, draw a comic strip with captions (bubbles that show thoughts or spoken words) to tell about that event or person.

7. Poem

Try to imagine how the children of Wyck felt about nature and then write a poem about the yard and gardens that you saw on your visit.



Additional Resources

HISTORYHUNTERS – www.historyhunters.org

- Program Curriculum and information
- History Hunters workbook pdf print outs
- Historic Site information
- Other resources and activities

THE GERMANTOWN HISTORICAL SOCIETY ARCHIVES

- City Directories c. 1790 – 1936
- Ward Maps, Various Dates, 1871 to 1955.
- Pamphlet Boxes- Pamphlets, annual reports, program notices, yearbooks, announcements, etc.
- Photographs – Germantown people, landscapes, buildings, parks, railroads, churches, schools, etc.
- Genealogical Resources – church records, occasional tax records, family bibles, etc.
- Manuscripts – receipts, ledgers, diaries, journals, etc.
- Newspapers – Germantown Guide, Telegraph, Independent Gazette, etc.

THE NATIONAL PARK SERVICE ONLINE – <http://www.nps.gov/learn/>

Here you'll find curriculum, fun and games, a guide to park Junior Ranger programs and a host of other fun and educational media created by the National Park Service and their partners.

DOCS TEACH: THE NATIONAL ARCHIVES EDUCATIONAL RESOURCES – www.docsteach.org

DocsTeach assists educators in selectively using the vast resources of the National Archives and provides educators with a variety of online tools to apply primary resources in the classroom.

TEACHING HISTORY – www.teachinghistory.org

Teachinghistory.org is designed to help K–12 history teachers access resources and materials to improve U.S. history education in the classroom. With funding from the U.S. Department of Education, the Center for History and New Media (CHNM) has created Teachinghistory.org with the goal of making history content, teaching strategies, resources, and research accessible.

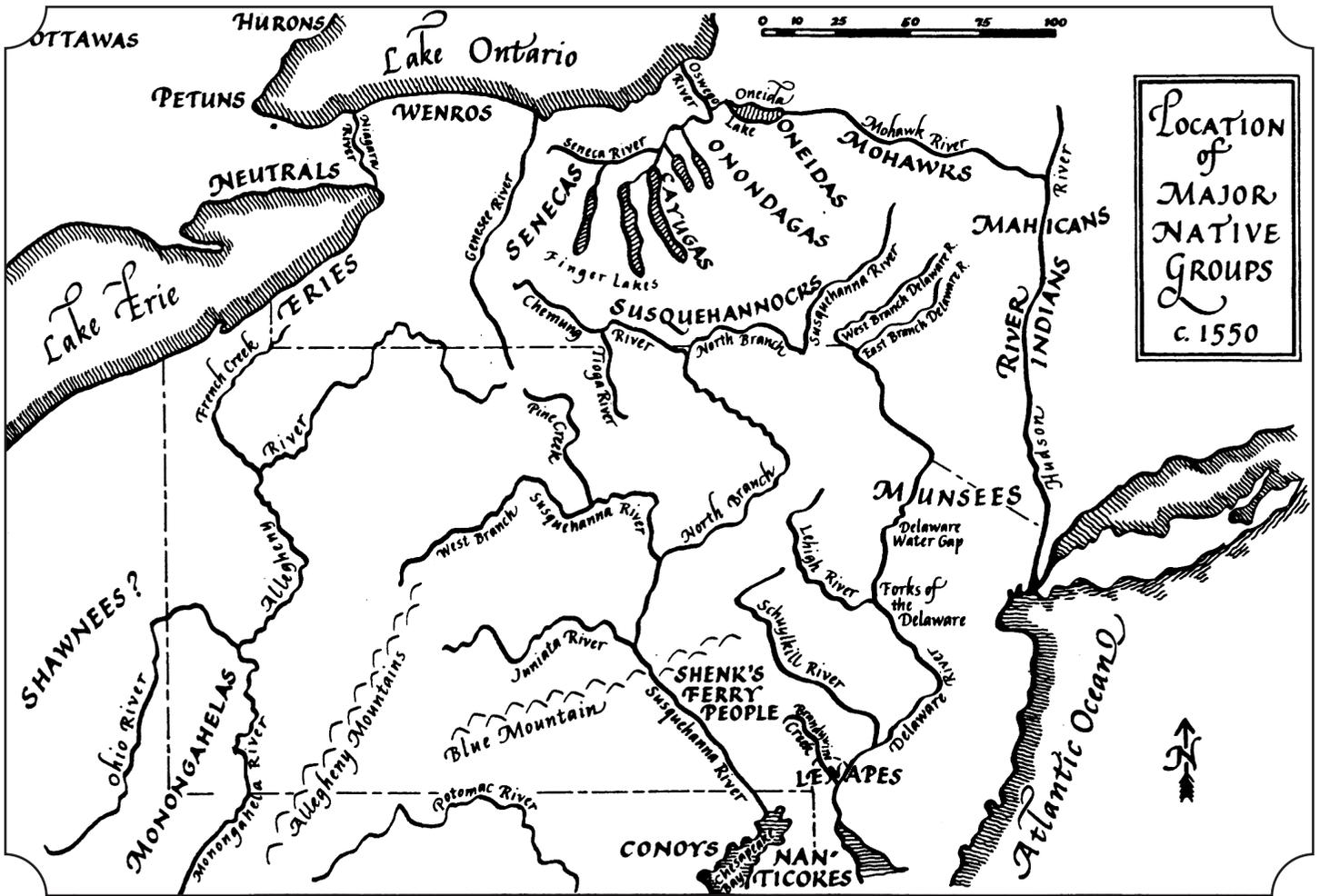
THE AFRICAN AMERICAN GENEALOGY GROUP (Philadelphia) – www.aagg.org/contact-us/

Resources for researching African American family history.

Additional resources, including *Suggested Reading* for students, can be found online at <http://historyhunters.org/resources.html>

Maps

NATIVE GROUPS MAP C. 1550



LOCATION
of
MAJOR
NATIVE
GROUPS
c. 1550

[Source: Miller, Randall M. and William Pencak, editors. *Pennsylvania: A History of the Commonwealth*, The Pennsylvania State University Press. University Park, PA, 2002.]

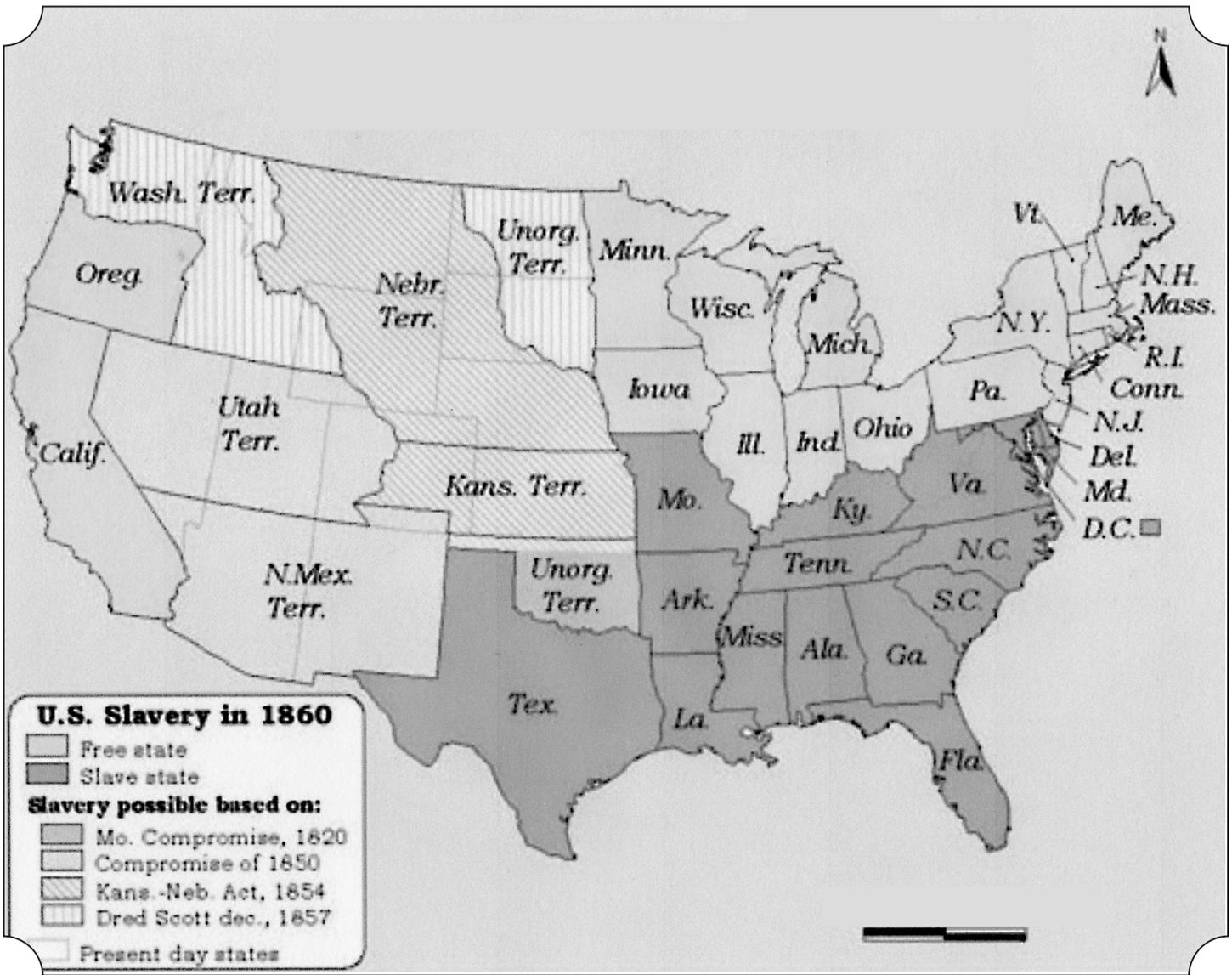
THE 13 BRITISH COLONIES



[Source: Copyright Houghton Mifflin Company. All rights reserved.]

UNITED STATES IN 1860

Free States, Slave States, and Territories



[Source: Courtesy of Abraham Lincoln Historical Digitization Project, Created by Peter Sczewicz.]

