Dear Educator:

This walking tour was conceived during a week spent in Philadelphia at an NEH-sponsored seminar called “A Rising People: Benjamin Franklin and the Americans.” Through academic study and a number of phenomenal hands-on explorations of documents and historical sites, I was able to understand a lot more about the social, cultural, political, and economic history of Philadelphia in the 18th and early 19th centuries. I have put this tour together with a specific audience in mind: my 7th grade American History students, who make a day trip from New York City to Philadelphia in the month of January (hence my references to the cold weather in the guide info). I would say the tour is appropriate for students older than 7th grade, but less appropriate for younger students, as it is fairly demanding. In my course, the students will have just finished an in-depth study of the Revolutionary period and the Constitutional Convention and will soon begin studying the presidencies of George Washington through Andrew Jackson, so I have aimed to make this tour a review of the former and a preview of the latter. (It may be worth noting is that my school is a Quaker school, so the guide script assumes a bit of familiarity with Quaker principles.)

What follows cannot properly be called a walking tour, as it is more of a script for the adult chaperone who acts as tour guide at each stop (and needn’t be particularly knowledgeable about American History). I have included fourteen sites, and because the commentary on each site is quite comprehensive it would be impossible to visit all of these sites on one day (the students AND the guide would rise up in mutiny). Rather, the instructor should preview the guide notes, decide how much time he/she has, select the sights he/she feels are most optimal for his/her curriculum, and then cut and paste from my note-sheet to create something usable for the students. I would guess the whole thing could be done in two full days or three partial days if desired.
This guide is mainly useful in that: 1) It is free and all the historical research/writing has been done for you; 2) It allows you to customize your itinerary after reading about all of the sites; and 3) It is accompanied by a note-sheet with questions for students to answer as they progress along the tour. The questions correspond to the way in which the information is presented in the Guide Script and require the students to use their powers of observation and think critically about the trajectory of U.S. history as they explore the city. However, this guide will not offer you an effortless 1-2 hour walking tour where you don’t need to plan or think about anything except when and where to show up. If that is what you are after, I have included some recommendations for tour companies below.

I apologize that I do not have my own map showing all the sites included herein, but I have found good maps at http://www.ushistory.org/districts/index.html and http://www.theconstitutional.com/index.html that contain all or nearly all the sites included. If you have difficulty locating a site, I have included addresses or intersections for each site here. Having never done anything like this before and without the benefit of an editor I am sure there are numerous errors. My apologies – I definitely recommend double-checking the “Planning your visit” and “Guide info” information before showing up. The National Parks Service site updates its business hours seasonally – http://www.nps.gov/inde/index.htm.

Here begins the “Stuff I Left Out” Section:
Philadelphia has so much history packed into such a small space, and I wasn’t able to include everything in this tour. I was especially regretful that I was unable to include more about Philadelphia’s significant population of free blacks in the 18th century. Consider looking into the following sites if you have the time:

- Mother Bethel Church - http://www.ushistory.org/tour/tour_bethel.htm
I would be remiss if I didn’t mention one of the most historic sites I left out – Christ Church [http://www.ushistory.org/districts/marketstreet/chris.htm](http://www.ushistory.org/districts/marketstreet/chris.htm). It didn’t happen to be a necessity on my tour, but it is beautiful and truly historic. Combined with Mikveh Israel ([http://www.ushistory.org/mikvehisrael/](http://www.ushistory.org/mikvehisrael/) – not on the tour), Mother Bethel (not on the tour but referenced above), as well as the Free Quaker Meetinghouse ([http://www.ushistory.org/districts/marketstreet/freeq.htm](http://www.ushistory.org/districts/marketstreet/freeq.htm) – not on the tour) and the Arch Street Meetinghouse (on the tour), you begin to get a deep sense of the religious and ethnic pluralism that defined Philadelphia.

I also failed to include a few sites very close to Independence Hall that I found less essential to my tour but you may want to consider:

- The Liberty Bell! Yes, it’s true. I left it out. But I did include a little spiel on it as an option to include with the Independence Hall presentation (pg 15). [http://www.ushistory.org/libertybell/](http://www.ushistory.org/libertybell/)
- Old City Hall, which was home to the first Supreme Court [http://www.ushistory.org/tour/tour_cityhal.htm](http://www.ushistory.org/tour/tour_cityhal.htm)
- The Declaration House/Graff House, where Thomas Jefferson rented a room and drafted the Declaration of Independence [http://www.ushistory.org/DECLARATION/graff.htm](http://www.ushistory.org/DECLARATION/graff.htm)

If you have time to travel to Historic Germantown, I recommend the following:

I’ll close with practicalities: eating and bathroom breaks. The “Planning Your Visit” sections for each entry contain information about public restrooms. There is also a public restroom available in the Independence Hall Visitor’s Center, located at 5th and Market streets, across from the entrance to the Liberty Bell exhibition. As for lunch with a large group, as I mention the National Constitution Center has a cafeteria and you can make arrangements to bring bag lunches and use it when you book your group tickets. In warm weather, of course, there are plenty of outdoor spaces, such as Independence Mall. There is also the Bourse, a mall/food court located on the east side of Independence Mall that even seems to have some kind of box lunch program for school groups.

http://www.bourse-pa.com/

Please feel free to e-mail me (jessisuzuki@gmail.com) with feedback about this guide if you use it. I’d love to know your thoughts on it and any modifications you made!! Philadelphia is a wonderful city for teaching U.S. History, and I hope you enjoy it as much as I have!

Warmly,
Jessi Suzuki

PS: If you have the means to pay for a tour and want a knowledgeable guide who will do the legwork for you, I have tried all of the following guides and recommend them heartily. The first two will do custom-designed tours and you can likely request the option of going into many of the buildings; the third is a 75-minute whirlwind that does not allow for you set foot inside any of them.

- “Becton Tours” with Joe Becton – great for a focus on African-American history, terrific historical details and very dynamic – http://www.bectontours.com/
- “Philadelphia on Foot” with Ed Mauger – very knowledgeable and versatile, great historical details http://www.ushistory.org/more/mauger/index.htm
- The Constitutional Walking Tour – A little bit “lighter” on the history but comprehensive and student-friendly http://theconstitutional.com/index.html
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I. Daily life and society in 18th century

**Site A: Elfreth’s Alley** (2nd street between Arch and Race; closed Mondays)

**Planning Visit:** School groups of all ages are welcome at Elfreth’s Alley. Lesson plans and pre-visit packets are sent free of charge to all groups with reservations. Custom tours can be provided. Large groups will be split into smaller tours of approximately 15 people each. Please contact the museum at (215) 574-0560 to discuss specific logistical and content considerations. Reservations at least 2 weeks in advance are required.

**Guide Info:** Upon reaching the entrance to the alley, please read aloud the brief introduction below, and then ask them to explore the alley, taking notes on the observations they make in response to their note-sheet questions. There is a smaller alley off to the left if you walk ¾ of the way down Elfreth’s Alley — the entrance is covered in greenery, between houses #115 and 117 and you will see a sign for “Bladen’s Court” on the right. ALLOW THEM TO EXPLORE THE OUTSIDE FOR A FEW MINUTES, THEN GO TO #124 ON THE RIGHT FOR YOUR TOUR. They also will explore the interior buildings by going into the museum at 124 and 126 Elfreth’s Alley, where they will receive a guided tour in small groups.

**READ Introduction:** “Turn to page one of your packet. You are standing at the entrance to Elfreth's Alley, a block-long street that opened in 1702. It is one of the oldest continuously inhabited residential streets in the country, meaning that people have been living in these buildings for hundreds of years (most of the current buildings were built between the 1720s and the 1830s). People still live here -- looking around, you may even see some rental notices up in a few of the windows! The alley is named after Jeremiah Elfreth, a blacksmith whose shop was around the corner and who owned these 32 buildings. Although he never lived here, he rented out the houses on this alley to the middle class, then known as ‘the middling sort,’ and these craftspeople and artisans...”
operated their own businesses and shops on the first floor and lived on the upper floors. The alley has been home to many different groups, including immigrants, throughout its history (see the signs on the scaffolding on the right as you enter the alley for more information). You can wander around for the alley a bit and answer questions 1-3 on your sheet (see me about question 3 if you are curious), and then we will go in to the museum for a tour of one of the houses furnished in the style appropriate during the mid-18th century, when two dressmakers who were sisters lived there. This should give you a sense of how the 18th century middle class, mostly composed of shopkeepers and craftspeople, lived. You should answer questions 4-5 in the museum.”

*About Question 3: Information about certain details in case students ask you* — anything not explained below, just encourage them to guess their own answer.

- The strip of cobblestone in the middle of the alley used to be the only paved part; everything else was mud and filth. It was convenient for deliveries, which often came in barrels – easy to turn a barrel on its side and roll it down the street.
- The buildings on the right side of the alley are older than on the left side. Some differences:
  - The lower quality glass and smaller panes
  - The roughness of the bricks and the less uniform thickness of the mortar
  - The red and black checkerboard style of brickwork, often called “colonial brickwork,” was particularly popular in the 18th century (you will see it in other parts of the city as well). All the bricks were likely made in the area, as Pennsylvania had particularly rich deposits of red clay and so its bricks were widely used, even exported to other colonies.
  - The fact that the first floor is level with the street (as opposed to having steps up from street level). The older houses were built in a time where most people produced their own cloth and other goods at home and many artisans operated businesses out of the first floor of their homes. But as technology improved by the time the later houses were built, most people left the home for work, so houses took on a more “domestic” significance, set away from the street with a front stoop to indicate that this was the family’s refuge from the business world.
• The seals higher up on the buildings are the corporate seals for fire brigades and fire insurance companies, which together worked to minimize the effects of fire damage to the tightly packed city. Benjamin Franklin was responsible for organizing the first volunteer fire brigade in Philadelphia (his hometown of Boston already had a well-established network), and he also created the first Philadelphia fire insurance company in 1752 (designated by the seals marked with the interlocking hand design. Others quickly arose, as fires were a major hazard in Philadelphia and other colonial cities, and so you can see other plaques for the other companies as well. It was often good sense to insure yourself with more than one company, as you never know whose firefighters might arrive first, and if they your house was not marked by their association’s plaque they might refuse to help, or negotiate with you to pay them as your house stood there burning!

• In Bladen’s Court (see Guide Info), The stars on some of the buildings are the outermost ends of poles that run all the way through the house to anchor it against storm damage. You can also find a colonial-era water pump back there.

Questions Site A: Elfreth’s Alley – established 1702; Current buildings built 1720s-1830s.
1. Your first impressions as you walk into Elfreth’s Alley:
2. As you walk down the alley, record at least one unusual feature about the structures in the alley – architecture, paving, materials, style, or other:
3. Try to imagine (or find out from your guide) the purpose of the feature you noticed for life in the 18th century:
4. From your tour in the museum (model house), notice one detail and explain its function in daily life in the 18th century.
5. Do you think it would be fun to live in a house like this in the 18th century? Why or why not?

Site B: Independence Living History Center and Archaeological Labs (143 South Third Street; open Mon-Fri 9-5; Sat 10-6)
Planning Visit: They do presentations for school groups; advance notice required. Bathroom likely available.
Guide Info: There is only one place to go in this structure: walk across the lobby to the laboratory room, where you will see some reassembled artifacts on display and a working laboratory behind that display. There will be a brief presentation and Q&A session. You needn’t do anything but escort the students in and encourage them to follow the note-sheet, and ask any questions they might have.
READ Introduction: “Turn to page 2 of your packet. We will have a brief visit here. After we go inside we will get a presentation from an archaeologist who does work in the Philadelphia area. S/he will show you some artifacts, discuss her/his work, and take your questions. The aim of going here is to see that ‘history’ is being discovered and re-imagined every day. Feel free to think critically and ask questions in there, and don’t forget to take notes on your note-sheet. If the presenter doesn’t answer any of the questions you have there, ask her/him them yourself!”

Questions Site B: Independence Living History Center and Archaeological Center
1. What kind of work is done by the archaeologists here?
2. What have they found recently, and what do you think these artifacts show about 18th century daily life?
3. The archaeological record doesn’t show EVERYTHING – what groups do you think are usually overrepresented? What groups are underrepresented? Why? What does the speaker have to say about that?
4. Do archaeological digs reveal any interesting scientific or biological results?

More site information for you if you want it:
- Access Philadelphia’s hidden past at the Independence Living History Center Archeology Laboratory. The laboratory is a working facility dedicated to processing materials recovered from archeological excavations conducted between 2000 and 2003 prior to, and during, construction of the National Constitution Center. The approximately one million artifacts tell the diverse stories of everyday Philadelphians during the 18th and 19th centuries and offer glimpses of the prehistoric past as well.
- Imagine a busy neighborhood of free African-Americans, Quaker merchants, recent immigrants, and many others living out their ordinary lives during Philadelphia’s formative years. The National Constitution Center archeological site offers a glimpse of “we the people” living in this bustling neighborhood during the Revolutionary Era and the early days of the new nation.
- The laboratory offers visitors a behind-the-scenes view of archeologists at work. Watch as Philadelphia’s buried history is revealed piece by piece. During your visit
the research team may be working with everything from tiny seeds and animal bones, to glass bottles and ceramic fragments. As you watch the work, you will learn how archaeologists use these objects to better understand the lives of long forgotten Philadelphians.

**Site C: Franklin Court** (316-322 Market St. and inner courtyard, hours vary)

Planning Visit: There are many parts to Franklin Court – the print shop, the courtyard with the “ghost houses,” the functioning Post Office, the underground museum, and the “Fragments of Franklin Court” exhibit. We will only be visiting two of the aforementioned sites, but arrangements could be made to do more. NOTE: “Fragments” Exhibit might not be open during the winter months.

Guide Info: This will be self-guided and require some amount of explanation as you move between two sites, the “Fragments of Franklin Court Exhibit” and the “Ghost houses.” Allot 10 minutes for each, and be sure to read the Introductions below before turning the students loose to explore and take notes on their note-sheets.

**READ General Introduction** (best delivered on Market Street side but can be in passageway/courtyard if street traffic is too noisy):

“This site commemorates the many achievements of Benjamin Franklin, who was and still is probably the best known Founding Father around the globe, with the only possible exception being George Washington. Franklin and Washington together were like the rockstar delegates at the Constitutional Convention. We are about to enter/now standing in an area known as Franklin Court, which was a large property in central Philadelphia owned by Benjamin Franklin and his wife, Deborah, in the mid- to late-1700s. Franklin became wealthy and successful thanks to his printing business and had retired by the 1750s at the age of 42. He owned all of these row houses on Market Street from #316 to #322, and he used some for his own purposes - you can see the B. Free Franklin Post Office commemorating Franklin’s role as the first Postmaster General of the United States. This Post Office is actually an operating one, although it is the only one in the US that doesn’t fly a US flag. Why do you think that is? (In 1775 when it
opened there was no flag, and for that matter no United States yet.) There is also a print shop here which we will not see today, but it commemorates Franklin’s successful printing career and you can see a traditional printing press like the one operated by Franklin being used in there. The other units were rented out to tenants, and we will learn more about how they lived in the exhibit we’re about to enter called ‘Fragments of Franklin Court.’ So let’s go through the Market Street entrance, through which Franklin and everyone else who lived or worked here would have passed on a daily basis.”

READ Fragments of Franklin Court Introduction (entrance to the right of the passageway as you go through to the inner courtyard):
“Before we go in, take a look at the sign that says ‘To Let’ – what do you think that means? (It’s like a For Rent sign.) So let’s go inside and see how some of the people who rented from Franklin and lived in these Market Street Houses might have lived.... (go inside)

Turn to page 3 of your packet. Most of Franklin’s tenants would have been middle class artisans, craftspeople or shopkeepers. Like Elfreth’s Alley (which you have seen or will see), the street-facing half of the first floor was generally a shop or workspace for the craftsperson who lived there, and then back part of the first floor, the basement, and the upper floors were living space. As we stepped through the back door, we were walking into the kitchen. You can see the space where the fireplace and chimney were over on the wall to your left, and you can even see a piece of plastered wall with some
wallpaper fragments right there next to the window. But unlike Elfreth’s Alley, rather than reconstruct and furnish the space in the typical style of the period, the National Parks Service has left it as a bare archaeological site, with only there signs showing where different structural elements were and a few cases showing artifacts they found when excavating the site. As you explore and take notes, you should think about how you feel about a ‘museum’ of this type. What can you learn from it? How does it compare to other museums you’ve been in? Feel free to walk up and down from the basement to the top floor. Notice that you will find glass cases containing artifacts on two floors – the basement and the second floor. As you explore, complete questions 1-3 on your note-sheet.”  

(Give them 5-10 minutes in here, then go out to rear courtyard to talk about ghost houses.)

READ Ghost Houses  Introduction:
“Franklin’s own house was set back from the busy Market Street, and we know he had built himself a grand brick house, which was where you see the farther, larger ghost structure, and a smaller structure to be used as a print shop operated by his grandson, which was where you see the closer, smaller one. The house was being built and furnished mostly while Franklin was abroad – he spent most of his retirement involved in American diplomacy abroad, first representing America’s interests to England before the Revolutionary War broke out, and then afterwards to France, trying to get money to fund the war against England. So there are a lot of letters written back and forth between Franklin and his wife Deborah (who was not highly educated) about the house, how it’s construction was going, how to furnish it, what curtains he should bring back from London, who came to visit and had tea with them, and so on. Franklin died in this home in 1790 when he was well into his 80s (just as George Washington was about to
be inaugurated as the first American president) and the structures were torn down about 20 years later.
The National Parks Service has chosen to commemorate these buildings in a really interesting way - not by rebuilding them, but by creating steel ‘ghost structures’ outlining the spots where Franklin's house and print shop stood, and then the tiles below your feet will show the outlines of the rooms and descriptions of the rooms, including a lot of quotations from the letters between Benjamin and Deborah about the house. As you explore this area, keep looking down for these details and try to picture what is being described. Also look down into those portals at the far end, where you can see down into the foundations of the actual house which were discovered in an archaeological excavation a few years ago, including the privy (outhouse). Try, again, to reflect on what this type of exhibition tells you and doesn’t tell you, compared to other historical museums you’ve seen – and use that in your answers to questions 4-6 on page 3.”

**Question Site C: Franklin Court – “Fragments” exhibit and “Ghost houses”**

1. What is your first impression upon walking into Franklin Court (aside from, “Thank goodness we’re out of the cold!”)?
2. Pay attention to the small glass cases along the walls, and pick ONE ARTIFACT you like. Describe it, and explain what it might show about life in this house.
3. After looking around for a little while, what do you think of this “museum format?” Is it easy/hard to understand? Interesting/uninteresting? Why?
4. What is your first impression of the “ghost houses?”
5. Pick one tile with a quotation from Benjamin and Deborah’s letters and briefly explain what it says and what it shows about the house.
6. What do you think about this approach to commemorating Franklin’s home?
Revolutionary Philadelphia

Site A: Carpenters’ Hall (320 Chestnut Street – enter through gate and walk to the end of the short lane; closed Mondays [and Tuesdays in Jan/Feb] 10-4)

Planning Visit: Nothing too interesting on the inside; a few small exhibits including one featuring the First Continental Congress. School groups are welcome indoors. There are public restrooms available here.

Guide Info: Self-guided; if it’s too cold you can deliver most of your spiel indoors, but the kids will need to stand outside at least briefly to look at and hear about the architectural style.

READ Introduction:
“Turn to page 4 in your packet. This building, completed in 1773, played an important part in Philadelphia public life before the Revolution and was also the site of some very important developments during the Revolution. It was built by the Carpenters’ Company of Philadelphia, a respected guild of master builders. However, the upper floors were rented out to a number of organizations, including the Library Company of Philadelphia, which was founded by Benjamin Franklin in 1731 and was one of the first public libraries ever. Benjamin Franklin was the master of creating organizations that benefited Philadelphia, many of which have lasted long after his death. He’s also responsible for the multitude of Fire Insurance companies and fire brigades that flourished in the mid-18th century, and you can see several of their seals on the outside of the building, showing that this building was definitely insured for fire damage! Another of Franklin’s creations, the American Philosophic Society, occupied this building for a time. Later, during the Revolutionary War, this building was used as a hospital, first for American soldiers and then for British troops after the Redcoats took the city in 1777. After independence, it was a temporary site for the First and Second National Banks before their own dedicated buildings were constructed nearby (which you will see or have seen).”
“Most famously, though the building was the meeting place for the First Continental Congress in 1774. This was the first formal meeting of delegates from twelve of the thirteen colonies who met to decide how to respond to the Intolerable Acts passed by Parliament. The newly built Carpenters’ Hall was chosen as a perfect location because it was the largest privately owned building of its day. The British-owned State House, now known as Independence Hall, was larger, but it was crawling with royalist officials and would not have allowed the delegates the freedom to discuss their grievances against Great Britain. The outcome of the First Continental Congress was the decision to boycott British goods and send a petition to King George III protesting their treatment and stating their rights to no taxation without representation. They agreed to meet again in a year if the situation had not improved. Did things get any better? (No! In fact, hostilities increased and ultimately led to the Battle of Lexington and Concord outside of Boston). So the second Continental Congress was called, and those delegates met in Independence Hall.”

READ about Architecture:
“Take a look at the façade, or the front, of the building. Carpenters’ Hall is considered one of the finest existing examples of the Georgian style of architecture in America. This style was extremely popular in England and the colonies. It was named after English kings named George – including George III who was king at the time of the revolution – and it was popular between 1720 ad 1840. What characterizes Georgian architecture? Mostly, extreme symmetry. The windows should be symmetrical, there should be double chimneys – one on each side, and so on. The front door should be centered, and topped with a decorative feature such as a window. The windows should be sash windows (meaning the ones that open by sliding up rather than pushing out – which is common today but was rarer in colonial times. Although the style remained popular in England, Georgian architecture fell out of favor after the Revolution began. Why might that have happened? (Because the colonists associated it with the monarchy, from which they were seeking liberty.) The next style of architecture to come into fashion here was the Federal style of architecture, and it has some major differences from as well as some similarities to the Georgian style. Well take a look at an example of that with the First National Bank building.

**Questions Site A:** **Carpenters’ Hall** – *Built between 1770 and 1773 by the Carpenters’ Company, a guild of skilled “master builders.”*
1. List the many uses of this building in the 1770s and 1780s. What groups used this space? What important events took place here?
2. Describe the architectural details of the front of the building that make it a classic example of the Georgian style of architecture.

3. Why do you think the popularity of the Georgian style declined during and after the Revolutionary War?

TAKE NOTE:

Before you leave the area, take a look at the small, ivy-covered areas directly to the right of Carpenter’s Hall as you stand in front of it. They have small plaques on the left and right, marking respectively a “Quaker School Site” and a “Quaker Meeting House Site.” Have the kids read the plaques to themselves and listen to the following three points (no note-taking is necessary):

- **READ:** “Quakerism is especially important in Philadelphia – why? (Because the founder of the colony, William Penn, was a Quaker.) Penn was committed to what he called his ‘holy experiment’ – creating a colony where all could worship in any manner they chose free from persecution. It was this commitment to religious pluralism that made Philadelphia one of the most diverse and dynamic cities in all the British colonies. As immigrants of all denominations and ethnicities flooded in, Philadelphia quickly became the second largest English-speaking city in the world – second only to London, England. And it’s because of Penn’s holy experiment that many of the oldest congregations in the country took root here, including the oldest Episcopalian congregation, one of the first Jewish congregations, and the first African Methodist Episcopal, or A.M.E., congregation in the United States. This religious freedom is, ironically, the reason that Quakers gradually lost power in the colony, and especially as the need for military action against Native Americans and the British came into direct conflict with their pacifist beliefs.”
• **READ:** “Turning to the School Site, reflect upon the fact that Quakers from the beginning, due to their belief in the fact that the light of God resided in each person, embraced a position of equal opportunity education for all. This Quaker schoolhouse, as early as the 18th century, educated boys and girls, and may have even been used at time to educate some of the free blacks who lived in Philadelphia. Does this mean that all Quakers were abolitionists, or even that they were free of the racism that pervaded the rest of American society at the time? Not at all, but the Quaker testimonies of peace, simplicity, and equality meant that the abolitionist movement was widely supported among Quakers before it became accepted among other white Americans. Nonetheless, many wealthy Philadelphians did own slaves, and though the practice of slavery became increasingly popular in the North in the early part of the 19th century, slavery was not abolished outright in the colony until well into the 1800s.”

• **READ:** “You are familiar with Quaker Meeting Houses, and this one on the right was one of five in the city of Philadelphia during the 1790s. You can see how small it was because the area covered with Ivy was its total footprint! A much larger one is the Arch Street Meeting House built in 1804, which you have seen/will see.”
Site B: Independence Hall (Chestnut Street between 5th and 6th; hours vary by season; free timed ticket needed except Jan/Feb)

Planning Visit: March-December, need to pick up free timed tickets from Independence Visitor’s Center (at 6th and Market). Either way, need to pass through security. Water bottles okay as long as they are in bag.

Guide Info: Once you pass through security, there are three buildings to see: Independence Hall; the Great Essentials Exhibit (small building directly to the west – give the kids a minute to look in there only if you have time – there are no required questions on the note-sheet), and Congress Hall (the next building over; questions and guide info are in Section III). IN INDEPENDENCE HALL DO NOT BOTHER WITH THE UPSTAIRS TOUR – JUST THE FIRST FLOOR (and even the ASSEMBLY ROOM SIDE ONLY pictured below on the right) IS FINE. Depending on the ranger’s spiel in Independence Hall and Congress Hall, you may not have to say anything additional, but I have included answer to all the questions in case. The hope is that the rangers will present information sufficient to have the kids answer the related questions, but if not you can gather the kids and fill in the blanks after it’s done.

READ Introduction (maybe as you’re standing on the security check line):
“Turn to page 5 in your packets. Before we go in here, think about the building we’re about to enter. This is really the place the United States was born. Think back to what you’ve learned this quarter: The Declaration of Independence was first proposed, debated over, and signed here, and it was first read to the public in the courtyard we’re about to
pass into the sweltering heat of the summer of 1776. The Articles of Confederation were drafted in this building, and then the Constitutional Convention met here to revise and then ultimately overthrow the Articles and create a new government with the U.S. Constitution, which was also signed here. Keep this in mind as you head inside!”

<table>
<thead>
<tr>
<th>Questions Site B: <strong>Independence Hall</strong> – Constructed from 1732 to 1756.</th>
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<tbody>
<tr>
<td>1. What was the original purpose of this building when built, and how did its purpose change over time? This building was originally built to be the State House, the main government building for the Province of Pennsylvania, so that the royal government and the Pennsylvania Colonial Assembly were set up here. It also contained a courtroom presided over by monarchy-appointed judges and, on the second floor, government offices and meeting rooms. During the revolutionary era it became the center of the revolutionary effort, as the Second Continental Congress and the Constitutional Convention met in the Assembly Room on the first floor.</td>
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<td>2. What important events took place in this hall? In this room, the Second Continental Congress met in 1775 when things were looking really bad for relations with Britain, although they were not thinking of independence as the right course of action: they drafted the Olive Branch Petition asking King George to be reasonable and pull them back from the brink of war (the King refused to read it), they appointed George Washington the commander in chief of the Continental Army, and they debated over and ultimately adopted and signed the Declaration of Independence. Also in this room, the American flag design was agreed upon in 1777, the Articles of Confederation were adopted in 1781. And then when those Articles of Confederation turned out to be a miserable failure and it became clear that a stronger government was needed, the Constitutional Convention took place in that same room here, and the U.S. Constitution was debated over and finally signed after a summer of hot, sweaty, heated debate.</td>
</tr>
<tr>
<td>3. Stepping into the room where the Declaration of Independence was debated over and signed, and where the Constitutional Convention took place, what details do you notice? Answers will vary, but the students might notice the separate tables designated for each colony’s delegates, or the “rising sun” chair used by George Washington as he presided over the Constitutional Convention (which is original).</td>
</tr>
<tr>
<td>4. How does being in the room compare with seeing it portrayed in the John Adams episodes we saw? What does it make you think about our Constitutional Convention simulation exercise? Again, answers will vary, but it might be interesting to note that the room as portrayed in John Adams is VERY faithful to the room as it is today. It may feel smaller/larger, less momentous/more momentous to be there in person, etc.</td>
</tr>
</tbody>
</table>
If anyone asks about the **Liberty Bell**, which is not on this tour but which used to hang in Independence Hall:

“The famous bell now known as the Liberty Bell used to hang in the bell tower of the State House, and it was called the Statehouse Bell. It was ordered by the Pennsylvania Provincial Assembly and forged in England. Bell towers in colonial times were useful both to announce the passing each hour and also for calling government officials or townspeople together for important meetings or announcements. However, the bell was not particularly well made, cracking the first time it was ever rung, and it was been recast several times without much success, producing a poor tone and cracking again. Even though this bell is an important symbol of the American Revolution, it was not even known as the Liberty Bell until decades after the Revolution. It has long since been removed from the State House bell tower and replaced by the less-famous Centennial Bell. You can see the actual Liberty Bell across the street, although interestingly enough its name has nothing to do with the war for independence. Most historians say that abolitionists in the 1830s were the ones who gave the bell its name and used it in support of their argument that the existence of slavery in a nation founded on the ideal of liberty was unacceptable.”

**MAKE A NOTE:** Great Essentials Exhibit and also Congress Hall are here as well. 
**Great Essentials (OPTIONAL):** This small building contains drafts of the Declaration of Independence, the Articles of Confederation, and the Constitution, our nation’s three founding documents. It also contains the silver inkstand believed to have been used to sign the Declaration and the Constitution. Let the students peek in if there is time and tell them what they’re looking at. If you have to rush on to the next destination instead, that is also fine.

**Congress Hall (REQUIRED):** Be sure to take them here before exiting the secure area – See page 18-19 for guide info.

**Philadelphia during the Republic**

**Site A: The President’s House** (6th and Market Streets; an active archaeological dig; viewing platform all hours)

**Planning Visit:** No access constraints. Platform is limited in size; there is not much to see right now; aside from the outlines of the site of the house and a few informational plaques (which I think are fascinating). Later there will be an exhibition – scheduled to be complete in 2010 but who knows. The viewing platform is open to the elements but has a roof; good in rain.
Guide Info: Read Introduction and give students time to take notes on note-sheet. Sorry, this is the longest spiel (probably over 5 minutes long). But it's only because I think it’s so interesting!

READ Introduction:
“Turn to page 6. This is the location of the Executive Mansion when Philadelphia was the capital of the US, from 1790 to 1800. The first two presidents lived here – can you name them? (George Washington and John Adams). Philadelphia was our first capital, but provisions were made in the Constitution to create a federal district that would serve as the nation’s permanent capital. It was ultimately decided, after a lot of political deal-making that you will soon learn about, that the capital would be in the south, in what became Washington, D.C. John Adams moved there towards the end of his term. The wealthy businessman and patriot Robert Morris owned this house, the finest in the city, but he rented it to the city of the Philadelphia for use as the President’s house. Yes, he was that wealthy – “two-mansions” wealthy! The site was torn down in the 19th
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century, but a recent excavation has yielded some very interesting information about the first two Presidents and members of their households who lived here. If you look at the blue and yellow lines in front of you and continuing onto the sidewalk fronting Market Street, you can get a sense of the size of the house. The yellow lines are the ones that mark the foundation lines they actually found during the excavation; the blue lines are approximations of where we think the rest of the foundation might have lain.

One interesting thing about that yellow multi-sided shape over to the right is that it is the foundation of a special addition Washington made to the house after moving in as President. He asked to install a special bay window — a window that juts out from the house, so he could stand in front of it when receiving guests in his official capacity as Chief Executive of the newly formed United States. Washington had not been appointed king, so he wanted to avoid anything that resembled a throne like the monarchs of Europe in their courts, but at the same time, as the first President, it was important to him to create a feeling of formality and respect around the newly formed American government so that it would be taken seriously. So this bay window was his solution to that problem.

Does this idea of the bay window in the President’s house to designate his power remind you of anything in the White House in DC? (The Oval Office.) In fact, many scholars think that the design of the Oval Office was inspired by this creation of Washington’s.

Washington, before he became commander in chief of the Continental Army or President of the United States, was one of the wealthiest plantation owners in Virginia. And as we know the economy of Virginia was based on the cash crop of tobacco at the time, it should be obvious that Washington owned many, in fact hundreds, of slaves. He had mixed feelings about slavery, but it was his entire livelihood, and he did bring a few household slaves up to Philadelphia while he served his two terms as President.

Historians think he kept about fifteen white servants and at least nine black slaves while living in this house.

Although Washington had some problems with slavery, he took a number of actions to support it while living here, including signing a Fugitive Slave law in 1793 that allowed slaves who escaped to the northern states (where slavery was gradually being abolished) to be returned to their masters. He also worked to get around Pennsylvania’s abolition law of 1790, which tried to abolish slavery gradually by granting freedom to slaves brought into the state after 6 months of living there. Washington made secret arrangements to transport his slaves out of Pennsylvania every six months, just for a brief trip across state lines to ensure that his slaves were not legally entitled to their freedom.

There is always less information about slaves, but the details known about the 9 slaves who lived here are recorded on the rightmost plaque. Hercules, George Washington’s favorite slave, was his cook and apparently a pretty great one, and he escaped from
Philadelphia before Washington’s second term ended. Ona was Martha Washington’s favorite, serving as her personal maid, and she escaped as well before the Washingtons moved back to Virginia. It is said that Martha was incredibly upset by Ona’s escape and made many attempts to find and recapture her, though they were not successful.

It is pretty ironic that right in front of you, where the entrance to the Liberty Bell exhibit is, was the site of the living quarters for the first President of the United States. This archeological dig has been the source of a lot of controversy, and when the exhibit is complete you can guess that much of it will be devoted to the slaves who lived here, as that is not a story that is often told in Philadelphia (we hear a lot about Independence and Liberty, but not so much about slavery and oppression). It will be worth coming back in a couple of years to check out what they’ve done with that.

As for John Adams, he had his own share of controversy, but slavery was not one of them. He was from Massachusetts and neither owned slaves nor approved of the institution.”

**Questions Site A: The President’s House**

1. Which two Presidents lived here? Why only two?
2. What is important about the bay window whose foundation was found in the most recent excavation?
3. About how many slaves did Washington own in VA? How many lived here with him while he served his two terms as president?
4. Give two names of Washington’s slaves and describe them briefly.
5. How did Washington keep his slaves in bondage in Pennsylvania, a state that had passed a number of laws promoting the gradual abolition of slavery?
6. Should the exhibition, when it is completed, focus on the story of Washington’s slaves who lived in this house from 1790-1797? Why or why not?
Site B: Congress Hall (Chestnut Street between 5th and 6th; hours vary by season; free timed ticket needed except Jan/Feb)

Planning Visit: March-December, need to pick up free timed tickets from Independence Visitor’s Center (at 6th and Market). Year round, need to pass through security. Water bottles okay as long as they are in bag.

Guide Info: Once you pass through security, there are three buildings to see (do them all while you’re there): Independence Hall; the Great Essentials Exhibit (small building directly to the west), and Congress Hall (the next building over). Congress Hall has its own ranger-guided tour (downstairs and upstairs). The hope is that the rangers will present information sufficient to allow the kids answer the related questions, but if not I have included answers below; you can gather kids and fill in the blanks afterwards.

Introduction:
BEFORE RANGER PRESENTATION BEGINS, TELL STUDENTS TO TURN TO PAGE 7.

Site B: Congress Hall – Constructed 1787-1789; used as meeting place for U.S. Congress between 1790 and 1800.
1. Which house of Congress met on the bottom floor and which on the top? How might you have guessed this (without being told by the Ranger – you will only be able to answer after seeing both floors)?
2. What important events took place here?
3. Why did Congress only meet here for 10 years? What changed in 1800?
4. Look at the ceiling and the carpet in the upstairs chamber. Describe them. What do the images symbolize? (Ask the Ranger if you are not sure.)

To fill in the blanks after Ranger presentation (or in case you are interested):
Question 1: This was once the home of the United States Congress. The newly formed United States Congress occupied Congress Hall when Philadelphia was the capital of the United States from 1790-1800. Congress Hall has been restored to the way it looked in
1793-1800. The first floor was occupied by the House of Representatives. The upper floor was occupied appropriately, by the upper house, or the Senate.

**Question 2:** During Congress Hall’s duration as the capitol building of the United States, the country admitted three new states, Vermont, Kentucky, and Tennessee; ratified the Bill of Rights of the United States Constitution; and oversaw the Presidential inaugurations of both George Washington (second term only – he was inaugurated in NYC at Federal Hall the first time) and John Adams.

**Question 3:** The United States Constitution granted Congress the authority to create of a federal district to serve as the national capital. Following the ratification of the Constitution, the Congress, while meeting in New York, passed the Residence Act on July 9, 1790. The Act established the District of Columbia on the banks of the Potomac River between the states of Maryland and Virginia to serve as the new federal capital. However, Robert Morris, a Senator from Pennsylvania, convinced Congress to return to Philadelphia while the new permanent capital was being built. As a result, the Residence Act also declared Philadelphia to be the temporary capital for a period of ten years. In an attempt to convince Congress to keep the capital in Philadelphia, the city began construction on a massive new Presidential palace on 9th Street as well as an expansion to the County Courthouse into what would become Congress Hall. Upon the return of Congress to Philadelphia on December 6, 1790, the first level of Congress Hall had been transformed into the chamber for the House of Representatives and the second floor had been converted into a chamber for the United States Senate. Despite their efforts to construct new buildings for use by the federal government, the city's residents failed to convince Congress to modify the Residence Act and make Philadelphia the permanent capital. Congress Hall served as the capitol building until May 14, 1800, when the offices of the national government moved to Washington, D.C. After Congress departed for Washington, D.C., the Hall reverted back to the Philadelphia County Courthouse, the purpose it was built for.

**Question 4:** On the first floor in the House chambers, in the south bay is an alcove where Representatives smoked, and drank sherry, port, and madeira. Note too, the small boxes filled with sand near the fireplaces. These were spitting boxes, used in an age when snuff and chewing tobacco were common. Upstairs, 28 of the 32 chairs and the Secretary’s desk are authentic. Also remarkable is a 19th-century fresco of an eagle holding an olive branch signifying peace. Notice too, the plaster medallion on the ceiling — an unusual and elegant touch: it has an oval sunburst design honoring the thirteen original states with thirteen stars. The carpet is a reproduction of the original carpet.
made in the early 1790s by William Sprague of Philadelphia. Its designs are typical patriotic symbols with the centerpiece a chain of 13 state shields. In the corners are cornucopias echoing the wish for abundance in the new land.
Site C: **First National Bank** (Third Street between Chestnut and Walnut; no entry)

**Planning Visit:** We will look at it from the outside. Not open to public. There is some bench seating across the street in front of the Independence Living History Center and Archaeological Labs.

**Guide Info:** Students just need to take a few notes on the architectural style; if it is too cold you can reserve your brief explanation of the architecture and the history of the Bank for another location.

**READ Architecture Introduction:**

“Turn to page 8 in your packet. Take a moment to make a few notes about the architectural style of this building…..you might have noticed its granite façade, its columns, and the engraved triangular pediment atop the columns. It might remind you of a Roman monumental building, and that is no accident. This building, the First Bank of the United States, was deliberately built in the Classical style, echoing the architecture of Ancient Rome. What form of government did Rome have before becoming an empire? (A Republic.) The Constitution in many ways is consciously drawing from the structure of the Roman republican government, and the founders after much debate did end up creating a Republic, not a monarchy, as their form of government. As a result many new building projects early in the nation’s history were built in this style, consciously emulating Roman style. Some would call this building Classical, and others would call it Federal Style, because it was built in a period where the Federal Government was just getting up and running, and Americans were trying to figure out what new and unique styles they could develop on their own, separate from British influence. If you’ve been to Washington DC, think about the buildings there – the Capitol Building, the White House, and the Supreme Court buildings were all built in the Federal style as well.”
READ Controversy Introduction:

“This building may look beautiful and harmonious, but in fact the question of whether to create a National Bank at all was the first huge constitutional debate in American history, and the huge controversy nearly tore the nation apart. This was all during George Washington’s first term – people formed political parties and started debating the meaning of the Constitution heatedly before the ink was even dry on it! The question was, since the Constitution didn’t explicitly mention a bank, did the Federal Government even have the power to create one? People who were worried about the central government being too powerful and taking power away from the states and the people said no, it was not allowed. People who wanted to make sure the new nation would be as strong and economically powerful as possible, rather than crumbling and being reconquered by Britain within a decade, said it should be allowed. In the end, Congress did pass a law creating this bank, although it only lasted for 20 years, and when it came time to renew the charter, the controversy was revisited. It was not renewed, so the First National Bank only lasted until 1811. This would cause problems quickly, and a Second National Bank would be chartered. We will go see it soon.”

Questions Site C: First National Bank – Building constructed 1795-1797; Bank in effect 1791-1811
1. What do you notice about the architecture? Prominent features, material, shapes, style? What civilization does it remind you of?
2. Find out from your guide the name of this style and why that style was used during the early Republic (after gaining independence).
3. Find out a few facts from your guide about why the creation of this First National Bank was such a controversial issue.

Site D: Second National Bank (420 Chestnut Street; Open Wed-Sun 11-4; free admission)
Planning Visit: The portrait gallery inside has limited winter hours but great rangers on duty in summer.
Guide Info: Students just need to take a few notes on the architectural style outside and then can proceed inside if it is too cold; you will give them information about the architectural style, the history of the bank, and the portrait gallery inside.
READ Architecture Introduction (Should be outside so they can look at it):

“Turn to page 9 in your packets. Take a look at the architecture of this building, and take a few notes. What does it remind you of? …... You might have thought of a Greek temple, and yes, the Second Bank of the United States was modeled after the Parthenon in Athens. It actually is built in Greek Revival Style, which is a branch of Classical architecture, like we saw with the First Bank. While the First Bank building was built in a way to refer to the connection between the Roman Republic and the United States government, this bank building is meant to refer to the connection with Ancient Greek government…...and what would that be? (Ancient Greece, and Athens in particular, is generally thought to be the birthplace of a democratic form of government, where the people voted on issues, and the United States government is also based on democratic values.) There is a difference between a democracy and a republic, though – in a direct democracy, the people vote directly on the laws, and in a republic, the people vote for representatives to create laws and run the government in a way that matches their interests. So this is why Federal architecture popular during the early Republic was particularly reliant on Greek and Roman forms – it was trying to emphasize the connection between the US and these earlier, successful forms of government.”

READ History Introduction (Can be delivered inside if too cold):

“Getting back to the turbulent history of the National Banks in the early Republic, this is the headquarters for the Second Bank of the United States. It was chartered in 1816, five years after the First Bank of the United States lost its charter. The Second Bank was chartered by many of the same congressmen who in 1811 had refused to renew the charter of the original Bank of the United States. The main reason that the Second Bank of the United States was chartered was that in the War of 1812, the U.S. experienced
severe inflation and had difficulty in financing military operations. It became clear that the economy needed a nation bank in order to successfully fund and win the war (and the U.S. did win the war of 1812 against Britain). But the same passionate debate returned when the Second Bank’s 20-year charter expired during the presidency of Andrew Jackson, our 7th president. You will learn more about this, but Andrew Jackson was determined to kill the bank and successfully did so in 1836. This action had its own economic consequences after Jackson left office.”

**READ Portrait Gallery Introduction (go inside):**

“The Second National Bank has now been converted to a portrait gallery, with an exhibition called “People of Independence.” This exhibit contains 185 paintings of Colonial and Federal leaders, military officers, explorers and scientists. They have been organized according to areas of achievement, for example – Science, Government, Law, Education, and so on. Many of these were done by Charles Willson Peale, a Philadelphian who was the most famous portrait artist of the Revolutionary period and the early Republic. Take a few minutes to wander around and look at the portraits. You are looking at a collection of images of the many of most significant figures in American history from the eighteenth and early nineteenth century. What do you think was the purpose of portraiture in this time? (Wealthy people could show off their status; no photographs so images of famous people like George Washington could be circulated and admired, etc.) Keep in mind that in most of these portraits the subject is paying a lot of money to be painted, and that he/she gets to choose how to be depicted. So the clothes and other objects you see there have symbolic value that is a message from the portrait subject as to how he/she wants to be perceived. Choose one that interests you to take notes on and answer questions 4-6.”

**Site D: Second National Bank** — Bank chartered 1816-1836; Building constructed 1819-1824.

1. Make some observations about the architectural style of this building, then find the name of the architectural style it was built in.
2. Why did the Federal Style of architecture (popular mainly from 1785-1815) draw so heavily on Ancient Greek and Roman styles?
3. Find out a few facts from your guide about the controversy surrounding the charter of this Second National Bank.
4. Select one portrait from the gallery and write the subjects’ name, years of birth and death, and a brief description of his/her role in American society.
5. What interests you about this painting?
6. Describe the personal details depicted – clothing, hairstyle, any other objects. What do these choices
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show you about how the subject wants to be perceived?

Site E: National Constitution Center (Arch between 4th and 5th; Open daily, 9:30-5 or later; admission expensive but group rate may be available)

Planning Visit: School groups need to be booked well in advance, and there is an admission charge. The more programs you add on, the more it costs over and above the admission price. I would not particularly recommend the a la carte programs – you can get more out of Philadelphia by exploring the city. We are going here for two things: the “Freedom Rising” presentation, which is excellent, and the “Signer’s Hall” exhibition since they students role-played the delegates of the Constitutional Convention and will want their pictures taken with them. There is also an extensive exhibit covering the history of the United States from origins to the present-day, which is worth a few minutes if your itinerary allows, as there are some interactive features. You can spend the whole day here; there’s usually a special exhibit and a cafeteria that will allow you to store and eat your bag lunches if booked in advance…but I recommend exploring the city more.

Guide Info: We will all meet here at _______ in the front lobby. The Freedom Rising presentation only requires you to line up with your assigned students and then sit with them in the auditorium. Afterwards, we will go to Signer’s Hall for about 10 minutes and then round up the kids. This is a good place for bathroom breaks.

Introduction:
As you wait in line with the students for the “Freedom Rising” presentation, encourage them to preview questions 1-3 on page 10 so they know what they have to answer later (it will be too dark to write during the presentation).

Questions Site E: National Constitution Center
1. Record your first impressions of the “Freedom Rising” presentation. What did you learn about our country’s earlier history (1600s-1800s)?
2. What did you learn about our country’s more recent history (1900-present)?
3. In the presentation, what references did you hear to the American ideals of equality, rights/freedoms, representation, and faithfulness to founding documents? (Pick one or more and explain what the message was.)
4. After visiting Signer’s Hall, what additional ideas do you have about the Constitutional Convention and the America’s Founders?
Site F: Arch Street Friends Meeting House (320 Arch Street between 3rd and 4th; Mon-Sat 10-4; Donation requested)

Planning Visit: You can just drop in or make arrangements to let them know you’re coming (try 215-627-2667, 215-413-1804 or nancyg@pym.org). There is a large Meeting House space (West Wing) as well as a historical exhibit commemorating the achievements of William Penn (East Wing).

Guide Info: You can pause briefly outside to give the history of the Meeting House and the place of Quakerism in Philadelphia’s history, then move inside and explore the West Wing meeting house where silent worship is conducted (or have a brief meeting for reflection yourself), and then check out the East Wing exhibit on William Penn.

READ Architecture Introduction (in front of entrance)

“Turn to page 11 in your packets and look at questions 1-2. You are standing in front of the largest Quaker Meeting House in the world. Quakerism is a Protestant sect born in England based on the teachings of George Fox in the seventeenth century, and William Penn was a disciple of Fox. This was not the first Meeting House built in Philadelphia – that was on built on Walnut Street close to the Waterfront in 1684 – but it is the oldest still in use today, built in 1804. It uses land specially gifted by William Penn to the Quakers of Philadelphia, and so it’s a special spot for a lot of Quakers. This land was first used as a burial ground, and a lot of casualties of the yellow fever epidemic of 1793 were buried here. In fact, they probably still are here, as when the construction of the Meeting House began in 1803 it is thought that they left the graves where they were, just removing the markers and paving over them. There is only one marker that remains, which is a white headstone you can probably find pretty easily over to the right as you face the meeting house, and if you read the headstone you may be able to guess why this particular headstone remains – it reads pretty clearly at the bottom that this person is ‘not to be disturbed.’”

“Take a look at the architectural style of this building. This Meeting House was built in the early Republic, in the same period when the First and Second Banks were built and
Classical or Federal Architectural style was all the rage. But the Quakers did not follow this trend. Due to their testimony of simplicity, they chose to construct a very simple building with little ornamentation on the outside or on the inside. As you will see when you go in and look at the room where Meeting for Worship is held (West Wing), the inside is consciously simple and bare – no stained glass, carvings, religious imagery or paintings – just like in our Meeting House.”

**READ William Penn and Quakerism Introduction (in East Wing)**

“William Penn founded this colony not just as a haven for Quakers. What was his vision when he established the colony of Pennsylvania? *(To create a ‘holy experiment’ where all denominations could co-exist peacefully without fear of persecution.)* The exhibit in the East Wing highlights Penn’s many achievements – he’s almost like a superhero – each section has him labeled in a different role – ‘Penn the Defender of Liberties,’ ‘Penn the Peacemaker,’ ‘Penn the City Planner,’ and so on. It is true that William Penn had a lot to do with the success of his colony. In a bit you will be able wander through the exhibit and answer question 4 in your packet.”

“William Penn’s holy experiment was very successful; so successful, in fact, that by the time of the Revolution the city of Philadelphia and the surrounding counties were so diverse, so full of immigrants of all denominations and European ethnicities, that the Quakers were increasingly in the minority. And as that happened, the Quakers began to lose their influence. This was particularly clear in the mid 18th century as more and more Pennsylvanians started demanding a militia, an army of some kind, to protect them from conflict with Native Americans on the western frontier and then ultimately with the British. Quakers, who made up most of the Assembly still, were opposed to supporting violence in any form due to their peace testimonies – not to mention the fact that many Quakers were wealthy through trade with Britain and didn’t want to do anything to hurt their profits. So what ultimately ended up happening was that Quaker views in the political arena became very unpopular, and a lot of Quakers decided to resign from their positions in the Assembly rather than compromise their principles and have to support the formation of a militia. When we watched John Adams, you saw the struggle of conscience that John Dickinson, who was a Pennsylvania delegate and a Quaker, experienced, as he grew increasingly unpopular when he refused to support the cause of independence.”

“Still, a lot of the Quaker principles continue to be very influential in American society – the idea of universal education (for both genders and all races) is now widely accepted.
The importance of a pluralistic society, meaning a society with people of all races, colors, and creeds, with a respect for the value of each individual, was embraced by many Quakers long before it became a mainstream value in America. And Quakers were among the first abolitionists (although not all Quakers hated slavery at first – many of them, especially until it became really politically unpopular in the 1800s, just wanted to stay out of the debate). Still, Quakers have been at the forefront of a lot of important social justice issues in the United States – many of the leaders of the movement for women’s suffrage and other rights were Quakers – so it is really a heritage to be proud of.”

“Go ahead and explore this exhibit for a few minutes, and take notes on Penn’s superhero role that you like the best for question 4.”
TO TRY: Silence in the West Wing

Go in, sit down, and take note of the consciously simplistic style. The students should answer question 5 on their note-sheet. You might ask the students to compare this room with other religious buildings they have been in (churches, cathedrals, synagogues, mosques, etc.) Consider having a few minutes of silent reflection after the manner of Friends if you feel comfortable. Silence is one of the most important testimonies of the Society of Friends. Meetings for Worship consist of the members of the meeting sitting in silence, punctuated occasionally by a message from a member of the meeting. There is no leader, no minister or priest. All people are seen as equally qualified to receive and share divine truths – and part of the purpose of the silence is to allow the clarity to access those messages.

The custom is to sit in silence and try to allow the external stillness to help settle you into an internal sense of stillness. If anyone feels moved to stand and share a thought – a secular one would be fine (perhaps a reflection on the tour or the history) – he/she is welcome. After sharing one simply sits back down and the group returns to silence; there is no commenting on or responding to the speaker. The period of silence might close with the adult leader shaking the hand of the person next to him/her, and then the rest of the group can turn and shake hands with one another.

http://en.wikipedia.org/wiki/Meeting_for_worship
http://www.archstreetfriends.org/testimonies.html
http://www.archstreetfriends.org/worship.html
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