



REVOLUTIONARY IDEALS



HISTORY

OF

PHILIP'S W

COMMONLY

THE GREAT IN

New Ideas in a New Land: Roger Williams’s and William Penn’s Quest for Autonomy and Freedom in Colonial America

GUIDING QUESTION:

How did the creation of Roger Williams’s Rhode Island and William Penn’s Pennsylvania demonstrate revolutionary ideals during the colonial period?

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► OVERVIEW

In addition to an opportunity to expand Christianity, England saw its colonies in North America as an economic venture and a chance to obtain natural resources. However, the individual founders had differing motives for creating their colonies. Roger Williams and William Penn challenged the period’s political, economic, and religious ideals. While Williams left Massachusetts Bay and founded Rhode Island out of necessity, Penn’s colony, founded a generation later, was planned (using lessons learned from earlier colonies). In this lesson, students will use their understanding of the various motives for settling the colonies to explore the unique positions of Williams and Penn. Students will analyze the foundational documents that established rights for the early Rhode Island and Pennsylvania settlers, identifying the revolutionary concepts that made them different from their colonial neighbors.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Discuss the meaning of “revolution(ary)” and “ideal” within the colonial context;
- › Examine the political, economic, and religious ideals found within the 1643 Parliamentary Patent and Penn’s 1701 Charter of Privileges; and
- › Compare and contrast how these two founders demonstrate revolutionary ideals.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.2 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.
- › CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- › CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- › D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

► DOCUMENTS USED

PRIMARY SOURCES

Patent of Providence Plantations, March 14, 1643
(adapted excerpt)

Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/17th_century/ri03.asp

William Penn, Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories, October 28, 1701 (excerpt)

Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/pa07.asp

SECONDARY SOURCES

Painting, Alonzo Chappel, *The Landing of Roger Williams in 1636*, 1857

Rhode Island School of Design Museum (43.003)
https://risdmuseum.org/art-design/collection/landing-roger-williams-1636-43003#content__section--image--801286

Painting, Benjamin West, *Penn's Treaty With the Indians*, 1771–1772

Pennsylvania Academy of Fine Arts (1878.1.10)
<https://www.pafa.org/museum/collection/item/penns-treaty-indians>

► TEACHER-CREATED MATERIALS

- › Roger Williams and Rhode Island
- › William Penn and Pennsylvania

► ACTIVITY PREPARATION

- › Organize students into two groups of equal size.
- › Print copies of William Penn and Pennsylvania and the adapted version of Penn's Charter of Privileges for half of the class.
- › Print copies of Roger Williams and Rhode Island and the adapted version of the Parliamentary Patent, 1643 for the other half of the class.
- › Print or plan to project images of the two paintings.

► PROCEDURE

ACTIVITY ONE: THINK-PAIR-SHARE (10 MINUTES)

- › Project the words “revolutionary” and “ideals” as students enter the classroom.
 - › Ask students to define both words independently.
 - › Pair students with a partner to compare and contrast their definitions.
 - › Ask groups to collaborate as a class to create an agreed-upon definition for both terms.

ACTIVITY TWO: TALKING WITH TEXTS (20 MINUTES)

- › Organize students into two even groups. Distribute copies of the Roger Williams and Rhode Island handout to one group and copies of the William Penn and Pennsylvania handout to the other group.
- › Direct each student to read and analyze their background text independently.
 - › *Write down any questions as they think of them.*
 - › *Write down any connections to prior knowledge as you read.*
 - › *Clarify your understanding by writing ideas from the text in your own words.*
 - › *Describe the main idea of the text in one or two sentences.*
- › Bring the students together for a classroom discussion. As students discuss, create a T-chart on the board to record their findings and ask them:
 - › *What does each of the readings reveal about the two founders?*
 - › *What were the guiding principles of each founder?*
 - › *How do you believe these ideas might have helped to shape their colony?*

ACTIVITY THREE: PRIMARY SOURCE ANALYSIS (30 MINUTES)

- › Distribute the Patent of Providence Plantations (Rhode Island) and the William Penn Charter of Privileges (Pennsylvania) to each respective group. Instruct each group to collaboratively read the text, look for the founders' values, and complete the graphic organizer.

ACTIVITY FOUR: CONNECTING TO ART (10 MINUTES)

- › Create mixed pairs between Williams and Penn groups.
- › Project or distribute copies of the two paintings.
- › Ask each pair to compare the paintings and identify political, economic, and religious factors visible in the painting.
 - › **Teacher Tip:** Make sure students are aware that the paintings were completed long after the events they portray. How can that affect the depiction of the event?

ASSESSMENT OPTIONS

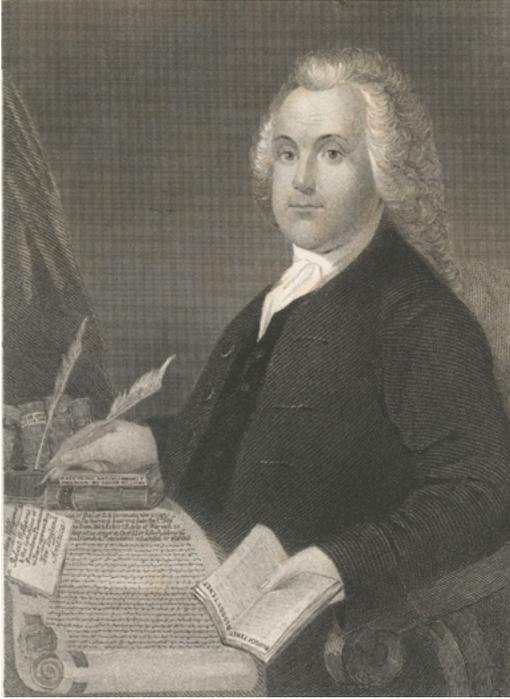
- › Respond to the guiding question in a written paragraph. Students can respond to the question independently or in groups.
- › Use the class-created definitions of “revolutionary” and “ideals” to examine the extent to which either Williams or Penn fit them. Students can select one of the three areas studied (political, economic, or religious) and develop a visual representation to demonstrate how their selected founder fits the definitions.
- › Create a report card for either Williams or Penn based on the three areas of focus—political, economic, or religious. For each area, students should grade the founder on how well their ideas fit the two key terms, revolutionary and ideals, providing evidence and analysis for each category.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Pequot War (1736–1737)**
- › **Roger Williams, *A Key Into the Language of America*, 1643**
- › **The Treaty of Shackamaxon/ Great Treaty/Penn's Treaty (1682)**
- › **Conrad Weiser (1696–1760)**
- › **Paxton Boys' Massacre (1763)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Roger Williams and Rhode Island



Print of Roger Williams, c. 1777.
New York Public Library (b16513368).

Roger Williams is most famous for his belief in the separation of church and state. Williams worked as a chaplain, or minister, for Sir William Masham in County Essex, England. There he met Puritans, including John Cotton, Thomas Hooker, and Oliver Cromwell. Williams felt a calling to join the Puritan migration to the Massachusetts Bay Colony in North America.

Williams landed near Boston, Massachusetts on February 5, 1631. Not long after his arrival, he argued that the colonists should break away from the Church of England. When his ideas proved unpopular, he went to Salem. There he began to argue for a full separation of church and state.

In 1635, the General Court of the Massachusetts Bay Colony found Williams guilty of holding new and dangerous opinions that opposed official policy. He was banished from the colony.

Williams left Massachusetts. He and his followers established the settlement of Providence on Narragansett Bay in June 1636, on a gift of land from the Narragansett Nation. In 1643, Williams sailed to England and obtained a patent for the colony of Providence Plantations. While in England, Williams also published the first of a series of pamphlets setting forth his views on religious liberty, *The Bloudy Tenent of Persecution, for Cause of Conscience, Discussed in a Conference Between Truth and Peace of 1644*.

Williams maintained close ties to the Narragansett Indians and for many years tried to protect them from the land greed of European settlers. His respect for the Indians, his fair treatment of them, and his knowledge of their language enabled him to carry on peace negotiations between Native Nations and Europeans, until the outbreak of Metacom's War (also known as King Philip's War) in the 1670s. Although Williams preached to the Indians, he quickly gave up the attempt to convert them, extending his principle of religious freedom even more.

Over time, Baptists, Quakers, Jews, and Huguenots (French Protestants) lived in Rhode Island, contributing to its religious diversity.

The main idea of this reading is:

Adapted from "Roger Williams, Rhode Island Founder," Library of Congress, accessed August 17, 2022.
<https://www.loc.gov/item/today-in-history/february-05/>.

William Penn and Pennsylvania



**William Penn, January 3, 1695.
Historical Society of Pennsylvania (1957.8).**

In 1681, 37-year-old William Penn received a royal grant for a large tract of land. He received the land as a payment due to his father's service as a naval officer during the English Civil War (1642–1651). As a convert, or someone who changed his religion from the Church of England to become a Quaker, Penn wanted to create a colony that was a “holy experiment.”

In Penn's colony, he attempted to apply Quaker principles of equality and tolerance in his government. While his record of relations with local Native Nations was mixed, it was far more peaceful than in other colonies. During his lifetime, Penn carefully cultivated peaceful relations and attempted to guarantee that all colonial lands were legally purchased. Penn allowed the Swedish, Dutch, and Finnish settlers already residing in the Delaware River Valley to become citizens of his colony.

On October 28, 1701, during his second, and last, visit to the colony, Penn signed his Charter of Privileges, formally establishing a frame of government. The charter, for its day, was remarkably liberal. While Penn, as the colony's governor, had the right to veto laws, the legislature acted independently. Legislators could pass laws, determine when they met, create criteria for membership, and choose their own leaders.

Penn's government codified, or made into law, several key freedoms. Penn allowed anyone who was monotheistic (who believed in one god) to live in the colony. People would not be “molested or prejudiced” for their religious beliefs or practices. They were not “compelled to frequent or maintaine [maintain] any Religious Worship place or Ministry contrary to his or their [their] mind.” Christians of any denomination were permitted to hold a government office. This was the most liberal of all colonial constitutions. It remained in place as Pennsylvania's constitution until the outbreak of the American Revolution.

The main idea of this reading is:

Adapted from “William Penn, Charter of Privileges for the Province of Pennsylvania,” American Philosophical Society, accessed August 17, 2022.
<https://www.amphilsoc.org/exhibits/treasures/charter.htm>.

Patent of Providence Plantations

Rhode Island Department of State, Rhode Island State Archives¹

In 1643, seven years after founding the town of Providence, Roger Williams sailed back to England seeking a patent, or government approval, to unite the new settlements of Providence, Portsmouth, and Newport. He succeeded, obtaining a Parliamentary Patent that incorporated the towns, naming them “the incorporation of Providence Plantations in Narragansett Bay in New England.” The patent protected the towns from encroachment by neighboring colonies, provided for self-government, and expressly focused on the Plantation’s civil laws. It was an important precursor to the Royal Charter that followed 20 years later.

As you read your document, cite evidence that demonstrates each of the following concepts.

Political	Economic	Religious

¹ This version of the source was provided by the State Department of Rhode Island and adapted from the original version at the Rhode Island State Archives. This transcript is intended to capture the substance of the document. For details of capitalization, punctuation, spelling, and spacing, we recommend consulting the original document at catalog.sos.ri.gov/repositories/2/archival_objects/964.

Patent of Providence Plantations (Con't)

WHEREAS by an Ordinance of the Lords and Commons, now assembled in Parliament, bearing Date the Second Day of November, Anno Domini 1643, Robert Earl of Warwick,¹ is constituted,² and ordained³ Governor in Chief, and Lord High Admiral of all those Islands and other Plantations inhabited or planted by, or belonging to any His Majesty the King of England's subjects, (or which hereafter may be inhabited and planted by, or belonging to them,) within the Bounds, and upon the Coasts of America. . . .

And whereas for the better Government and Defense, it is thereby ordained, that the aforesaid⁴ Governor and Commissioners, or the greater Number of them, shall have Power and Authority from Time to Time to nominate, appoint, and constitute all such subordinate⁵ Governors, Counsellors, Commanders, Officers, and Agents, as they shall judge to be best affected, and most fit and serviceable for the said Islands and Plantations; and to provide for, order and dispose all Things,⁶ which they shall, from Time to Time, find most advantageous for the said Plantations; and for the better Security of the Owners and Inhabitants thereof, to assign, ratify,⁷ and confirm, so much of their afore-mentioned Authority and Power, and in such Manner, and to such Persons as they shall judge to be fit for the better governing and preserving of the said Plantations and Islands, from open Violences and Private Disturbances and Distractions. . . .

And whereas divers⁸ well affected and industrious English Inhabitants, of the Towns of Providence, Portsmouth, and Newport in the tract aforesaid, have adventured to make a nearer neighborhood and Society with the great Body of the Narragansetts,⁹ which may in time by the blessing of God upon their Endeavors,¹⁰ lay a sure foundation of Happiness to all America. And have also purchased, and are purchasing of and amongst the said Natives, some other Places, which may be convenient both for Plantations, and also for building of Ships Supply of Pipe Staves and other Merchandize. . . .

In due Consideration of the said Premises,¹² the said Robert Earl of Warwick, Governor in Chief, and Lord High Admiral of the said Plantations, and the greater Number of the said Commissioners, whose Names and Seals are here under-written and subjoined, out of a Desire to encourage the good.

¹ The Earl of Warwick led the Commission on Foreign Plantations. The city of Warwick was named for him.

² created by law

³ officially established

⁴ mentioned previously

⁵ lower in rank

⁶ This list describes the Commission's responsibilities.

⁷ to approve

⁸ diverse

⁹ Inhabitants of the first three towns purchased land and made "society" with the Indigenous people.

¹⁰ attempts in pursuit of a goal

¹¹ thin pieces of wood for making barrels

¹² property

Patent of Providence Plantations (Con't)

Beginnings of the said Planters, Do, by the Authority of the aforesaid Ordinance of the Lords and Commons, give, grant and confirm, to the aforesaid Inhabitants of the Towns of Providence, Portsmouth, and Newport, a free and absolute Charter of Incorporation, to be known by the Name of the Incorporation of Providence Plantations, in the Narraganset-Bay, in New-England. Together with full Power and Authority to rule themselves, and such others as shall thereafter inhabit within any Part of the said Tract of land, by such a Form of Civil Government, as by voluntary consent of all, or the greater Part of them, they shall find most suitable to their Estate and Condition; and, for that End, to make and ordain such Civil Laws and Constitutions, and to inflict such punishments upon Transgressors, and for Execution thereof, so to place, and displace Officers of Justice, as they, or the greater Part of them, shall by free Consent agree unto. . . .

And the said Earl and Commissioners, do further authorize, that the aforesaid Inhabitants, for the better transacting of their public Affairs to make and use a public Seal of the known Seal of Providence-Plantations, in the Narraganset-Bay, in New England.

In Testimony whereof, the said Robert Earl of Warwick, and Commissioners, have hereunto set their Hands and Seals, the Fourteenth Day of March, in the Nineteenth Year of the Reign of our Sovereign-Lord King Charles, and in the Year of our Lord God, 1643.

ROBERT WARWICK

H. VANE

PHILIP PEMBROKE

SAM VASSAL

SAY and SEAL

JOHN ROME

P. WHARTON

MILES CORBET

ARTHUR HASEERIG

W. SPURSTOW

COR. HOLLAND

¹³ The land protected by the Patent was named "Providence Plantations in Narragansett Bay."

¹⁴ The Plantations were permitted to have their own civil government. The patent had no rules about religion.

¹⁵ people who have broken the law

William Penn, Charter of Privileges

Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories, October 28, 1701 (excerpt)
Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/pa07.asp

As you read your document, cite evidence that demonstrates each of the following concepts.

Political	Economic	Religious

William Penn, Charter of Privileges

WILLIAM PENN, Proprietary and Governor of the Province of Pensilvania and Territories thereunto belonging, To all to whom these Presents shall come, sendeth Greeting. WHEREAS King CHARLES the Second, by His Letters Patents,¹ under the Great Seal of England, bearing Date the Fourth Day of March in the Year One Thousand Six Hundred and Eighty-one, was graciously pleased to give and grant unto me, and my Heirs and Assigns for ever, this Province of Pensilvania, with divers [diverse] great Powers and Jurisdictions for the well Government thereof. . . .

FIRST

BECAUSE no People can be truly happy, though under the greatest Enjoyment of Civil Liberties, if abridged of the Freedom of their Consciences, as to their Religious Profession and Worship: And Almighty God being the only Lord of Conscience, Father of Lights and Spirits; and the Author as well as Object of all divine Knowledge, Faith and Worship, who only doth enlighten the Minds, and persuade and convince the Understandings of People, I do hereby grant and declare, That no Person or Persons, inhabiting in this Province or Territories, who shall confess and acknowledge One almighty God, the Creator, Upholder and Ruler of the World; and profess him or themselves obliged to live quietly under the Civil Government, shall be in any Case molested or prejudiced,² in his or their Person or Estate, because of his or their conscientious Persuasion or Practice, nor be compelled to frequent or maintain any religious Worship, Place or Ministry, contrary to his or their Mind, or to do or super any other Act or Thing, contrary to their religious Persuasion. . . .

II

FOR the well governing of this Province and Territories, there shall be an Assembly yearly chosen, by the Freemen thereof, to consist of Four Persons out of each County, of most Note for Virtue, Wisdom and Ability, (or of a greater number at any Time, as the Governor and Assembly shall agree) upon the First Day of October for ever; and shall sit on the Fourteenth Day of the same Month, at Philadelphia, unless the Governor and Council for the Time being, shall see Clause to appoint another Place within the said Province or Territories: Which Assembly shall have Power to chuse [choose] a Speaker and other their Officers; and shall

¹ In this context, a patent is a government-approved right.

² showing a dislike or distrust for a person or idea

William Penn, Charter of Privileges (Con't)

and shall be Judges of the Qualifications and Elections of their own Members; sit upon their own Adjournments; appoint committees; prepare Bills³ in order to pass into Laws; impeach Criminals, and redress Grievances; and shall have all other Powers and Privileges of an Assembly, according to the Rights of the free-born Subjects of England, and as is usual in any of the King's Plantations in America. . . .

III

THAT the Freemen in each respective County at the Time and Place of Meeting for Electing their Representatives to serve in Assembly, may as often as there shall be Occasion, chuse [choose] a double Number of Persons to present to the Governor for Sheriffs and Coroners to serve for Three Years, if so long they behave themselves well; out of which respective Elections and Presentments, the Governor shall nominate and commissionate⁴ one for each of the said Offices, the Third Day after such Presentment, or else the First named in such Presentment, for each Office as aforesaid, shall stand and serve in that Office for the Time before respectively limited; and in Case of Death or Default, such Vacancies shall be supplied by the Governor, to serve to the End of the said Term.

PROVIDED ALWAYS, That if the said Freemen shall at any Time neglect or decline to chuse [choose] a Person or Persons for either or both the aforesaid Offices then and in such Case, the Persons that are or shall be in the respective Offices of Sheriffs or Coroners, at the Time of Election, shall remain therein, until they shall be removed by another Election as aforesaid.

AND that the Justices of the respective Counties shall or may nominate and present to the Governor Three Persons, to serve for Clerk of the Peace for the said County, when there is a Vacancy, one of which the Governor shall commissionate⁵ within Ten Days after such Presentment, or else the First nominated shall serve in the said Office during good Behavior.

³ a real or imagined wrong that gives cause for a complaint

⁴ to give power to

⁵ to give power to

William Penn, Charter of Privileges (Con't)

IV

THAT the Laws of this Government shall be in this Stile, viz. By the Governor, with the Consent and Approbations of the Freemen in General Assembly Met; and shall be, after Confirmation by the Governor, forthwith recorded in the Rolls Office, and kept at Philadelphia, unless the Governor and Assembly shall agree to appoint another Place. . . .

VIII

IF any person, through Temptation or Melancholy,⁶ shall destroy himself; his Estate, real and personal, shall notwithstanding descend to his Wife and Children, or Relations, as if he had died a natural Death; and if any Person shall be destroyed or killed by Casualty or Accident, there shall be no Forfeiture to the Governor by reason thereof. . . .

⁶ sadness

BUT because the Happiness of Mankind depends so much upon the Enjoying of Liberty of their Consciences as aforesaid, I do hereby solemnly declare, promise and grant, for me, my Heirs and Assigns, That the First Article of this Charter relating to Liberty of Conscience, and every Part and Clause therein, according to the true Intent and Meaning thereof, shall be kept and remain, without any Alteration, inviolably for ever. . . .

WILLIAM PENN.

THIS CHARTER of PRIVILEGES being distinctly read in Assembly; and the whole and every Part thereof, being approved of and agreed to, by Us, we do thankfully receive the same from, our Proprietary and Governor, at Philadelphia, this Twenty-Eighth Day of October, One Thousand Seven Hundred and One. Signed on Behalf, and by Order of the Assembly,

per JOSEPH GROWDON, Speaker.

EDWARD SHIPPEN,

PHINEAS PEMBERTON,

SAMUEL CARPENTER,

GRIFFITH OWEN,

CALEB PUSEY,

THOMAS STORY,

Proprietary and Governor's Council.

The Landing of Roger Williams in 1636

Painting, Alonzo Chappel, *The Landing of Roger Williams in 1636*, 1857

Rhode Island School of Design Museum (43.003)

https://risdmuseum.org/art-design/collection/landing-roger-williams-1636-43003#content__section--image--801286



Penn's Treaty With the Indians

Painting, Benjamin West, *Penn's Treaty With the Indians*, 1771–1772
Pennsylvania Academy of Fine Arts (1878.1.10)
<https://www.pafa.org/museum/collection/item/penns-treaty-indians>

