

History Making Productions

## Franklin's Spark: 1720-1765

### Teacher Materials Lesson Plan and Answer Key

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## INTRO TO OUR MATERIALS

**We here at History Making Productions hope that the *Philadelphia: The Great Experiment* series can enrich your classroom teaching in a way that is exciting for your students and not too time-consuming for you. Here's how it works.**

For each 25-minute episode you will find:

### **BEFORE**

Attention grabbing "hooks" to stimulate student interest

Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode

Vocabulary lists to teach unfamiliar terms

Essential questions to help you frame the lesson

Relevant Pennsylvania Common Core Standards

### **DURING**

Note-taking sheets to keep your students focused as they view the episode

Suggested stopping points to maximize student interest and understanding

### **AFTER**

Follow-up lessons based on content from the episode

Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis

Lessons based on primary sources relevant to the episode

Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the *historyofphilly.com* website

A set of five quiz questions based on the note taking sheet

**HISTORY MAKING**  
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## Franklin's Spark: Lesson Plan For Teachers

### BEFORE

*(Preparing for and showing the episode should take approximately one 50-minute class period.)*

To stimulate interest, show the **introductory PowerPoint**. The PowerPoint will raise the essential question, "How were ideas spread in an era before electronic communication?"

### Words before watching:

*These are terms that are used in the episode and/or on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute this **list** to students.*

Burgeoning—growing quickly

Indentured servant—a person who agrees to work for another for a specified time, usually in return for payment of travel expenses and maintenance

Entrepreneur—a person who starts a business

Merit—the quality of being good, important, or useful

Pillory—a device used for public punishment consisting of a wooden frame with holes in which the head and hands can be locked

Stockade—an enclosure in which prisoners are kept

Scourge—a curse or menace

Offal—the organs of an animal such as liver and kidneys

Stench—very bad smell

Manifesto—a public statement of a strongly held belief

Groundswell—a fast increase in the amount of public support for something

Succumb—to stop trying to resist something

Excommunicate—to kick out of a religious community

Hardscrabble—harsh and difficult conditions due to poverty

Gentry—people of high social status

Capitulate—to surrender or give in

Militia—an informal military unit

Quell—to calm

### Wondering before watching

*These are the essential questions that permeate the episode and all supplementary materials. You may choose to present them before and/or after watching.*

- How is the character of a city developed?
- What were the racial and socioeconomic challenges and conflicts in 18<sup>th</sup> century Philadelphia?
- How did Quakerism shape policies and practices in 18<sup>th</sup> century Philadelphia?
- In what ways was Benjamin Franklin an innovator? How did he influence the development of Philadelphia?
- How were ideas spread in an era before electronic communication?





## DURING

### Work while watching:

Students will fill out a **note-taking sheet** that, once filled out, will provide an outline of the episode.

### Pause while watching:

**(5:00)** Unless students have already learned about the Walking Purchase, they may need to understand the following:

- Thomas Penn (son of William) and James Logan showed the Delaware Indians what they claimed to be a 50-year-old document in which the Delaware agreed to sell to the Penn family the amount of land that could be walked in a day and a half.
- Penn and Logan hired three trained runners, one of whom was able to run 65 miles in 18 hours, thus enabling Penn and Logan to claim a large chunk of land.
- When the Delaware Indians argued against this, the Iroquois—who were allies of Penn and had earlier conquered the Delaware—supported the Walking Purchase leading many Delaware to either flee the area or to work for the colonists and live on marginal land.
- Anger about the Walking Purchase was one of the factors that led Indians to attack Europeans on the Pennsylvania frontier thus leading to the French and Indian war.

You may want to do the primary source activity here.

**(18:12)** This is a good point to do the primary source activity based on the writing of Benjamin Lay.

## AFTER

**(Approximately one class period)**

### Discussion after watching

- During the film, the historian Nathan Perl Rosenthal says, “Franklin is a planet.” What does he mean by this? Is this an apt description of Franklin?
- Although Benjamin Franklin eventually joins the Pennsylvania Abolition Society, in his early years in Philadelphia he did not voice opposition to this widespread practice. In what ways did Franklin benefit from slavery?
- According the film, Franklin “made Philadelphia the central node of a modern information system.” Who is today’s Franklin and where is today’s Philadelphia?
- Refer to **essential questions**

### Activity after watching:

Working alone or in pairs, have students fill in the episode review sheet using their note-taking sheets.

### Activity after watching:

Put students in groups of 4-5. Each group should determine:

- Which aspects of 21<sup>st</sup> century life would Franklin be most interested in/excited about?



- Which aspects of 21<sup>st</sup> century life would Franklin find the most distressing?
- Which Franklin inventions or creations are still in evidence today?

Using their answers to these questions as a foundation, each group should write a script and, if time allows, perform skits in which Franklin visits modern day Philadelphia. Or, given Franklin's position as newspaper publisher, have students write articles about Franklin's visit to modern day Philadelphia.

### **Activity after watching—primary sources** (Approximately one class period)

Distribute the Benjamin Lay Primary Sources worksheet and/or the Canasatego's speech worksheet to students.

To see original copies of the primary sources by and about Benjamin Lay, go to [Bryn Mawr College Collections](#)

To learn more about the Walking Purchase and to see a copy of the Walking Purchase Treaty, go to [Explore Pennsylvania History](#).

### **Activity after watching—primary sources**

Either as homework or in class, have students read Michael Goode's essay about Pontiac's War and the Paxton Boys on the [Philadelphia Encyclopedia](#) and/or [Desperation, Zeal, and Murder: The Paxton Boys](#) by Andrew Kirk,

Then, have students examine and interpret the following images (transcriptions of the writing follow the images) using the **illustration interpretation sheet**:

- ***"The German Bleeds"***
- ***"An Indian Squaw King Wampum spies"***
- ***"The Paxton Expedition"***

Note: these are rich but very complex and challenging documents. Depending on the level of your students, you may want to work on the first one together and then have students attempt to analyze the next two working in pairs.

## **RELEVANT PENNSYLVANIA COMMON CORE STANDARDS**


### **Key Ideas and Details**

Grade 6-8

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

Grade 9-10





provide an accurate summary of how key events or ideas develop over the course of the text

Grade 11-12

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas

### **Integration of Knowledge and Ideas**

Grade 6-8

Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)

Grade 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem



## Franklin's Spark: 1720-1765

Fill this in as you watch. Sentences in italics are direct quotations from the episode.

1. *Long before our signals crossed the oceans, there were the **printing presses** of a burgeoning city.*
2. Benjamin Franklin came to Philadelphia at age **17** as a **fugitive** indentured servant.
3. List characteristics of Philadelphia in the 1720s:
  - **Brand new—barely a generation old**
  - **Biggest city in North America, but only 2 blocks wide**
  - **Fast growing population, many ambitious people (entrepreneurs, self-promoters)**
  - **Crime ridden—gangs and pickpockets scare visitors**
  - **No police force, no government; just an unpaid citizens' watch**
  - **Rampant disease**
  - **Poverty and wealth right next to each other**
  - **People (even kids) drink alcohol instead of water**
  - **Not much civic spirit**
4. Five years after Franklin's arrival, an enslaved man given the name **Sampson** is purchased by James Logan, the **governor** of Pennsylvania.
5. Franklin believed that merit should be more important than **birth**, privilege, or **wealth**.
6. Workers who are angry with the **overcrowded** and **filthy** streets set fire to the pillories and stockades.
7. How do Franklin and other members of the Junto attempt to improve life in Philadelphia? List below:
  - **Organize a volunteer fire company**
  - **Create a public library**
8. Franklin takes over the publication of the Pennsylvania Gazette, Philadelphia's largest **newspaper**.
9. Some of the newspaper's profits come from advertisements for **slaves**.
10. *The economy of Philadelphia.....was built and bred on the back of **enslaved** men.*
11. James Logan engineers a false land deal known as the **Walking Purchase**.
12. Once the Lenape are kicked off their land, Europeans come to Pennsylvania looking for religious **freedom** and fertile **land**.
13. Attacks on settlers by Indians eventually leads to the **French** and Indian War.
14. When the Quaker-led government of Pennsylvania refused to spend money on defense, **Franklin** forms a militia.
15. Sampson was put on trial for **burning Logan's house**. He is eventually banished outside of the **colonies**.
17. *Spurred by a groundswell of **protest**, Quakers succumb. Now, they will excommunicate any **member** who holds a **slave**.*



18. List three innovations of Franklin's:

- **The lightning rod**
- **Square streetlights**
- **Bifocals**

19. When Franklin is elected to the Pennsylvania **Assembly** he becomes a broker between the gentry and the **working class**.

20. What four institutions were part of Philadelphia's "boomtown" era?

- **University of Pennsylvania**
- **Pennsylvania Hospital**
- **Independence Hall**
- **Christ Church**

21. Thanks to Franklin and others, Philadelphia becomes a well off, well organized, and **attractive** place.

22. *But violence on the **frontier** threatens to **explode** in the streets. Refugees pour in from **French** Canada and **Central** Pennsylvania, seeking shelter. The Native Americans themselves were never **defeated**. When they hear that **France** has capitulated and given all of their territory to the **British**, they are by no means willing to abide by that.*

23. After killing a group of Indians, the "Paxton boys" march toward **Philadelphia**.

24. Benjamin Franklin has printed stories of describing the way that native peoples have been **butchered**.

25. The Paxtons are greeted by a militia, but Franklin is able quell the **violence** by agreeing to **broadcast** the Paxton's demands.

26. Franklin made Philadelphia the **central node** of a modern **information** system.

27. *This is where the entrepreneurial **spirit** in America really took off: the **American** identity.*



## Franklin's Spark: 1720-1765 Episode Review Sheet

I. Fill in the charts using your note-taking sheet.

Event	Causes	Results
Walking Purchase 1737	<ul style="list-style-type: none"> <li>• <b>Penn &amp; Logan claim agreement reached 50 years before</b></li> <li>• <b>Professional runners hired</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lenape (Delaware) people removed from their homes</b></li> <li>• <b>New European immigrants come settle on their land</b></li> <li>• <b>Indians attack settlers</b></li> </ul>
French and Indian War	<ul style="list-style-type: none"> <li>• <b>Indian attacks on settlers</b></li> <li>• <b>Desire to seize land from the French</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tension between city residents and country dwellers</b></li> <li>• <b>Quaker refusal to spend money on defense</b></li> <li>• <b>Franklin organizes militia</b></li> <li>• <b>Refugees from French Canada and central PA. flee to Philadelphia</b></li> <li>• <b>French give all territory to British</b></li> <li>• <b>Indian attacks on settlers continue</b></li> </ul>
Paxton Boys march to Philadelphia	<ul style="list-style-type: none"> <li>• <b>Ongoing conflict between Indians and settlers in frontier towns like Paxton</b></li> <li>• <b>"Paxton boys" angry at Franklin for printing accounts of the butchering of Indians</b></li> <li>• <b>Franklin calls Paxtons "Christian, white savages"</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>City shuts down; ferrymen remove boats from the river (<i>not on note sheet</i>)</b></li> <li>• <b>Franklin, other politicians, and militia try to stop Paxtons in Germantown</b></li> <li>• <b>Franklin agrees to print the Paxtons' demands that all Native Americans be removed from PA. in his newspaper; violence is averted</b></li> </ul>

Characteristics of Philadelphia in 1720	Characteristics of Philadelphia in 1765
<ul style="list-style-type: none"> <li>• <b>Growing quickly</b></li> <li>• <b>New (barely a generation old)</b></li> <li>• <b>Two blocks wide</b></li> <li>• <b>Diverse</b></li> <li>• <b>Attractive to entrepreneurs/self-promoters</b></li> <li>• <b>Crime ridden—gangs and pickpockets scare visitors</b></li> <li>• <b>No police force, no government; just an unpaid citizens' watch</b></li> <li>• <b>Rampant disease</b></li> <li>• <b>Poverty and wealth right next to each</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quakers no longer hold slaves</b></li> <li>• <b>New institutions—University of Pennsylvania, Pennsylvania Hospital</b></li> <li>• <b>"Boomtown"</b></li> <li>• <b>Wealthy</b></li> <li>• <b>Well organized</b></li> <li>• <b>Attractive</b></li> <li>• <b>Central node of modern info system</b></li> <li>• <b>Entrepreneurial spirit</b></li> <li>• <b>Attractive to inventors, searchers, revolutionaries</b></li> </ul>



## Franklin's Spark: 1720-1765 Episode Review Sheet

<p>other</p> <ul style="list-style-type: none"> <li>• <b>People (even kids) drink alcohol instead of water</b></li> <li>• <b>Not much civic spirit</b></li> <li>• <b>Slavery widespread, even among Quakers</b></li> </ul>	
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II. Much of Benjamin Franklin's influence and wealth derived from his role as a printer. What key documents did Franklin publish between 1720 and 1765? What generalization can you make about the importance of the printing press in the mid-18<sup>th</sup> century? (Answer on back)

- **Advertisements for slaves**
- **Benjamin Lay's book against slavery**
- **Descriptions of Indian massacres**
- **The Paxton boy's demands**

**Answers will vary; however, it is clear that Franklin was willing to print information that reflected opposite views of the same issues. The printed word, especially in newspapers, was an important means of communication.**



## Benjamin Lay Primary Sources

Benjamin Lay was one of the earliest *abolitionists*, a person who advocated the end of slavery. Born to Quaker parents in England in 1681, he spent time in Barbados and then came to Abington, just outside of Philadelphia. Lay stood only 4 feet, 7 inches tall, had a severely hunched back, and wore a long white beard. To convince fellow Quakers that slavery was wrong, Lay tried a variety of attention getting tactics:

- At a Quaker meeting, he stabbed a Bible in which he had hidden a bag of red liquid. The contents of the bag splashed onto the horrified onlookers as he told them that slaveholders had blood on their hands.
- He stood outside of a Quaker meeting barefoot and coatless in the snow to demonstrate the harshness of the conditions of slavery.
- He temporarily kidnapped a child to illustrate the anguish felt by African parents who lost their children to the slave trade.

In 1737, Benjamin Franklin published a book in which Lay accuses slave holding Quakers of being *apostates*, people who have deserted their most important religious beliefs.

A. Read the introduction below and then answer the questions that follow.

### ALL SLAVE-KEEPERS

That keep the Innocent in Bondage, *APOSTATES*

Pretending to lay claim to the Pure & Holy Christian Religion; of what Congregation so ever; but especially in their Ministers, by whose example the filthy Leprosy and Apostacy is spread far and near; it is a notorious Sin, which many of the true Friends of Christ, and his pure Truth, called *Quakers*, has been for many Years, and still are concerned to write and bear Testimony against; as a Practice so gross & hurtful to Religion, and destructive to government, beyond what Words can set forth, or can be declared of by Men or Angels, and yet lived in by Ministers and Magistrates in *America*.

*The Leaders of the People cause them to Err.*

Written for a General Service, by him that truly and sincerely desires the present and eternal Welfare and Happiness of all Mankind, all the World over, of all Colours, and Nations, as his on Soul;

BENJAMIN LAY.

Abington, Philadelphia County,  
in Pennsylvania, the 17<sup>th</sup>, 9<sup>th</sup>. Mo. 1736.

1. According to Lay, who deserves the most blame for slave holding among Quakers?

**The ministers, leaders**

2. Why do you think Lay compares slave holding to *leprosy* (an ancient, disfiguring skin disease)?

**Answers will vary. Perhaps because slavery disfigures the soul of the slave owner; perhaps because it is difficult to get rid of; perhaps because it is contagious—people are willing to own slaves if they see others doing so.**



3. Why do you think Lay asserts that slavery is destructive to government?

**Answers will vary. Perhaps because the economy becomes dependent on such a cruel institution—the government needs slavery as a way to raise money through taxation.**

B. Read the excerpt from Lay's book below and then answer the questions that follow.

Friends, by the tender Mercies of our God, to consider, can be greater Hypocrisy, and plainer contradiction, than for us as a People, to refuse to bear Arms, or to pay them that do, and yet purchase the Plunder, the Captives, for Slaves at a very great Price, thereby justifying their selling of them, and the War, by which they were or are obtained; nor doth this satisfy, but their Children also are kept in Slavery, *ad infinitum*; is not this plainly and substantially trampling the most Blessed and Glorious Testimony that ever was or ever will be in the World, under our Feet, and committing of Iniquity with, both Hands earnestly? Is this the way to convince the poor Slaves, or our Children, or Neighbours, or the World? Is it not the way rather to encourage and strengthen them in their Infidelity, and Atheism, and their Hellish Practice of Fighting, Murdering, killing and Robbing one another, to the end of the World.

1. Why, according to Lay, is it hypocritical for Quakers to own slaves?

**Quakers do not bear arms or pay for the bearing of arms, yet slavery depends on violently capturing people.**

2. Which aspect of slavery as practiced in North America does Lay seem to find most upsetting?

**The children of enslaved people are also enslaved.**

3. What kinds of behaviors does Lay believe are encouraged through slavery?

**Fighting, murdering, killing, and robbing**


C. Quakers were not permitted to make religious statements without the prior approval of the other members of their faith. According to the notes from Quaker meetings below, what two steps were taken by Lay's fellow Quakers following the publication of his anti-slavery book?

**An advertisement was published in newspapers to indicate that Lay did not have the support of other Quakers; he was excommunicated from the Meeting.**

1. John Kinsey is ordered to draw an Advertisement to be printed in the Newspapers at Philadelphia, In order to inform all whom it may concern that the Book lately published by Benjamin Lay Entitled *All SLAVE-KEEPERS That Keep the Innocent in Bondage, APOSTATES* was not published by the Approbation (*approval*) of Friends, that he is not in Unity with us, And that his Book contains false Charges as well against particular persons of our Society as against Friends in general.

2. Whereas Benjamin Lay late of this City a Person frequenting our Religious Meetings, and pretending to be of us, on his Arrival here produced a Certificate from Friends of the Monthly Meeting of Colchester, in that part of Great Britain called England, which soon after, by an Epistle from Friends of the two weeks Meeting of Colchester aforesaid and a Minuit of their Quarterly Meeting, we were Informed was Irregularly Obtained, for that the said Benjamin did not properly belong to the said Monthly Meeting, and at the Time of his Application for the Certificate aforesaid, had been under dealing for his Disorderly Conduct and had given Friends there no Satisfaction. Whereupon he was advised by Friends here to endeavour to be Reconciled to the





Meeting to which he properly belonged, and thereby entitle himself to their Certificate until which they were of the Opinion he ought not to be Received as a Member of this Meeting - Yet the said Benjamin hath not only declined to do so, but in a disorderly Manner, and against the Minds of Friends, hath thaken upon himself to Preach amongst us. We have therefore thought fit to give publick Notice, that we do not Esteem the said Benjamin Lay to be a Member of our Religious Community but a disorderly & Obstinate Person, one who Slights the advice of Friends, Imposes on them in his Preaching & that he disregards the Peace of the Church.



## Canasatego's Speech to the Delaware, 1742

"Cousins: Let this Belt of Wampum serve to Chastize You; You ought to be taken by the Hair of the Head and shak'd severely till you recover your Senses and become Sober; you don't know what Ground you stand on, nor what you are doing. Our Brother Onas" [Thomas Penn] Case is very just and plain, and his Intentions to preserve friendship; on the other Hand your Cause is bad, your Heart far from being upright, and you are maliciously bent to break the Chain of friendship with your Brother Onas. We have seen with our Eyes a Deed signed by nine of your Ancestors above fifty Years ago for this very Land, and a Release Sign'd not many Years since by some of your selves and Chiefs now living to the Number of 15 or Upwards. But how came you to take upon you to Sell Land at all? We Conquer'd You, we made Women of you, you know you are Women, and can no more sell Land than Women. Nor is it fit you should have the Power of Selling Lands since you would abuse it. This Land that you Claim is gone through Your Guts. You have been furnished with Cloaths and Meat and Drink by the Goods paid you for it, and now You want it again like Children as you are. But what makes you sell Land in the Dark? Did you ever tell Us that you had sold this Land? Did we ever receive any Part, even the Value of a Pipe Shank, from you for it? . . . for all these reasons we charge You to remove instantly. We don't give you the liberty to think about it. You are Women; take the Advice of a Wise Man and remove immediately. You may return to the other side of Delaware where you came from, but we don't know whether, Considering how you have demean'd your selves, you will be permitted to live there, or whether you have not swallowed that Land down your Throats, as well as the Land on this side. We, therefore, Assign you two Places to go—either to Wyoming or Shamokin. You may go either of these Place, and then we shall have you more under our Eye, and shall see how You behave. Don't deliberate, but remove away and take this Belt of Wampum."

1. What does Canasatego say should be done to the Lenape (Delaware)?  
**They should be taken by the hair and shaken into their senses.**
2. Why, according to Canasatego, do the Lenape lack the right to sell land?  
**They were conquered by the Iroquois, so it's not really their land to sell.**
3. What does Canastego mean by "The Land that Claim is gone through Your Guts"?  
**They used the money given to them by Penn to buy food and drink (as well as clothing).**
4. Canastego insults the Lenape by saying that they are like women and like children. How does he explain these comparisons?  
**They are like women because they have been conquered and don't have the right to sell land and are lacking in power. They are like children because they are complaining that they want their land back after already spending the money they earned from the purchase.**
5. Using similar language to that found in Canasatego's speech, write a reply that could have been given by a Lenape leader.  
**Answers will vary.**



**Franklin's Spark: 1720-1765**  
**Paxton Boys Illustration Interpretation**



	<b>Political viewpoint of artist/author</b> What is the message of the image and writing?	<b>Techniques of the artist/author</b> How is the message conveyed (e.g. through exaggeration, symbolism, humor, clever use of rhymes)? Give specific examples of techniques used.
<b>James Claypoole</b> <i>The German Bleeds</i>	<ul style="list-style-type: none"> <li>• <b>The Quakers, because of their pacifist philosophy, are placing the lives of German and Scots-Irish settlers at risk due to on-going Indian attacks</b></li> <li>• <b>Benjamin Franklin is acting as a mouthpiece for Quaker control</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Symbolism—the fox for Jon Fox, I.P. on the Indian's backpack</b></li> <li>• <b>Exaggeration—Indians and Quakers riding on the backs of the settlers</b></li> <li>• <b>Dead settlers and burning buildings are striking illustrations of destruction caused by the Indians</b></li> <li>• <b>The poem is made up of three rhyming couplets</b></li> <li>• <b>The tone is sarcastic</b></li> </ul>
<b>Henry Dawkins,</b> <i>The Indian Squaw</i>	<ul style="list-style-type: none"> <li>• <b>Franklin and the Quakers are being taken advantage of by Indians, hence the “squaw” stealing a watch from Israel Pemberton as Franklin looks on.</b></li> <li>• <b>Franklin is encouraging discord and unrest for his own political gains</b></li> <li>• <b>Quakers are cowards and hypocrites; many refuse to fight the Indians, but others violate their pacifism in order to fight</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Symbolism—the fox near the cannon is Jon Fox, a founder of Quakerism</b></li> <li>• <b>Franklin is shown behind a curtain, safe from the fighting, but eager to look on and stir up trouble</b></li> <li>• <b>The poem is written in rhyming couplets</b></li> <li>• <b>The tone is sarcastic</b></li> </ul>
<b>Henry Dawkins</b> <i>The Paxton Expedition</i>	<ul style="list-style-type: none"> <li>• <b>Quakers are either cowards afraid to fight the Indians or hypocrites who are willing to do so.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The poem is written in rhyming couplets</b></li> <li>• <b>The drawing is very detailed</b></li> <li>• <b>The tone is sarcastic</b></li> </ul>



### ***The German bleeds and bears ye Furs***

The German bleeds and bears ye Furs  
Of Quaker Lords and Savage Airs  
The Hibernian frets with new Disaster  
A kick to fling his broad brim'd Master.  
But help At hand Resolves to hold down  
the Hiberians Head or tumble all down

| Note: This image depicts the so-called “King of the Quakers,” Israel Pemberton, and an Indian riding on top of a Hiberian (Scotch-Irish) and a German settler. The artist is making a statement about Quaker refusal to protect settlers on the frontier from Indian attacks.

“help At hand” – Refers to Benjamin Franklin; pictured on the left side of the image holding a paper that says “Resolved ye proprietor a knave” (a dishonest person). This is a reference to Franklin’s leadership of the Quaker anti-[proprietary](#) party in the Pennsylvania Assembly.

| Note: The fox underneath Franklin’s legs is a symbol for Joseph Fox, a Quaker assemblyman; the Indian’s backpack has the initials I.P. as in Israel Pemberton.



# James Claypoole, The German Bleeds...



The German bleeds & bears y<sup>e</sup> Turns | Th<sup>e</sup> Hibernian frets with new Disaster | But help attend Resolves to hold down  
 Of Quaker Lords & savage Curs | And kicks to fling his broad brim'd Master | Th<sup>e</sup> Hibernian's Head or tumble all down





## An Indian Squaw King Wampum spies

An Indian Squaw King Wampum spies  
Which makes his lustful passions rise  
But while he doth a friendly Jobb  
She dives her Hand into his Fob  
And thence conveys as we are told  
His Watch whose Cases n'ere of Gold.

When Dangers threaten us more Nonsense  
To talk of such a thing as Conscience  
To Arms to Arms with one Accord  
The Sword of Quakers and the Lord  
Fill Bumpers then of Rum or Arrack  
We'll drink Success to the non Barrack.

Fight Dog! fight Bear! you're all my Friends  
By you I shall attain my Ends  
For I can never be content  
Till I have got the Government  
But if from this Attempt I fall  
Then let the Devil take you all.

“King Wampum”— *this is a reference to Benjamin Franklin (shown on the right hand side of the image)*

“She dives her Hand into his Fob”— *the Indian Squaw steals the white man's watch*

“To Arms to Arms with one Accord, the Sword of Quakers and the Lord”— *this is making fun of Quaker pacifism*

“Bumpers”— *a generous glassful of an alcoholic drink, typically one drunk as a toast*

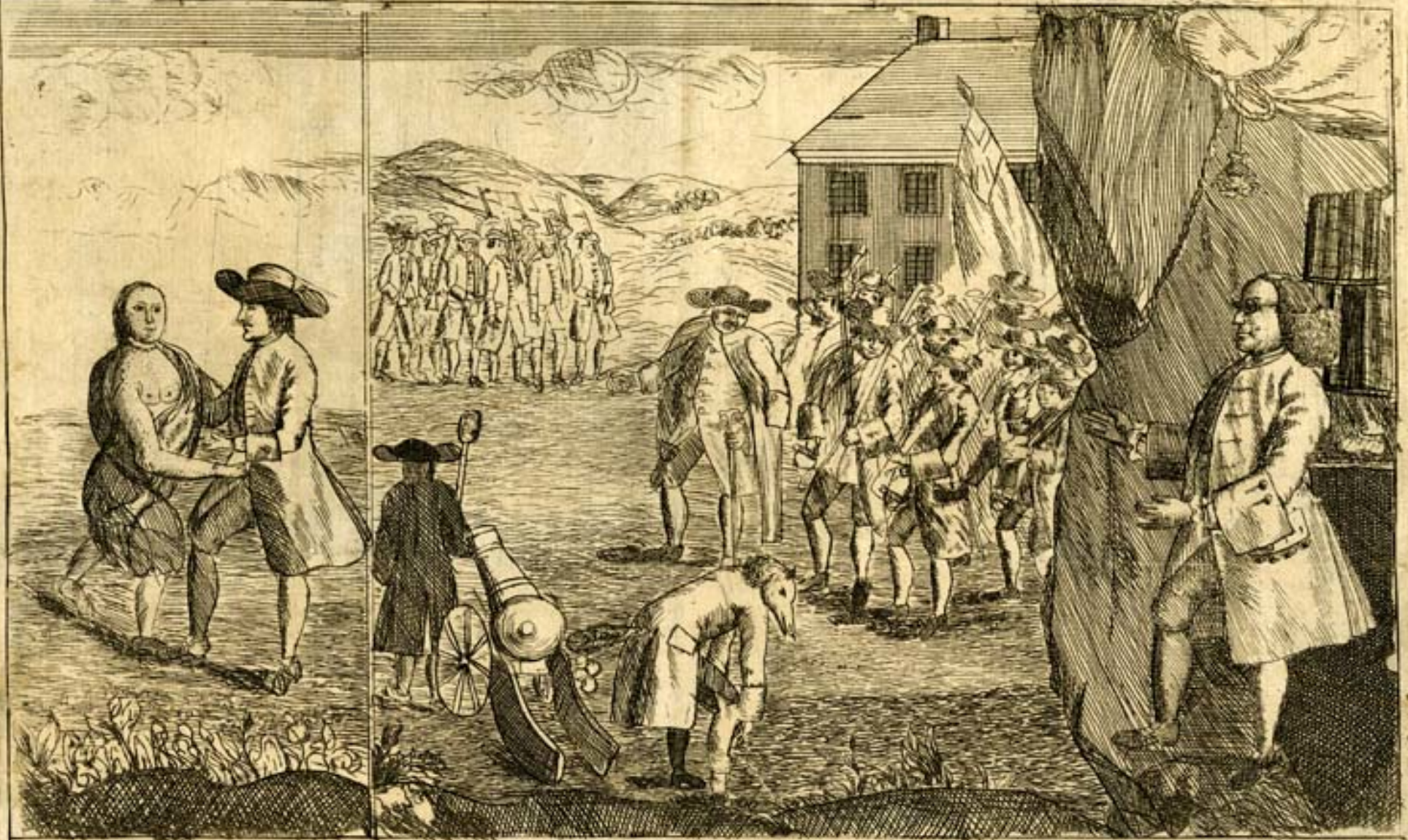
“Arrack”— *an alcoholic beverage*

“non-Barrack”— *again making fun of Quaker pacifism; barracks are lodgings for soldiers*

“Fight Dog! Fight Bear!”— *these lines imply that Benjamin Franklin was encouraging unrest in order to help his meet his own political agenda to replace the reigning proprietary class with people like himself*



# Henry Dawkins, An Indian Squaw King Wampum Spies



An Indian Squaw King Wampum Spies.  
Which makes his lustful passions rise.  
But while he doth a friendly Jobb.  
She dives her Hand into his Fob.  
And thence conveys as we are told.  
His Watch whose Case is ere of Gold.

When Danger's threaten tis mere Nonsense.  
To talk of such a thing as Conscience.  
To Arms to Arms with one Accord.  
The Sword of Quakers and the Lord.  
Fill Bumpers then of Rum or Arrack.  
We'll drink Success to the new Barrack.

'Fight Dog.' 'fight Bear.' you're all my Friends.  
By you I shall attain my Ends.  
For I can never be content  
Till I have got the Government.  
But if from this Attempt I fall.  
Then let the Devil take you all.



## THE PAXTON EXPEDITION Inscribed to the Author of the FARCE by HD

Come all ye Brave Delphia's and Listen to Me.  
A Story of Truth I'll unfold unto thee  
It's of the Paxtonians as You shall Hear  
Who Caused this City in Arms to appear

Brave P.....n then assembled his Council with Speed  
The Inhabitants too, for there ne'er was more need  
To Go to the State House and there to Attend  
With all the Learn'd Arguments that could be pen'd

To show their Loyalty some they did Sign.  
Others wavered in their minds, but at last did decline  
For to Go to the Barracks their duty to Do  
Over some Indians who never were true

There was Lawyers and Doctors and Children in Swarms  
Who had more need of Nurses than to carry Arms  
The Quakers so peaceable you will Find  
Who never before to Arms were Inclined

To kill the Paxtonians they then did Advance  
With Guns on their Shoulders but how did they Prance  
When a troop of Dutch Butchers came to help them to fight  
Some down with their Guns ran away in a Fright

Their Cannon they drew up to the Court House  
For fear that the Paxtons the Meeting would force  
When the Orator mounted upon the Court Steps  
And very gently the Mob he dismiss'd

"Delphia's" – residents of Philadelphia

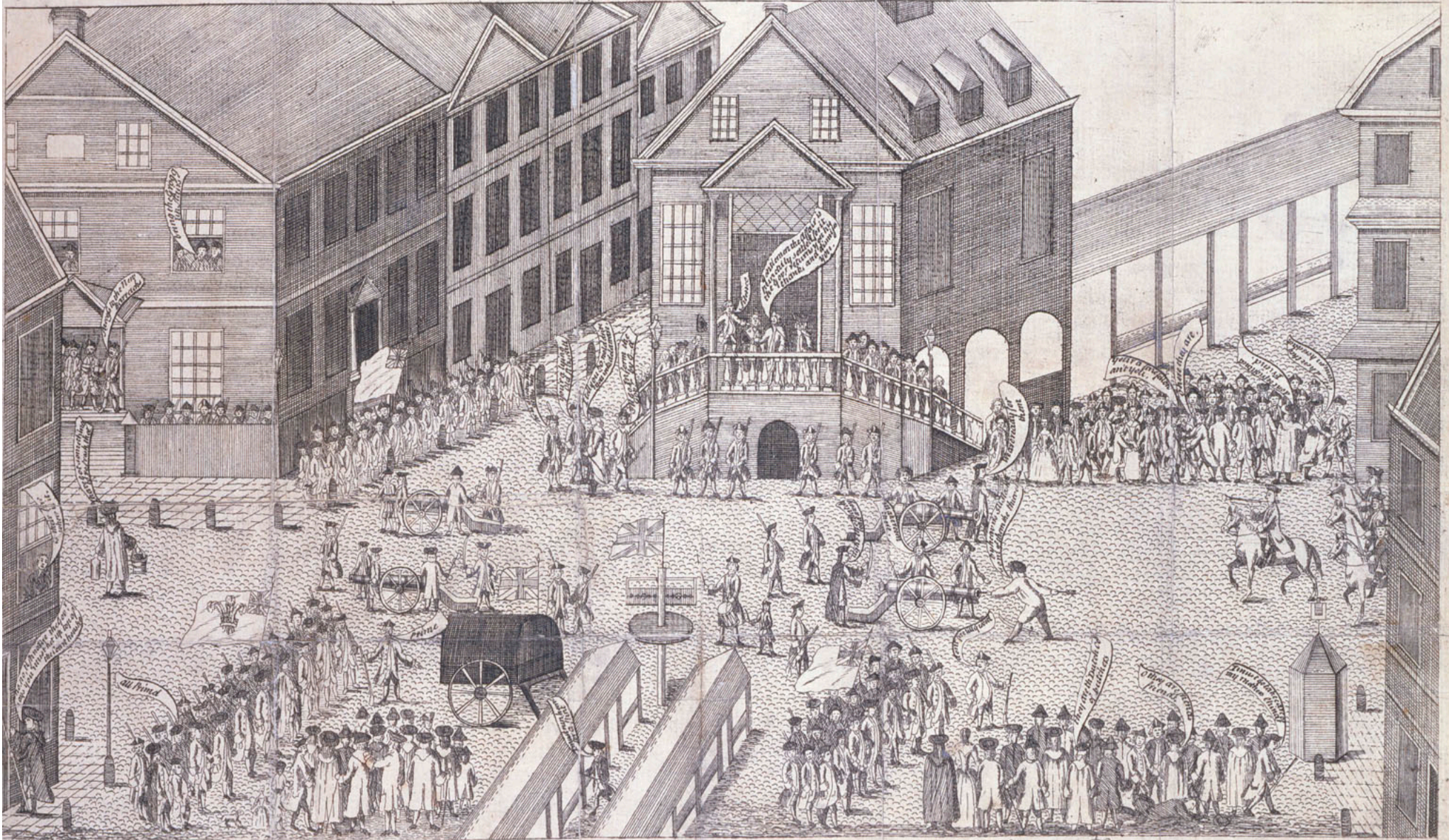
"P....." – Israel Pemberton, known as "King of the Quakers"

"Dutch Butchers" – a reference to a troop of German settlers who assembled before the Philadelphia Court House. The author is making fun of Quakers—although assumed to all be pacifists, some signed up to fight in response to the Paxton Crisis, while others fled the city or refused to fight.

Note: HD is Henry Dawkins



*THE PAXTON EXPEDITION. Inscribed to the Author of the FARCE, by H.D.*



*Come all ye Brave Delphians, and Listen to Me,  
A Story of Truth, I'll unfold unto thee  
Of the Paxtonians, as You shall Hear:  
Who Caused this City in Arms to appear.*

*Brave P. then Assembled his Council with Speed.  
The Inhabitants too, for there Neer was more need  
To Go to the State House, and there to Attend:  
With all the Learn'd Arguments that could be pen'd.*

*To shew their Loyalty, some they did Sign,  
Others wav'd in thair minds, but at last did decline  
For to Go to the Barrack's their duty, to Do:  
Over some Indians, who never were true.*

*There was Lawyers & Doctors, & Children in Swarms,  
Who had more need of Nurses, than to carry Arms  
The Quakers so peaceable as you will Find:  
Who never before, to Arms were Inclind.*

*To kill the Paxtonians, they then did Advance,  
With Guns on their Shoulders, but how did they Prance;  
When a Troop of Dutch Butchers, came to help them to fight,  
Some down with their Guns, ran away in a Fright.*

*Their Cannon they drew up to the Court House,  
For fear that the Paxtons, the Meeting wold force,  
When the Orator mounted upon the Court Steps  
And very Gentely the Mob he dismiss'd.*



**Franklin's Spark: 1720-1765 Quiz Questions (Based on Note Taking Sheet)**

1. \_\_\_\_ Each of the following is true of Philadelphia in 1720 EXCEPT
  - a. The population was growing quickly.
  - b. \_\_\_\_ It was a very safe city due to the well-organized police force.
  - c. Disease was a big problem.
  - d. \_\_\_\_ People drank alcohol instead of water due to poor water quality.
2. \_\_\_\_ During the 18<sup>th</sup> century, slavery in Philadelphia was
  - a. widespread.
  - b. illegal.
  - c. the cause of a major riot led by indentured servants.
  - d. almost non-existent except among Quakers.
3. \_\_\_\_ Each of the following was one of Benjamin Franklin's creations EXCEPT
  - a. the first public library system in North America.
  - b. square-shaped street lights.
  - c. the sundial to tell time.
  - d. the University of Pennsylvania.
4. \_\_\_\_ The Walking Purchase was considered unfair by
  - a. James Logan and Thomas Pennn.
  - b. Indentured servants.
  - c. Benjamin Lay and other abolitionists.
  - d. Lenape who were removed from the land on which they lived.
5. \_\_\_\_ As a result of the French and Indian War
  - a. The British controlled more land in North America.
  - b. Refugees poured into Philadelphia from French Canada and Central Pennsylvania.
  - c. Conflict continued between Indians and settlers on the frontier.
  - d. All of the above.

**Answer Key:**

1. b 2. a 3. c 4. d 5. d