

Teacher Manual

Quaker Affirmation

A Course
of Study for
Young
Friends

Suggested for
Grades 6 - 9

Developed by:

First Friends Meeting
3030 Kessler Boulevard East Drive
Indianapolis, IN 46220-2913
317.255.2485
office@indyfriends.org
www.indyfriends.org



Quaker

Affirmation:

A Course of Study for Young Friends

Course Conception and Development:

Ruth Ann Hadley Tippin - Pastor, First Friends Meeting
Beth Henricks - Christian Education & Family Ministry Director

Writer & Editor: Vicki Wertz

Consultants: Deb Hejl, Jon Tippin

Pre- and Post-Course Assessment: Barbara Blackford

Quaker Affirmation Class Committee:

Ellie Arle
Heather Arle
David Blackford
Amanda Cordray
Carol Donahue
Jim Kartholl
Jed Kay

First Friends Meeting
3030 Kessler Boulevard East Drive
Indianapolis, IN 46220-2913
317.255.2485
office@indyfriends.org
www.indyfriends.org

©2015

December 15, 2015

Dear Friend,

We are thrilled with your interest in the Quaker Affirmation program. Indianapolis First Friends Meeting embarked on this journey over three years ago. We moved from a hope and dream of a program such as this to a reality with a completed period of study when eleven of our youth were affirmed by our Meeting in June 2015.

This ten-month program of study and experience was created for our young people to help them explore their spirituality, discover their identity as Quakers and to inform them of Quaker history, faith and practice. While Quakers do not confirm creeds or statements made for them at baptism, etc, we felt it important that young people be informed and affirmed in their understanding of who they are as Friends. This has energized and engaged our entire Meeting. Entering into this program will require the participation and support of your Meeting. It also will generate wonderful connections and opportunities for the life of your congregation.

Involving parents and receiving their “buy in” is crucial to the success of the program. We offered this program after Meeting for Worship twice a month, as this was a good time for our young people and parents to participate. We required their commitment, and it made a great difference in the quality and sustainability of the affirmation experience.

We would suggest that your Religious Education or Christian Education Committee lead the effort to discern this opportunity for your Meeting and to shepherd the program throughout the year. We suggest selecting a leader that will have the primary responsibility to recruit volunteers, encourage young people and their parents to join the class, raise money and keep the logistics going throughout the course of study.

Because we received a grant from the Center for Congregations to help support the development of the curriculum, we are happy to offer this as a free download to Quaker Meetings and Churches.

We welcome your feedback. We know that you may need to alter sections of this curriculum based on the size of your class and resources available. Please feel free to pass along and share this program with others in your Quaker community.

In Peace,



Beth Henricks



Ruthie Tippin



Table of Contents

Introduction.....	1
1A. Quaker History I: George Fox & Margaret Fell.....	7
1B. Followup Experience.....	25
2A. Quaker History II: Quakers in America.....	27
2B. Followup Experience.....	53
3A. Quaker Testimonies - SPICE:	55
Simplicity, Peace, Integrity, Community, Equality	
3B. Followup Experience.....	65
4A. Quaker Theology: What Do Quakers Believe?.....	57
4B. Followup Experience.....	81
5A. Quaker Worship.....	67
5B. Followup Experience.....	97
6A. Discernment: Hearing God’s Voice.....	99
6B. Followup Experience.....	111
7A. Comparative Religions	113
7B. Followup Experience.....	125
8A. Let Your Life Speak:	127
Quaker Writers, Artists and Musicians	
8B. Followup Experience.....	199
9A. Quakers in the World Today	201
9B. Followup Experience.....	213
10. Preparing for Your Final Project	215
Bibliography.....	226



Welcome to Quaker Affirmation Class!

Overview

In the tradition of Catholic or Protestant confirmation classes, or Judaism's preparation studies for Bar and Bat Mitzvah, Indianapolis First Friends Meeting felt the need for a Quaker version of this method of guiding young adults towards a more intimate knowledge of their faith tradition, as well as an informed examination of their personal spiritual journeys.

Through the combined efforts of many within our meeting and a generous grant from Eli Lilly & Company via Center for Congregations in Indianapolis, the Quaker Affirmation Class was created to inspire our young people, help them examine their spirituality, and connect them to being a Quaker.

This ten-month course of study takes students on a journey of exploration through Quaker History, the testimonies, the different methods that Quakers use to discern God's voice, Quaker theology, Quaker artists and changemakers, how Quakerism compares to other religions, as well as their own developing beliefs and spirituality.

Along the way, the meeting gathers around the Affirmation students to encourage and support them in their spiritual journeys, and honor them as they transition into young adults.

This is a significant journey for all involved, and our prayer is that you will all grow in ways that will change the world and deepen your relationships with God and one another.

What follows are some "queries" to answer questions you may have about this course of study, and to help you as a meeting prepare for implementation of the Quaker Affirmation Class.

FAQs

(Frequently Asked Queries ☺)

What is Quaker Affirmation Class?

Quaker Affirmation Class was envisioned, created, and developed as a way to guide and educate young Friends in their Quaker faith, similar to other faiths' Confirmation classes or Bar/Bat Mitzvah studies.

There are ten **lessons** with ten accompanying thematic **experiences**. At the conclusion of the course, each student will select a topic that has been personally meaningful to him or her and develop a **presentation** for Meeting for Worship. The class culminates with a **celebratory event** such as a group trip.

It's important to understand that *this is not a Sunday School class*. It is a concentrated and intense course of study which requires a full and sincere commitment from students and leaders. If a student misses a class, it is strongly suggested that the student be required to do an alternative assignment to cover the material.

Who is it for?

This course of study was designed for middle school students (11 to 15-year-olds). Our first year we included older students as well.

How often does class meet?

Youth gather twice a month over a ten-month period (school year): Once for **Affirmation Class** to study the monthly theme, and then for an **Experi-**

Introduction

ence that connects and expands the ideas that have been introduced.

At First Friends, we generally met on the first (lesson) and third (experience) Sundays of each month.

How long is each class?

Instruction time is approximately an hour and a half for each lesson; however, it is suggested that a half hour for lunch or dinner is added.

At First Friends, we met on Sundays with the following schedule:

- 10:15 a.m. - Meeting for Worship
- 11:00 a.m. - Affirmation students dismissed from Meeting for Worship for class
- 11:00 a.m. - Lunch (provided by a parent)
- 11:30 a.m. - Class begins
- 1:00 p.m. - Class dismissed

When possible, we scheduled the accompanying monthly experience using the same time frame (11:00 a.m. - 1:00 p.m.) two weeks after the initial lesson. Some activities, of course, will require veering from that schedule.

How is each lesson structured?

Each lesson has the same components:

- Class at a Glance
- Bible verse / Quaker Quote
- Materials Needed
- Teacher Preparation
- Icebreaker
 - *Either a fellowship activity or a review*
- Opening Activity
 - *An activity to get students ready for lesson*
- Lesson

- Review Activity
- Reflection
 - *Always a “Quaker Query” to be done in their notebooks*
- Followup Experience Suggestions

Approximate times for each lesson component are included, but teachers should be prepared to shorten or to lengthen activities as necessary to fit your time allowance.

What kind of space do we need?

Ideally, your meeting will be able to dedicate a space to Quaker Affirmation Class. The space(s) for classes will need the following:

- blackboard or whiteboard
- wall space for the Quaker history timeline that will remain up throughout the year
- space for team-building activities
- tables for project work
- projection screen or wall

How do we prepare to implement?

Before implementing, you will need to:

- Form a **committee** to drive scheduling, fundraising and planning.
- Decide on your **time frame**.
- Designate or create a **space for classes**, if one does not already exist.
- Recruit **teachers**.
- Decide on accompanying **monthly experiences** for each lesson.
- Plan and implement **fundraising**.
- **Contact families** of potential students to assess interest.
- Schedule an **introductory meeting** where parents and students will learn about the class and the commitment involved.

- **NOTE:** At this preliminary meeting, students and parents should read and sign a version of ***Quaker Youth Affirmation Class Requirements***.

What are the costs? And how do we fund it?

Costs will include the following:

- Copy costs for curriculum
- Binders for each student and teacher
- Monthly activity
 - This cost will vary month-to-month according to activity.
- Culminating activity at end of course
 - We took Affirmation students to Philadelphia and paid for all travel, lodging and meals.

Funding:

We were able to fund half the cost of the entire program through a grant from a not-for-profit in Indianapolis. We would encourage you to pursue any grant money that might be available for youth programming in your area.

Our remaining costs were funded through:

- Direct Appeal letter to Meeting
- Donation from groups within our Meeting
- Car wash
- Lunch for Meeting with free will offering
- Working at the State Fair for a day
- Selling chocolates and coffee
 - We buy from the Co-op Equal Exchange and mark items up for the benefit of this program.

How many teachers will we need?

We used three teachers who divided the lessons among themselves.

When one teacher was teaching, at least one of the other two teachers would be there as an aide.

It was important to us that students and teachers develop a familiar and trusting relationship with one another over the course of the class. We felt that if there were too many teachers, this could not occur.

It's important that teachers and students understand the level of commitment involved. Again, this is not a Sunday School class. Teachers cannot "cram" the day before class. Preparation – sometimes extensive preparation – is required in advance of each lesson.

How can we include the Meeting as a whole?

There are four ways that your faith community can surround and support your young Friends:

1. Participating on the planning committee.
2. Donating monies prior to implementation.
3. Volunteering as needed.
4. Encouraging youth participants on a one-to-one basis.

It is of vital importance to remember always that the success of Quaker Affirmation Class does not just strengthen the students themselves, but your meeting as a whole. Your investment of finances, time, and energy in Quaker Affirmation Class is ultimately an investment in your meeting. Keeping your meeting informed on progress throughout the course of the class will enhance the experience for everyone.

Introduction

A Note to Teachers:

The commitment to teaching Quaker Affirmation class is a significant one. Your preparation for your lesson(s) may require a substantial amount of time prior to teaching.

Reaching out to your students prior to and after your classes will reinforce your lesson as well as continue to build your relationships with Affirmation students.

Materials – worksheets, timeline cards, notetaking guides, etc. – for each lesson are included after each lesson plan. In addition to the Quaker Affirmation **lesson plans**, you can download the **PowerPoint presentation files** on our website. The lesson plans, materials and PowerPoints are meant to be guidelines for you. Feel free to amend them to work best for you, your class and your meeting.

First Friends Meeting Quaker Youth Affirmation Class Requirements

“Experience is the best teacher.” Benjamin Franklin

The best way to learn how to swim is to jump in the water. The same is true of any kind of new adventure... you have to experience it in order to understand it best. This is especially true of faith. And faith, as Quakers know it, is experience! It's not something that someone else can give you – it belongs to you, through your own relationship with God.

To be able to affirm that something is true in your life, you have to test it. To affirm your faith, you have to challenge yourself. To affirm your faith as a Friend, you need to know what Quakers are all about... or at least, know as much as you can at this point in your life. That's why this Affirmation Class has been created and is being offered this year. We will provide you with many different ways of learning about faith as a Friend, and lots of experiences where you can test your faith. It's going to be great!

Here are our expectations of you to participate in this class and be eligible to participate in the final celebration of the year:

1. Attend each class for the ten month period from September to June.
 - a. If you must miss a class, there will be an assignment to be completed by the end of the Affirmation program.
 - b. Do work, if assigned, between sessions.
 - c. Be on time to the start of class.
2. Participate as often as possible in the outside activities that are offered each month.
3. Attend Meeting for Worship as often as possible.
4. Attend one Meeting for Worship to Conduct Business (Monthly Meeting).
5. Be engaged and actively participate in class discussions.
6. Be respectful and courteous to teachers, leaders and fellow students.

_____	_____
<i>Student Signature</i>	<i>Date</i>
_____	_____
<i>Parent Signature</i>	<i>Date</i>



Quaker Youth Affirmation Class 2015
First Friends Meeting • Indianapolis, Indiana
Certificate of Completion

We affirm you in your journey of faith as Friends, finding that of God in each one of you, through your individual experiences of seeking God's voice continually revealed in your lives, guiding you to faith in Christ, and to life in God's Spirit.

God is a spirit, and they who worship him must worship him in spirit and in truth.
God is light, and in him is no darkness at all, neither shadow that is cast by turning.
God is love, and every one who loveth is begotten of God and knoweth God.
Love never faileth, and there is no fear in love, but perfect love casteth out fear.
Being therefore always of good courage, we walk by faith, not by sight,
and we make it our aim to be well pleasing unto him.
For we know that, to them who love God, all things work together for good.
Amen.

Student

Pastor

Christian Education Director

Quaker History • Quaker Testimonies • Quaker Discernment • Quaker Theology
Quaker Changemakers • Quaker Artists
Quakerism and Other Faiths • Quaker Spirituality • Quaker Faith and Practice



Quaker History I

George Fox and Margaret Fell

CLASS at a GLANCE:

Primary Purpose:

To familiarize students with George Fox, Margaret Fell and the beginnings of Quakerism

1. **Icebreaker:** *Getting to Know You*
2. **Getting Started:**
 - Brainstorming exercise to tap into what they already know about Quakerism
 - Take *Pre-Assessment Surveys*
3. **Introduction:**
 - Preview Student Notebook
4. **Lesson:**
 - Listen to dramatic presentation by “George Fox” and “Margaret Fell” about how Quakers began
 - Participate in building a Quaker History timeline
5. **Review:** *Quaker Beginnings, Five Alive Game*
 - Recall and review what they remember about George Fox, Margaret Fell, and the beginnings of Quakerism
 - *Quaker Queries* Reflection

MATERIALS CHECKLIST:

- Student Notebooks
- *Pre-Assessment Surveys*
- Board or easel for brainstorming
- Pens / Pencils / Markers
- Costumes – George Fox / Margaret Fell
- Appropriate timeline cards, copied, separated, and perhaps laminated
- Timeline

Bible Verse:

The true light that gives light to everyone was coming into the world.

~ John 1:9

Quaker Quote:

“Why should any man have power over any other man’s faith, seeing Christ Himself is the author of it?”

~ George Fox

- Ribbon or paper secured to wall upon which to attach timeline cards throughout the year
- Music to “Walk in the Light: The George Fox Song” for actors playing Fox and Fell (*not provided*)
- Video Projector and laptop if you plan to show YouTube video of *What Does George Fox Say?*

TEACHER PREPARATION:

- Install timeline on wall with dates from 1600 to present.
- Study George Fox and the beginnings of Quakerism in 17th century England, including the political and spiritual context.
- Enlist Friends to impersonate George Fox and Margaret Fell and provide scripts as well as music to “Walk in the Light” ahead of time.
- Prepare *Timeline Cards* and paper/pencils for Five Alive review activity.
- Copy *Pre-Assessment Surveys*.
- Check video projector setup.

Teaching the Lesson

ICEBREAKER:

This activity may be done during lunch

- Have students remove *Getting to Know You* worksheet from their notebooks (p. 7).
- Instruct students to ask at least one question on the sheet to each person in the group.
- As students finish eating, go through questions and share answers. Draw out all students to share as you go.
- Share about yourself as well.

GETTING STARTED:

Time: 15 - 20 minutes

1. Welcome students to Quaker Affirmation class.
2. Write the word “QUAKER” on board or poster.
3. Brainstorm the word “QUAKER” with students.
 - NOTE: There are no wrong answers in brainstorming.
4. Discuss briefly each of the words on the board, asking students why that word or phrase came to mind in regards to Quakers.
5. Explain that the Quaker Affirmation Class has been designed to teach them about Quakerism, and what it means to be a Quaker.
6. Explain that they will first be completing a “pre-test”, so that at the end of the course your meeting can better evaluate the success of the class.
7. Have students turn to *Pre-Assessment Evaluation* in their notebooks (p. 9)
8. Give students sufficient time to complete.
9. Collect *Pre-Assessment Surveys*.

INTRODUCTION:

Time: 10 minutes

1. Have students open their notebooks, *Quaker Affirmation: A Course of Study for Young Friends*.

2. Preview *Calendar* and/or *Table of Contents*.
3. Have students turn to the *Calendar* and *Table of Contents*; take turns reading aloud if desired. Mention follow-up activities that will accompany the lessons.
4. Ask if there are any words or concepts with which they are unfamiliar.
5. Have students share which lessons looks most interesting and why.
6. Have students share what follow-up activities sound like the most fun.

LESSON:

Quaker History, Part I: A Visit from George and Margaret

Time: 12 - 15 minutes

10. Explain to students that in order to fully understand Quakers, it is necessary to understand Quaker history and why we believe and value what we do.
11. Indicate timeline on wall, and explain that throughout the course of the Quaker Affirmation classes, we will be adding to the timeline as we learn.
12. Tell students the following about George Fox (**use timeline card**):
 - Founder of the Religious Society of Friends.
 - Born in Leicestershire, England, in 1624.
13. **Have student place card on timeline.**
14. Pass out remaining timeline cards; tell students they'll be needed soon.

“George Fox” and “Margaret Fell” enter singing “Walk in the Light: The George Fox Song”

(Music can be found in hymnals or on the internet)

TEACHER:

Well, hello there, and welcome! This is perfect timing, we were just talking about you! I’d like to introduce George Fox, the founder of the Religious Society of Friends, and his wife, Margaret Fell, who is known as “The Mother of Quakerism”.

GEORGE FOX:

Good day to you all. I’m so happy to know that there are still people called Quakers about, over 350 years after the time when I first received my openings and began my preaching. And here you are, a group of young people wanting to learn about the Society of Friends. How may I be of service?

TEACHER:

We were just starting our timeline of Quaker History. Perhaps you would help us? We would like to hear about how it all began. How did Quakers get started?

MARGARET FELL:

Well, first of all, we weren’t always referred to as Quakers. We originally called ourselves “Children of the Light”, and then “Friends”.

GEORGE FOX:

A judge whom I appeared before flippantly labeled us “Quakers” when I told him that he should tremble before the Lord. Somehow, that name stuck.

As for how we got started... Well, the 1600s were a time of great turmoil and change in politics and religion. When I was growing up, lots of people were disillusioned and disgusted by the state of affairs. Everyone was required to pay taxes to the Church of England, and the priests and religious leaders often bought their jobs, or came from high status families—it was a job with a lot of privileges. People were sick and tired of hollow and spiritless religion, led by men without God.

MARGARET FELL:

You see, the King James Version of the Bible had come out at the beginning of the century, and for the first time in history, everyone had access to the Bible! This made religion quite a popular topic of conversation—and conflict.

GEORGE FOX:

As a young person, I longed to find some spiritual meaning in my life and searched in vain for a long time. Then, in 1647 when I was 23, an amazing thing happened. I heard a voice which said, “There is one, even Christ Jesus, that can speak to thy condition,” and when I heard it, my heart did leap for joy. After wandering for many years in a spiritual desert, I discovered that God lives, and talks directly to people today! He reveals Himself to anyone who is ready to listen.

I knew that this remarkable discovery was not one to be kept secret, but one to be shared. I began preaching far and wide, and in 1652 I climbed up Pendle Hill in England, and had a vision of a great people to be gathered.

(Teacher has students put George Fox Revelation and Pendle Hill cards on timeline.)

TEACHER:

When you had this vision of “a great people to be gathered,” did you mean to start a new religion?

GEORGE FOX:

Oh no, not at all. We wanted to revive primitive Christianity. We wanted to return to Christianity as it was when the Holy Spirit moved the apostles of the New Testament, when they experienced God directly, without a book or a priest in between. We were only rediscovering an experience and a way of life already lived and taught by Jesus, and forgotten by most of the people of our time who called themselves Christians. And we wanted our lives to be a testimony to our faith.

TEACHER:

Can you tell us about how the movement grew?

GEORGE FOX:

Margaret and her husband, Judge Thomas Fell,

opened their house to the Friends movement. Margaret, when did we first become acquainted?

MARGARET FELL:

I believe it was also in 1652. I became a convinced Friend when I heard thee speak at Ulverston Church about the need for personal spiritual experience. From that day forward, I wanted to do all I could to support the Friends movement.

TEACHER:

Here is a picture of your home, Swarthmoor Hall in Northwest England. My understanding is that you and your husband opened your home to the Friends movement.

(Teacher has student place Swarthmoor Hall card on timeline.)

Was Swarthmoor Hall the home base for Friends in England?

MARGARET FELL:

Oh, yes, indeed. Our stables were filled with the horses of the many Friends who became part of the Valiant Sixty. We were a band of evangelist Friends who traveled two-by-two throughout England and the world from my home at Swarthmoor Hall.

GEORGE FOX:

You are young, and you could set the world on fire, if you could have the kind of experience that Margaret and I and my Valiant Sixty had 350 years ago. We made a good start at changing the world in our time. By 1680 as many as 60,000 seekers had heard our preaching and become part of our number. And that was way before television, cars, telephones or computers.

TEACHER:

Well, that should definitely be added to the timeline!

(Teacher has student place 60,000 Friends card on timeline.)

MARGARET FELL:

People came to us by the hundreds even though it meant imprisonment, persecution, being hated and

despised and suspected of every evil from immorality to treason by the good citizens of our day.

TEACHER:

You were imprisoned??

GEORGE FOX:

Oh, yes, many many times. And for many different reasons related to our beliefs.

- For example, as Friends, we don't believe in taking oaths of any kind – our word is our word. That doesn't set too well in a court of law when one is required to make an oath of allegiance to the state.
- We refused to pay the priests of the Church of England.
- People were not allowed to assemble in worship outside of a church, which is a law we could not follow.
- Also, common people were required to remove our hats to people of higher status. We believe that everyone is equal, and treat others accordingly no matter what their rank.
- There were times when I and my colleagues would be arrested for preaching our Truth in the middle of Church of England services, or refusing to pay taxes. We were imprisoned for many reasons.

MARGARET FELL:

The government at the time did everything they could to put down any religious groups that did not adhere to the Church of England. And the prisons in England at that time were dismal, brutal, horrible places. But we would often convert our jailers and other prisoners with our preaching.

TEACHER:

Why were people so willing to take such risks?

GEORGE FOX:

I guess you could say many people were ready for our message. They were hungry for a message that had life and power in it. So when I and others in our movement began preaching that Jesus could be their Present Teacher, they were ready and eager to accept.

TEACHER:

The Religious Society of Friends allowed women to minister and preach, even though that was forbidden in the Church of England and other denominations. Why is that?

GEORGE FOX:

I came to my position about women the same as I did other teachings. The Spirit revealed what the Scripture said in Galatians 3:28; that in Christ there is no male nor female but all are one in Christ. And as it says in Acts, God will pour out His Spirit on all flesh—men and women—to prophesy. Many of our preachers and leaders were women that God used mightily.

TEACHER:

Which brings me to one more question: Margaret, you mentioned your husband Thomas, but aren't you and George married to one another?

MARGARET FELL:

Yes, my husband, Judge Thomas Fell died in 1658. George and I were married in 1669, and were married for 22 years. But, we were rarely together because of our travels and imprisonments.

GEORGE FOX:

Margaret is a great woman and a great leader of our movement. Quakers probably wouldn't have survived those early years without Margaret's contributions. We were a great team!

(Teacher has student place Judge Fell's Death card and Fox/Fell Marriage cards on timeline.)

TEACHER:

Thank you so much for stopping by to teach us about the early beginnings of Quakerism.

(George Fox and Margaret Fell Exit.)

REVIEW:

Time: 15-20 minutes

1. Instruct students to turn to **Quaker Beginnings** sheet in their notebooks (p. 15)
2. Have students complete *Quaker Beginnings* worksheet using the timeline on the wall.

REVIEW ACTIVITY:**Game: Five Alive!**

15. Divide class into two groups.
16. Appoint a recorder and a spokesperson for each group.
17. Give each recorder paper and pencil.
18. Go over the rules for "Five Alive!"
 - Groups will be given a topic. They will have exactly five minutes to write down everything they can think of about the topic.
 - At the end of five minutes, teacher will make a "master list." Each spokesperson will present their list one answer at a time.
 - Groups receive a point for every correct answer, and lose a point for each incorrect answer, if caught by the other group.
 - If Group A thinks that Group B has an incorrect answer, they may challenge Group B. If Group B was, indeed, incorrect, Group A gets a point and Group B loses a point.
 - Teacher is final judge.

NOTE: Save Master List to refer to next month.

19. Announce that the topic is "Events and People of Early Quakerism".
20. After five minutes, call time, and on easel or board, call for answers.
21. Mention any obvious omissions.

VIDEO:

If time allows, show 5-minute video, **What Does George Fox Say?***

* What Does George Fox Say? is used with permission from Filmmaker Ben Guaraldi, Framingham Friends Meeting <http://benguaraldi.com/filmmaking/quakers.php?w=gf>

CLOSING REFLECTION - QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries* page (p. 16) in their notebooks and choose a reflection query upon which to write.

- If you were going to read more about anything you learned today, what would it be and why?
- What questions would you ask George Fox if you were able to interview him?
- Next month we will follow the Quakers to America; considering what you learned today about early Quaker history, why do you think they may have emigrated to America?

Close with prayer.

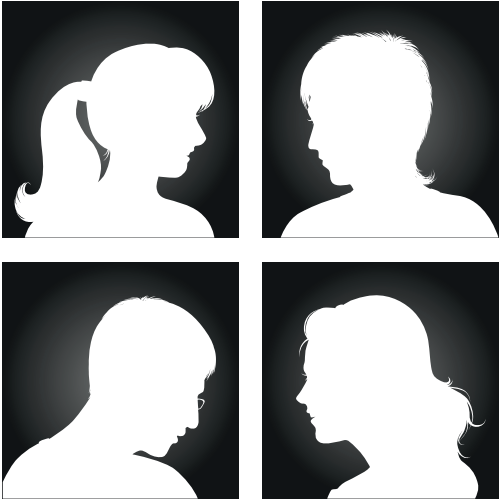
ABSENT STUDENT REQUIREMENT:

If student missed this lesson, he or she must complete the following:

22. Read and sign *Quaker Youth Affirmation Class Requirements* (p. 3).
23. Complete the *Quaker Affirmation Pre-Assessment Survey*.
24. Read about George Fox on Wikipedia, and list 15 facts about him and his ministry.
25. Using the timeline in our meeting space, fill out the *Quaker Beginnings Worksheet* (p. 15).
26. Complete *Quaker Queries* worksheet for this lesson (p. 16).

Getting to Know You...

Ask each person (including the teacher) in your class at least one of the questions below.



Name: _____ What is your earliest memory of our meeting/church? Describe.

Name: _____ What are you most looking forward to in the coming school year? Why?

Name: _____ What's your favorite thing to do when you're not in school, and what do you like about it?

Name: _____ What does being a Quaker mean to you?

Name: _____ Whom do you admire most and why?

Name: _____ What's the best gift you've ever gotten? What's the best gift you've ever given?

Name: _____ If you could be famous for something, what would it be and why?

Name: _____ If you could know one thing about the future, what would it be and why?

Getting to Know You • Session 1A

Name: _____ If you could have a conversation with someone from history (besides Jesus ☺), who would it be and why?

Name: _____ What is your favorite way to spend a Saturday?

Name: _____ What would your dream job be? Why?

Name: _____ What advice would you give the President?

Name: _____ Where do you feel most at peace? Why?

Name: _____ What would you do if you were invisible for a day?

Name: _____ What are your favorite and least favorite foods?

Name: _____ What are three things that you consider yourself to be good at?

Name: _____ What would you do with a million dollars?

Name: _____

Date: _____

Quaker Affirmation Class Pre-Assessment Evaluation

Reflect on the topics listed below. Place a check mark in the appropriate box that best describes your understanding of the topics.

Quaker Affirmation Topics	Not at all	Very little	Somewhat	A great deal
Quaker History George Fox, William Penn & other historical figures				
Quaker Testimonies Simplicity, Peace, Integrity, Community, Equality				
Quaker Theology What do Quakers believe about God, Jesus, the Bible, the sacraments?				
Meeting for Worship Unprogrammed worship, programmed worship, meeting for worship				
Quaker Discernment Queries, Clearness Committee, Conscientious Objection				
Comparative Religions World religions: Judaism, Buddhism, Hinduism, Christianity, Islam				
Let Your Life Speak Quaker artists, musicians and writers				
What are Quakers doing in the world today?				

On the back, please answer the following:

1. What do you hope to learn from Quaker Affirmation Class?
2. How can the leaders and fellow classmates support you over the next year on this journey?



Courtesy Library of Congress
LC-USZ62-5790



1624

George Fox is born in England at time of great religious and political upheaval



Christ Preaching
Rembrandt Harmenszoon van Rijn, 1606-1669
Courtesy Library of Congress
LC-USZ62-60891



1647

George Fox hears voice that says, “There is one, even Christ Jesus, that can speak to thy condition.”

He begins preaching “The Doctrine of the Inward Light.”



1652

George Fox climbs Pendle Hill and has vision of
“great people to be gathered” and
“The Children of the Light” are born



Photo: *Mike Lowden via Wikimedia Commons*

1652

Fox visits the Fells at Swarthmoor Hall, which becomes the base for Quakers in England. Quaker evangelists called “The Valiant 60” travel across the continent preaching





from *George Fox refusing to take the oath at Houlker Hall, AD 1663* by John Pettie RA

Q

1658

Margaret Fell's husband dies: Judge Thomas Fell, owner of Swarthmoor Hall



1662

The Quaker Act passes, making being Quaker cause for imprisonment

Q



1669

George Fox
and
Margaret Fell
marry

Q



1680

By 1680, as
many as 60,000
people had
converted to
Quakerism

Q

Quaakers Vergadering. Fronti nolla fides. The Quakers Meeting
Courtesy Library of Congress
LC-USZ62-5808

Quaker Beginnings



Using the timeline, answer the numbered questions below.
 Feel free to work with a partner.

1. What year was George Fox born? _____
2. How many people had converted to the Religious Society of Friends by 1680? _____
3. Who was Margaret Fell's first husband? _____
4. When were Margaret Fell and George Fox married? _____
5. What were the evangelistic Friends who traveled around England and the world to preach called? _____
6. What were Friends called originally? _____
7. How old was George Fox when he heard the voice of Jesus? _____
8. What was the name of the Fells' home and the Quaker "base of operations" in England?

For further discussion...

Why was religion such a hot topic in the early and mid-1600s?

List three things for which Friends were imprisoned in the 17th century?

What reasons can you give for the rapid expansion of the Religious Society of Friends during the 17th century?

How would you describe George Fox as a young man?



Quaker History I

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 1A - Quaker History I*.

What We Did: Quaker History Scavenger Hunt

We created a Scavenger Hunt that lead the Affirmation students throughout our Meeting House and required them to interact with the building and people in the meeting. Clues and destinations reinforced the Quaker History I lesson.

- Students were dismissed from Meeting for Worship at their regular classtime (about halfway through the service) to gather in the Affirmation classroom.
- They shared lunch together, provided by a parent.
- They received directions and their first clue.
- Affirmation teachers and a few volunteers were placed strategically through the building in case direction was needed.
- When students had completed all tasks, they met back in our Fellowship Hall for dessert. (Tastykakes, which originated in Philadelphia!)

This activity was extremely successful, and fulfilled several important objectives:

- Students became familiar with their meeting-house.
- Students had positive interactions with adults in their faith community.
- Students had fun and fellowship with one another.

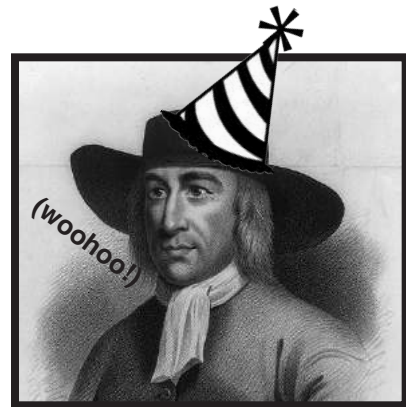
- Opportunities for students to get to know each other are especially important for our meeting, as our students come from all over Indianapolis and its surrounding areas, and go to different schools.
- Students participated in an entertaining review of the material for Lesson 1A.

The Quaker Scavenger Hunt handout that the students received follows as an example.

NOTE: Since we had four groups of two or three students participating, we had four versions of the scavenger hunt with clues in varying order.

GROUP 1

It's a... **QUAKER** **SCAVENGER** **HUNT**



With your Valiant 60 (or 2... or 3...) travel the length and breadth of First Friends Meeting, then return to “Swarthmoor Hall” (aka Fellowship Hall) to regroup and reap your reward! (If you don’t know where something is, ask someone!)

1. Find someone in the hallway who is not part of the Quaker Affirmation class. Tell them a fact about George Fox, and then have them sign their name below.

2. Go to the kitchen and find an item in the freezer that both or all of you would be willing to eat – what is it?

2. Go to the library (hint: it’s in the office area). Find the book that’s closest to George Fox’s portrait, *The Man in Leather Breeches*. Turn to page 35 and read the quote at the beginning of the chapter. What word in it seems most “Quakerly” to you?

4. Now go to the Children’s Library and find *The Journal of George Fox* on the top shelf of the first bookshelf. Turn to page 605, the map of George Fox’s travels in England. What’s #12? Now look at the chronology on the left (page 604). What year was he there? Why?

5. George Fox was famous for his knowledge of the Bible. One verse that he quoted often was John 1:9. Look it up on that great big Bible in the hallway. What is it?

6. George and Margaret (and a whole lot of other Quakers of the time) were imprisoned many times. Travel down into the prison (i.e., basement). Once there, look up through the windows. What do you see to give you hope in your misery?

7. The main place for entertaining at First Friends is the Parlor. Go there now. Margaret Fell entertained the traveling missionary Quakers in her home at Swarthmoor Hall. If you entertain a lot, you have to have a kitchen close at hand. Find the secret kitchen next to the parlor and write down the color of the walls.

8. Climb Pendle Hill, just like George Fox! Or at the very least, climb up to the balcony... Look out onto the meeting room and recall George Fox's vision. What did he see? If you forget, look under the chair directly beneath the middle window behind you.

9. There's a portrait of George Fox in the hallway on the main floor. Go look at it. Now turn around and look at the picture directly across from it. Who is it? What did he do? What year?

10. There's a supply room in the Sunday School hallway. You've worked so hard... go look in the cubbies in the right side corner and you'll find a little treat!
11. Check out the blue hymnal in a pew in the Meeting room. Turn to page 272 and read the lyrics to George Fox's song. What did he wear and where did he walk?

12. In Fellowship Hall there's a door on either side of the stage. Go look on stage and write down something you see that should be in the Meeting Room.

13. Did you know there's a Choir Room behind the Meeting Room? Go check it out! What is the choir singing on October 19th? And who's on the wall?

14. Like George and Margaret, venture into the valleys and woods (Meditational Woods, that is!). Notice that many of the trees are dedicated to certain members of First Friends, past and present. Write one of their names below.

15. If you'll remember, you had a visit from George Fox and Margaret Fell. Their photograph is on the bulletin board in the hallway. Find it – who is standing on the left?

16. The Valiant 60 were glad to return to Swarthmoor Hall after a long journey, where they would find sustenance and encouragement. Go to Fellowship Hall where you will find your delicious reward!



Quaker History II

William Penn and Quakers in America

CLASS at a GLANCE:

Primary Purpose:

To give students an overview of Quaker history from mid-1600s to mid-1900s with focus on Quaker emigration to America and subsequent growth.

1. **Icebreaker:** Game - “Two Extremes”
2. **Getting Started:**
 - *George Fox Quiz* - Review of last lesson
3. **Lesson:**
 - PowerPoint presentation - “Quakers in America”
4. **Review:**
 - Post lesson *Timeline Cards* on Timeline
 - *Quaker Match-Up Cards* Activity
 - *Quaker Queries* Reflection

MATERIALS CHECKLIST:

- Student Notebooks
- Discussion sheet from “Five Alive” activity from last lesson
- PowerPoint presentation: *Quaker History – Part II*
- *Timeline cards*, copied and separated
- Enough sets of the *Quaker Match-Up Cards* for students to work in pairs; copied, cut apart, and separated into envelopes
- Video projector and laptop with internet connection
- Internet connection to video - *A (Very) Brief History of Quakers* (TRT 5:06) - <https://vimeo.com/68490980>

Bible Verse:

Whatsoever ye would that men should do to you, do ye even so to them.

~ Matthew 7:12

Render unto Caesar the things that are Caesar's, and to God, the things that are God's.

~ Mark 7:17

(Bible verses on title page of William Penn's *The Great Case of Liberty of Conscience*)

Quaker Quote:

“True godliness does not turn men out of the world, but enables them to live better in it and excites their endeavors to mend it.”

~ William Penn

- Internet connection to video - *The American Institute for History Education - William Penn, Jr.:* <http://www.teachertube.com/video/william-penn-jr-19601>

TEACHER PREPARATION:

- Using the PowerPoint slides, familiarize yourself with the content and make notes as needed; practice presentation.
 - Amend PowerPoint as needed to meet your time limitations.
- Read other source material to deepen your knowledge of the topics.
- Prepare *Timeline Cards* and *Quaker Match-Up Cards*.

Teaching the Lesson

ICEBREAKER:

Two Extremes

Time: 5 - 10 minutes

1. This is a simple icebreaker to get students up and moving and sharing their preferences on topics.
2. Create an imaginary line from one end of the room to the other.
3. Stand in the middle of the room and tell students to move to one side of the room or the other according to their preferences for the choices you present; e.g., “When I say ‘Chocolate or Vanilla?,’ move to the left hand side of the room if you like chocolate, the right hand side if you like vanilla.”
4. Teacher stands in middle to indicate which side is which; e.g., pointing left for “chocolate” and right for “vanilla”.
5. Students may stand in the middle if they have no opinion.
6. Continue with other examples / extremes. (Feel free to make up your own!)
 - Chocolate or vanilla?
 - TV or movie?
 - Sleep in or get up early?
 - Big party or one or two friends?
 - Alternative or hip hop?
 - Basketball or football?
 - Sports game or concert?
 - Sweet or Savory
 - Homework or clean up the kitchen?
 - Facebook or Twitter?
 - Summer or winter?
 - Ocean or mountains?
 - Ice cream or cake?
 - Dance or sing?
 - Read or watch TV?
 - Babysit or do yard work?

7. Once everyone chooses a position, read out the next one and everyone moves again.
8. Move immediately into next activity.

GETTING STARTED:

Time: 10 minutes

1. Instruct students to line up in order of birthdays *without talking*.
2. Pair students.
3. Instruct pairs to work together to complete **George Fox Quiz** (p. 18) in their notebooks.
4. Have students complete together as well as they can.
5. If they get stuck, allow them to use the wall timeline.
6. Go over answers, using discussion sheet from “Five Alive” activity last month.

LESSON:

Quaker History, Part II: William Penn and Quakers in America

Time: 30 minutes

9. **Introduction:**
 - Explain that this month we’re going to follow the Quakers from England to America and up to the 1900s.
10. **Watch Video:** *The American Institute for History Education - William Penn, Jr.*
 - <http://www.teachertube.com/video/william-penn-jr-19601>
11. **Review** Vocabulary list, if desired.

Orthodox: Conforming to what is traditionally accepted as right or true; established and approved.

Doctrine: A set of beliefs held and taught by a church, political party or other group.

Creed: Formal statement of Christian beliefs.

Abolitionist: A person who favored the end of slavery.

Underground Railroad: A network of secret routes and safe houses in the United States used by 19th-century slaves of African descent to escape to free states and Canada with the help of people sympathetic to their cause.

12. **PowerPoint Presentation:**

Quakers in America – Part II

- Instruct students to find the note-taking guide in their notebooks (p. 29)
- For each Quaker/Event, tell students to write down what they think are the two or three most important facts about that person/event.
- As you proceed through the PowerPoint, discuss and guide students in paraphrasing for note-taking

REVIEW:

Time: 10-15 minutes

Pass out **timeline cards** and take a few minutes for students to place cards on timeline on wall.

REVIEW ACTIVITY:

Game: Quaker Match Ups

Set-up:

- Make enough sets of the **Quaker Match-Up Cards** for students to work in pairs
- Cut apart and put into envelopes for each pair of students

Game Play:

- Divide students into pairs or threes (or have them pair with whomever they were paired with for *George Fox Quiz*).
- Tell students that they will have three minutes to match the famous Quaker with what that person is known for.
- Time students as they match.
- Go over answers and review main facts as you go.

VIDEO:

If time allows, show 5 minute video, *A (Very) Brief History of Quakers* - <https://vimeo.com/68490980>

**CLOSING REFLECTION -
QUAKER QUERY:**

Time: 10 minutes

Instruct students to turn to **Quaker Queries** page (p. 40) in their notebooks and choose a reflection query upon which to write.

William Penn is an exemplary example of someone whose personal convictions translated into public action that changed our world for the better.

Choose one of the queries below upon which to reflect and write:

- What are my spiritual convictions? Do I live in accordance with my them?
- What are some social issues that I feel strongly about? What do I do to promote them? How could I do more?
- Do I support fair treatment of all regardless of race, gender, age and other differences? How? When is that difficult?

Close with prayer.

**ABSENT STUDENT
REQUIREMENT:**

If student missed this lesson, he or she must complete the following:

7. Complete *George Fox Quiz* (p. 18) using timeline.
8. Using internet or library for research, write three additional facts or observations about each of the PowerPoint topics, persons and events in Student Notebook.
9. Complete *Quaker Queries* (p. 40) worksheet for this lesson.

George Fox and Early Friends MINI-QUIZ!



_____ Where Quakerism began

_____ Founder of Friends

_____ What Friends called themselves
in the beginning

_____ Home of Margaret Fell

_____ Who spoke to George Fox and
inspired him to start his ministry

_____ The group of Friends who
traveled over Europe preaching

_____ The national religion

_____ Mother of Quakerism

_____ Nickname of Friends

_____ Margaret Fell's first husband

1. Jesus Christ
2. Children of the Light
3. The Valiant 60
4. Church of England
5. Quakers
6. Swarthmoor Hall
7. England
8. Judge Thomas Fell
9. George Fox
10. Margaret Fell



**George
Fox**

Founder of
Quakerism

**Margaret
Fell**

Mother of
Quakerism

**William
Penn**

Founder of
Pennsylvania

**John
Woolman**

Convinced Quakers to
free their slaves

**Elizabeth
Fry**

Spearheaded prison
reform in England

The Great Separation

Quakers disagreed about how to be Quaker, and went in different directions

King Charles II

Granted William Penn rights to land in America

Levi Coffin

Underground Railroad

Lucretia Mott

Women's Rights

Rufus Jones

Founder of American Friends Service Committee



1656

Two Quaker women missionaries travel to spread Friends' beliefs in the New World and become the first known Quakers in America



A Quaker Home, Main St, Nantucket, Mass
The New York Public Library Digital
Collections 1898 - 1931



1660

Quaker Mary Barrett Dyer is hanged in Boston, after repeatedly defying a Puritan law banning Quakers from the colony.



Mary Dyer Being Led to The Scaffold
Howard Pyle (1853-1911)
Courtesy Newport Historical Society



The Landing of William Penn
Jean Leon Gerome Ferris, 1863-1930
Courtesy Library of Congress
LC-USZC4-12141



1682

William Penn
founds
Pennsylvania,
guaranteeing
freedom of religion
for colonists



Photo: Carol M Highsmith
Courtesy Library of Congress
LC-HS503-3018



1675 - 1725

An estimated 23,000
Quakers left England
and came to America
in a spiritual
pilgrimage, most to
Pennsylvania and
“West Jersey”



1644

William Penn
born to affluent
English family

Penn founded
Pennsylvania



Courtesy Library of Congress
LC-USZ62-12218



1691

George Fox,
Founder of
Quakerism,
dies at
age of 66



Courtesy Friends Historical Library of
Swarthmore College
SW09-A0011485



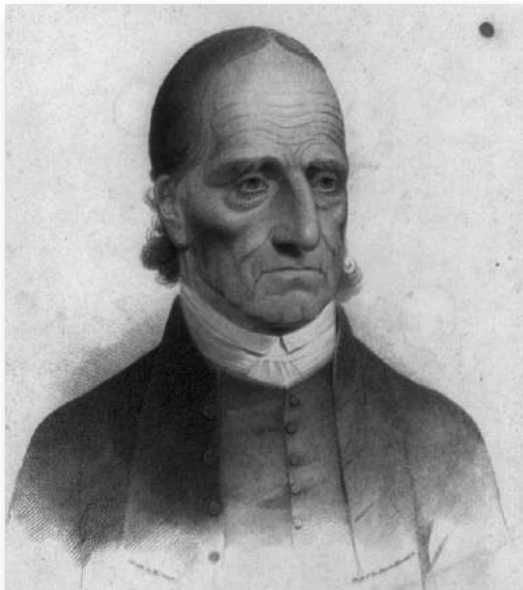
1720

John Woolman born
in New Jersey

He convinced
Quakers to give up
their slaves



John Woolman, Quaker friend of thee Negro
Courtesy The New York Public Library Digital
Collections. 1921.
1232086



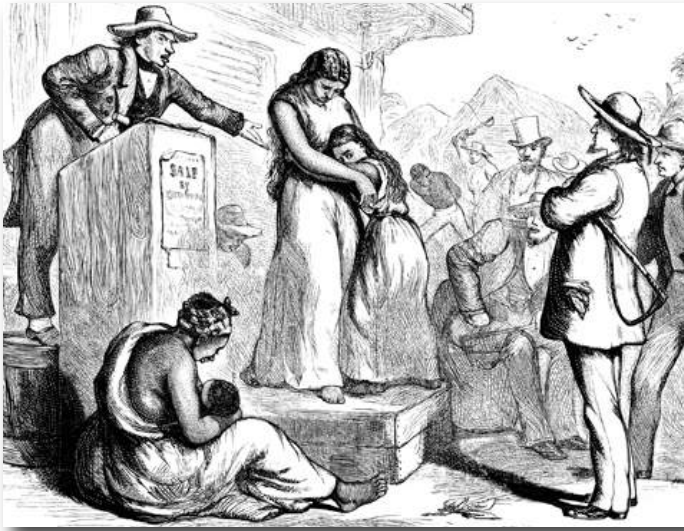
1748

Elias Hicks born

Hicks led group of
Quakers called
“Hicksites”



*Elias Hicks / drawn by H Inman; engraved
by Peter Maverick 1780-1831*
Feinberg-Whitman Collection
Courtesy Library of Congress
LC-USZ62-98115



*A Slave Auction from The Youth's History of the United States, 1887, by Edward S Ellis
Courtesy Karen J Hatzigeorgiou, ushistoryimages.com*

1776

The Religious Society of Friends prohibits their members from owning slaves

Q



*Elizabeth Fry from The Project Gutenberg eBook, Great Britain and Her Queen, by Anne E Keeling
Courtesy Project Gutenberg*

1780

Elizabeth Fry, prison reformer, born in England to well-to-do Quaker family

Q

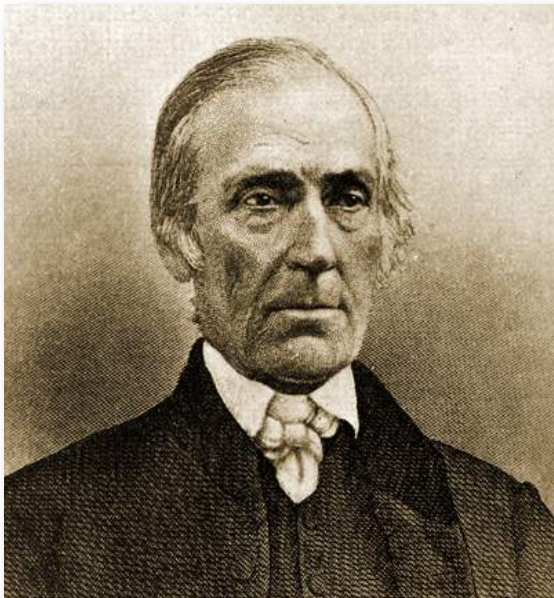


Courtesy Library of Congress
LC-USZ62-42559



1793

Lucretia Mott,
women's rights
activist, abolitionist
and social reformer,
is born in
Massachusetts

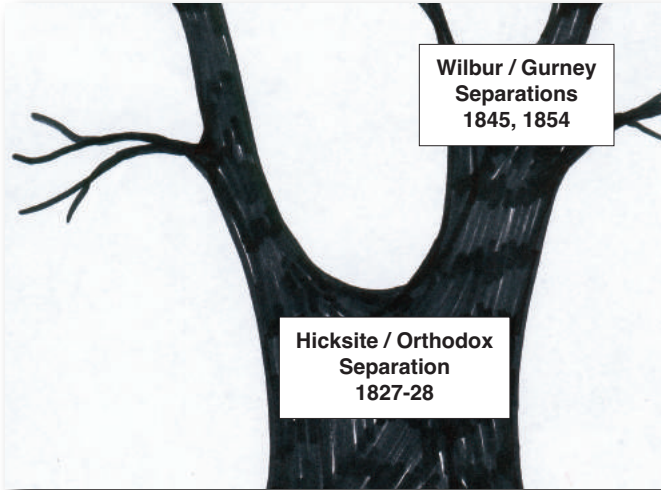


Levi Coffin, President of the Underground Railroad
from *The Underground Railroad from Slavery to*
Freedom, 1898, by Wilbur H Siebert
Courtesy Karen J Hatzigeorgious
ushistoryimages.com



1798

Levi Coffin, who
assisted hundreds
of runaway slaves
on the
Underground
Railroad,
is born



1827

Conflict between Orthodox Quakers and Hicksites leads to tragic split

1845 - Orthodox splits into "Gurneyites" and "Wilburites"



1863

Rufus Jones, founder of American Friends Service Committee, is born in Maine

Courtesy American Friends Service Committee Philadelphia





American Friends Service Committee

1947

American Friends Service Committee is awarded the Nobel Peace Prize for their work during and after the two world wars to feed starving children and help Europe rebuild itself



Review:

What was the essence of Fox's message?

- There is that of *God in everyone*.
- The *Inner Light* lives within; it discerns between good and evil and unites us.
- Each of us may *experience God directly* without a minister or church building.
- There is no need for rituals, robes, creeds, or other "*empty forms*."
- Everyone is of *equal worth*.
- The same *Holy Spirit* which inspired the scriptures can inspire us today.
- God's divine revelation is made manifest in the *life of Jesus*.

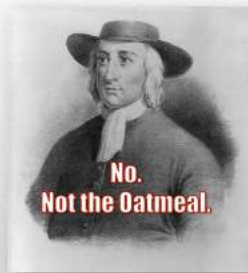


4

Detail from *Man Holding a Candle*, c. 1760
Courtesy Yale Center for British Art, B1977.14.11492

PRESENTING...

A Whirlwind Tour of Quaker History!



5

George Fox, Courtesy Library of Congress, LC-USZ62-49456

When and Why did Quakers Come to America?

- In 1656 two women missionaries came to spread Friends' beliefs in the New World among the colonists, and became the *first known Quakers in America*.
- In 1657 the first *Monthly Meeting* was established in Massachusetts.
- In many colonies, the first Quakers to arrive were considered *heretics*, and deported, put into prison or hung.

6

When and Why did Quakers Come to America?

(Continued)

- They found a *safe haven* in Rhode Island, “West Jersey,” and Pennsylvania.
- In 1682 *William Penn* founded Pennsylvania, guaranteeing freedom of religion for any colonists.
- Between 1675 and 1725, an estimated 23,000 *Quakers left England and came to America.*

7

Quakers Come to America:

• William Penn

“Penn, more than any other individual founder or colonist, proved to be the chosen vessel through which the stream of demand for respect for individual rights was to flow so richly into our American reservoir of precious ideals.”

~ William Wistar Comfort

8

- Born to affluent English family in 1644
- Became a convinced Quaker in 1667 at age of 23
- Was granted rights to Pennsylvania area in 1681 by King Charles II, and began a campaign throughout Northern Europe promoting his community and offering affordable land as well as fair government and religious freedom
- The *Founder of Pennsylvania*, and called the first city planner in the New World

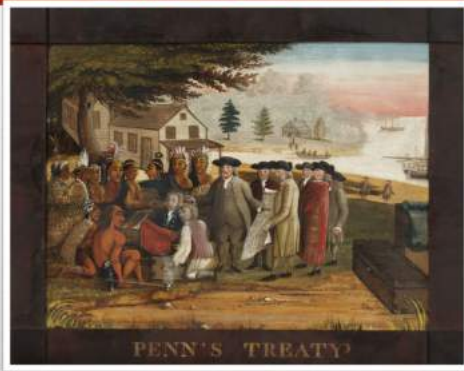


William Penn

1644 - 1718 9

William Penn, Courtesy Library of Congress
LC-USZ62-12218

Penn's Treaty with the Indians by Edward Hicks



The Native Americans provided Penn's followers with protection and hospitality, due to their respect for Penn.

"While every other colony in the New World was visited in turn by the horrors of Indian warfare, no drop of Quaker blood was ever shed by a red man in Pennsylvania."

~ George Bancroft

13

Source: Appleton's Cyclopaedia of American Biography, Volume 4, edited by James Grant Wilson, John Fiske, 1898, p. 714.

Penn's Treaty with the Indians 1830-1835 by Edward Hicks, 1780-1849. Courtesy Philadelphia Museum of Art

Quaker history in 3 segments:

1. 1647 – 1691: George Fox

2. 1691 – 1827: The Age of Quietism

- The next generation of Quakers were no longer persecuted, and their preaching and missionary activity diminished as they turned "inward."
- Friends changed from a *movement* to an *institution*.
- Although this period included Quaker opposition to slavery, prison reform and the defense of Native Americans, Friends *began to lose their original evangelistic fervor*.
- *Strictness and silence* were in abundance.

3. 1827 – present:

Fragmentation, Division & Reaffirmation

14

Source: "The Quaker Family Tree", Indiana Yearly Meeting <http://www.ym.org>

Quakers and Slavery:

• John Woolman

"Where the Innocent suffer under hard-hearted Men, even unto Death, and the Channels of Equity are so obstructed, that the Cause of the Sufferers is not judged in Righteousness, the Land is polluted with Blood."

~ John Woolman

15

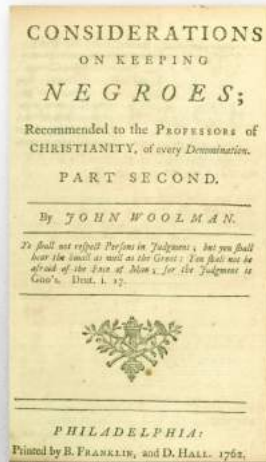
- Born in New Jersey in 1720
- At 23, became convinced that slavery was incompatible with Christianity
- Convinced many Quakers to free their slaves
- Boycotted products made by slaves – sugar, cotton, etc. – so as not to profit from the misery of others
- Died in 1772, 89 years before the Civil War began
- Due in large part to Woolman's influence, in 1776, The Religious Society of Friends prohibited their members from owning slaves



John Woolman

1720 - 1772
16

John Woolman, Quaker friend of free Negro
Courtesy New York Public Library, 1232086



“Some Considerations on the Keeping of Negroes remains one of the earliest and most influential antislavery tracts written in North America. Composed by John Woolman in 1753, it gained approval by the Society of Friends in 1754, marking the beginnings of committed Quaker opposition to slaveholding. Prior to that point, Quakers in the American colonies had been ambivalent about the moral status of slavery, many even owning slaves themselves.”

~ Anders Walker
St. Louis University
School of Law,

17

Considerations on Keeping Negroes, Part Second
John Woolman, Philadelphia: Franklin and Hall, 1762
Courtesy University of Pennsylvania Library

Quakers and Prison Reform:

• Elizabeth Fry

“I love to feel for the sorrow of others.”

~ Elizabeth Fry

18

1827: Quakers Divided:

•The Great Separation

22

By the 1800s...

- Change and growth challenged the Quakers.
- Under the influence of Protestant revivals, plainness was fading, and there were new views on Christ and the authority of the Bible.
- Quakers in England had been converted to an evangelical Christianity, and traveled to America to confront American Friends who believed that the “Inner Light” must be honored above the Bible.
- Quakers were interacting with evangelical Protestants in business and missionary societies, and Quaker ideas were being diluted as a result.

23

The three men who led the differing Quaker movements:



Elias Hicks



Joseph John Gurney



John Wilbur

24

Elias Hicks, drawn by H. Jenam,
Engraved by Peter Maverick.
Courtesy Library of Congress
LC-USZ62-98115

Joseph John Gurney
by Richard James Lane.
Courtesy National Portrait Gallery
NPG D35075

Man in nineteenth-century
dress in silhouette
Courtesy Library of Congress
LC-1822-2981-x

Quakers and The Underground Railroad:

• Levi Coffin

"The Bible, in bidding us to feed the hungry and clothe the naked, said nothing about color, and I should try to follow out the teachings of that good book."

~ Levi Coffin

28

- Born in 1798 in North Carolina
- Developed an opposition to slavery as a child
- Immigrated to Indiana with his family in 1826 because in North Carolina Quakers were being persecuted by slave-holders
- Became successful businessman, which provided him with funds to support the Underground Railroad operations in Indiana
- Assisted hundreds of runaway slaves by lodging them in his home
- After Civil War ended, Coffin raised over \$100,000 to provide aid to free blacks



1798 - 1877

Levi Coffin

29

Levi Coffin, President of the Underground Railroad
from *The Underground Railroad from Slavery to Freedom*,
1898, by Wilbur H Siebert
Courtesy Karen J Hutzigeorgious, ahistoryimages.com

Quakers and Women's Rights:

• Lucretia Mott

"Let woman then go on, not asking favors, but claiming as right, the removal of all hindrances to her elevation in the scale of being."

~ Lucretia Mott

30



Quaker History II

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 2A - Quaker History II*.

What We Did: Trip to Levi Coffin House, Earlham

First Friends Meeting in Indianapolis is only an hour's drive from Richmond, where the Levi Coffin House and Earlham College are located.

To follow up the students' Quaker History II experience, we rented a van and drove to Richmond to learn more about Quaker Levi Coffin and the Underground Railroad, and to introduce the students to Earlham College, an Indiana college rooted in Quaker history.

Levi Coffin House

The home of Levi and Catharine Coffin, a registered National Historic Landmark, was known as "The Grand Central Station of the Underground Railroad." Students experienced a tour of the house and grounds.

Earlham College

We had arranged for a staff member to provide us with a tour of the campus, which was followed up by an information session.



Quaker Testimonies: S.P.I.C.E.

Simplicity, Peace, Integrity, Community, Equality

CLASS at a GLANCE:

Primary Purpose:

To acquaint students with the Quaker Testimonies of Simplicity, Peace, Integrity, Community and Equality via instruction and small group collage creation to represent each testimony.

1. Icebreaker:

- Game - *The Bowl Game!* to review last lesson

2. Getting Started:

- *S.P.I.C.E.: The Quaker Testimonies*
- Notebook Information Sheet

3. Lesson:

- S.P.I.C.E. Collage Project

4. Review:

- Reexamine answers from *The Bowl Game!* through perspective of Quaker testimonies
- *Quaker Queries Reflection*

MATERIALS CHECKLIST:

- Student Notebooks
- Bowl with names and terms cut apart for *The Bowl Game!*
- Whiteboard or butcher paper on wall; markers
- Multiple magazines for cutting
- 5 pieces of posterboard, 14" x 22" (cut standard size in half)
- Scissors
- Glue sticks

Bible Verse:

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

~ Galatians 5:22-23

Quaker Quote:

"Until we can respect another person without justification except that he or she is a child of God, it is not really respect."

~ Paul Lacey
Quaker Educator

TEACHER PREPARATION:

- Cut apart sheet for *The Bowl Game!* icebreaker; fold slips of paper and put in bowl or basket. NOTE: Feel free to add some of your own; e.g., your pastor, associate pastor, etc.
- On whiteboard or butcher paper, write the words: "Simplicity", "Peace", "Integrity", "Community", and "Equality". Use large letters and leave plenty of space around each word.
- Do background reading about the Quaker testimonies, their history, and how they have informed the lives of Quakers historically and presently.
- Set up "work stations" with posterboard, craft materials and magazines where students will make collages.

Teaching the Lesson

ICEBREAKER:

10 minutes

The Bowl Game!

Split into two or three teams (each team having around three or four members)

Round One

1. Pick a team to start.
2. One member of that team gets the bowl of Quaker names and terms, picks one, and has to try and describe that person or term to the other members of his team.
3. Once they guess correctly, pull out another paper from the hat and so on.
4. The team has *one minute* to go through as many as they can. If they get stuck on one, they can pass and move onto another.
5. Put names that are guessed successfully in a separate pile, those that are 'passed' put back in the basket.
6. When the minute is up, add up the total number of correct guesses, and add that to the team's score.
7. Move onto the next team who do the same as above. This continues until all the names have been used up or 'guessed'.

Round Two

8. In each team, bowl rotates to another member of group.
9. Play as Round 1, but you can only use **one word** to describe the person to your group.
 - Groups will be aware of all the terms in the basket (from Round 1) so it is easier than it sounds.
10. Score a point per name guessed as above.

Round Three

11. Same as previous rounds, but this time you must "act out" the answer **without speaking**.
12. Add up the scores at the end to see who knows their Quakers!

GETTING STARTED:

Time: 7-10 minutes

1. **Making Connections:** Point out to students that all of these people were motivated to do what they did because of their beliefs. Their accomplishments were examples of *faith in action*.
2. Have students turn to **S.P.I.C.E.: The Quaker Testimonies**, page 43, in their notebooks.
3. Have someone read "What are testimonies?" section aloud (stop at end of section).
4. Ask students if they can think of any "testimonies" that guide the actions of them or their families. What about our country?
 - NOTE: Here might be an opportunity to remind students that our Constitution was modeled after William Penn's *Frame of Government* which was informed by his Quaker beliefs!
5. Explain that, even though Quakers don't adhere to a creed or set of firm beliefs, we do have testimonies that guide our actions and way of living.
6. Refer students to the five testimonies written on butcher paper or whiteboard on the wall; explain that these are five of the most important ones to Friends.
7. Give each student a marker.
8. Ask students to go to the paper and write their thoughts about what each of the five testimonies mean to them. Allow three or four minutes for them to do so.
9. Discuss as a group what students have written about each one, using questions to tease out fuller explanation and understanding.
10. Tell students that in recent years, Quakers have also adopted another S - Stewardship - to make S.P.I.C.E.S.
 - **Stewardship**, or care of the earth, is a more recent addition as a separate testimony, though components of it dwell in the other

five. This testimony has emerged due to the growing awareness of the need to care for our planet for future generations.

LESSON:

The Quaker Testimonies - SPICE

**Simplicity, Peace, Integrity,
Community, Equality**

Time: 30+ minutes

13. Have students refer again to S.P.I.C.E.: The Quaker Testimonies, page 43, in Student Notebook.
14. Divide students into five groups of two or three.
15. Explain the **SPICE Collage project**:
 - Assign each group one of the five testimonies.
 - Distribute a piece of posterboard, glue sticks, and scissors to each group; indicate location of magazines.
 - Explain that each group is responsible for creating a collage which illustrates the concept of their assigned testimony, using the magazines provided.
 - Each team will teach this concept to the class at the end of the time period.
16. Allow at least 30 minutes for students to work on this project.
17. Each team will present their collage to the group, beginning by reading the definition of their assigned testimony.

REVIEW ACTIVITY:

Option 1:

- Using the bowl of names and terms from the *The Bowl Game!*, have each student take one and discuss which Quaker testimonies the Quakers involved were following through their actions.

Example: “Which testimonies do you think Levi Coffin was most influenced by in his work with the Underground Railroad?”

Option 2:

- Using the SPICE Collages, discuss how the Quakers whom we have studied have been guided by each testimony.

Example: “In what ways was Levi Coffin led by the Equality testimony?”

CLOSING REFLECTION - QUAKER QUERY:

Time: 10 minutes

Have students turn to **Quaker Queries**, p. 46.

Which one of the testimonies resonates most with you?

Choose one of the queries below upon which to reflect and write:

Simplicity:

- How do material things take priority over relationships in my life? How can I change this?
- What are ways I might simplify my life in order to make better choices about how I spend my time, money, and talents?

Peace:

- When I’m having a disagreement with someone, what can I do to help come to peaceful resolution with that person?

Integrity:

- How might making honesty a priority change my life?
- Is it important to me to always do my best? Why or why not?

Community:

- How can I be a better and more supportive member of my family? My school? My city?

Equality:

- What is the best way to handle a situation where someone is being treated unfairly? Do I have the courage to speak up in such a situation?

ABSENT STUDENT

REQUIREMENT:

If a student missed this lesson, he or she must complete the following:

18. Read about the Quaker testimonies: Simplicity, Peace, Integrity, Community, and Equality.
19. Create a poem, essay, collage, artwork or something else (with teacher approval) around the Quaker testimonies to show your understanding of the concepts.
20. Complete *Quaker Queries* worksheet for this lesson.

ADDITIONAL SUGGESTION:

As a mnemonic aid for remembering the SPICE acronym (and just for fun), for lunch, serve foods that spell out the acronym "SPICE": **S**implicity Sandwiches, **P**eace **P**unch, **I**ntegrity Ice cream bars, **C**ommunity **C**hips, and **E**quality deviled **E**ggs.

George Fox

HINTS:

- Founder of Quakerism
- Believed in “that of God in everyone”
- Vision on Pendle Hill
- Married to Margaret Fell
- Imprisoned for his beliefs and actions

Margaret Fell

HINTS:

- “Mother of Quakerism”
- Hosted Quakers at Swarthmore Hall
- Organized traveling Quakers in England
- Married George Fox after husband died

William Penn

HINTS:

- Born to affluent family in England
- Became a Quaker
- Founder of Pennsylvania
- Created government based on Quaker testimonies like Equality and Integrity

John Woolman

HINTS:

- Born in New Jersey
- Believed slavery was incompatible with Christianity
- Convinced many Quakers to free their slaves

Elizabeth Fry

HINTS:

- Born in England to Quaker family
- Known for reforming England’s prisons
- Also helped the homeless

Elias Hicks

HINTS:

- Thought Friends were getting too evangelical
- Honored Inner Light above Bible
- Led group in another direction which created major split in Quakers in 1827
- Group became known as “Hicksites”

Joseph John Gurney

HINTS:

- Represented branch of Orthodox Quakers in split from Wilburites in 1845
- Led group who came to be known as “Gurneyites”
- Valued Bible over Inner Light

Levi Coffin

HINTS:

- His opposition to slavery led him to help runaway slaves any way he could
- His house was stop on Underground Railroad

Lucretia Mott

HINTS:

- Known for championing women’s rights
- Worked for women’s right to vote
- Also assisted slaves in Underground Railroad

Rufus Jones

HINTS:

- Founded American Friends Service Committee in 1917
- Magazine editor and writer, college professor and influential Quaker

The Valiant Sixty

HINTS:

- Early Quakers
- Followers of George Fox
- Traveled around Europe and America preaching
- Home base was Swarthmoor Hall

Swarthmoor Hall

HINTS:

- Margaret and Judge Fell's home
- Home base of Quaker missionaries in the mid-1600s
- George Fox met Margaret Fell there

American Friends Service Committee

HINTS:

- Quaker Organization founded by Rufus Jones
- Promotes peace
- Helps people during war time
- Won Nobel Peace price in 1947

Underground Railroad

HINTS:

- Network of secret routes and safe houses to help slaves escape to north
- Many Quakers were part of it

Philadelphia

HINTS:

- Capital of Pennsylvania
- Founded by William Penn as a "Holy Experiment"

Abolitionist

HINTS:

- Someone who opposes slavery and works to abolish it

S.P.I.C.E.: The Quaker Testimonies



Simplicity



Peace



Integrity



Community



Equality

What are testimonies?

Friends do not have a creed or a list of do's and don'ts, but over the years there have come to be a set of core beliefs, or **testimonies**, among Friends. These testimonies offer Friends a framework for living. Many Quakers refer to these by the acronym SPICE: Simplicity, Peace, Integrity, Community, and Equality.

- “Testimonies” are what Friends call the ways we choose to live and act based on our beliefs.
- The way we experience the Divine affects how we act, what we believe, and where we put our energy to work towards change in the world.
- Testimonies guide our actions.

***NOTE:** Definitions are taken from FGC Friends General Conference website Newcomers Cards, <http://www.fgcquaker.org/resources/newcomers-cards>

Simplicity:

“Focusing on what is truly important and letting other things fall away.”*

“Therefore I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more than food, and the body more than clothes?”

– Matthew 6:25

“The ability to simplify means to eliminate the unnecessary so that the necessary may speak.”

– Hans Hofmann

- Realize that our worthiness doesn't come from what we have or look like, but from being God's children.
- Use financial and natural resources carefully.
- Value spirit over material objects.
- Keep life simple to be free to live in harmony with others and with oneself.
- Early Quakers followed the Simplicity testimony by:
 - Wearing plain clothing
 - No decorations in meeting house
 - Forbidding music, dancing and theatre

Peace:

“Seeking justice and healing for all people; taking away the causes of war in ways we live.”*

“You have heard that it was said, ‘Love your neighbor and hate your enemy.’ 44 But I tell you, love your enemies and pray for those who persecute you, 45 that you may be children of your Father in heaven.”

– Matthew 5:43-45

“I live in the virtue of that life which takes away the occasion of all wars.”

– George Fox

- Most known and most controversial of Quaker testimonies.
- Many Quakers through the centuries have been pacifists and faced arrest and imprisonment because of their refusal to participate in warfare.
- Opposition to war and violence as acceptable methods of solving conflict.
- Seek peaceful solutions to problems or disagreements.
- Make decisions by consensus, seeking God’s will together.

Integrity:

“Living as whole people who act on what we believe, tell the truth, and do what we say we will do.”*

“All you need to say is simply ‘Yes’ or ‘No’; anything beyond this comes from the evil one.”

– Matthew 5:37

“For I would rather have lain in prison all my days, than have come out in any way dishonorable to the Truth.”

– Margaret Fell

- What you say and what you do should match.
- Your outer life reflects your inner life.
- Be honest and respectful towards others.
- Honesty and truthfulness expected in words and action.
- Quakers affirm rather than swear an oath in court, as swearing that they’re telling the truth would imply that at other times they are being less than truthful.
- Some early Quakers practiced Integrity by:
 - Not purchasing goods made by slave labor; integrity prevented them from using products produced by a system that they were against.
 - Using a “fixed price” system for goods instead of bartering.

Community:

“Supporting one another in our faith journeys and in times of joy and sorrow; sharing with and caring for each other.”*

“A new command I give you: Love one another. As I have loved you, so you must love one another.”

– John 13:34

“Alone we can do so little. Together we can do so much.”

– Helen Keller

“Before you say anything you should ask yourself three questions: 'Is it true?' 'Is it kind?' 'Is it necessary?'”

– Traditional Quaker Saying

- A life of faith is enhanced in a community of believers.
- Group decisions based on consensus, or seeking God’s will together, rather than voting, so that everyone has a role in decision-making.
- Friends feel a sense of responsibility for all people—locally to globally.

Equality:

“Treating everyone, everywhere, as equally precious to God; recognizing that everyone has gifts to share.”*

“There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.”

– Galatians 3:28

“If God played no favorites, then neither would Friends. They insisted on treating everyone with the same respect and courtesy, whether King or beggar.”

– Elise Boulding

- All the other Quaker testimonies originate from this one.
- There is that of God in everyone, and all are equal in God’s sight.
- Respect different people and different ideas.
- Resulted in eliminating clergy (pastors), for all had direct access to God.
- Abolition of slavery.
- Equality of women.
- Civil Rights movement.
- Early Quakers practiced testimony of Equality by:
 - o Refusing to remove hat as sign of respect.
 - o Using “thee” and “thou”, rather than formal “you” for those of higher status.
 - o Allowing women to minister.



Quaker Testimonies

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 3A - Quaker Testimonies*.

What We Did: “Follow the North Star”

Connor Prairie is an interactive history park just north of Indianapolis and one of the most visited outdoor museums in the country. Every fall Connor Prairie features a program called “Follow the North Star.” Participants “become” runaway slaves, fleeing from cruel owners and finding refuge and freedom via the Underground Railroad.

Because so many notable Quakers were passionate abolitionists and involved with helping slaves find safe passage on the Underground Railroad, we made this experience a top priority when we were planning our schedule.

Over a 90-minute period, our students were catapulted back to 1836 where they glimpsed what it was like to be sold, owned, hounded and terrified. Ultimately, participants are taken in and aided by a Quaker family.

While this was an intense immersion experience, all agreed that it was powerful and memorable, and certainly helped our students recognize how Quaker testimonies can influence action and change others’ lives.



Quaker Theology

What Do We Believe?

CLASS at a GLANCE:

Primary Purpose:

To present a general and historic overview of what Quakers believe and why.

1. Icebreaker:

- Game – *What Would George Do?* to review last lesson

2. Getting Started:

- Brainstorming Activity

3. Lesson:

- *Quaker Questions* Activity
- *Quaker Theology* PowerPoint

4. Review:

- Video, *Form Without Substance: Why Quakers Don't Take Communion*
- *Quaker Queries Reflection*

MATERIALS CHECKLIST:

- Student Notebooks
- Cards from FGC: *Quaker Testimonies*
 - These can be ordered or copied from www.fgcquaker.org
 - Any handout with a brief overview of Quaker testimonies will work for activity
- *What Would George Do?* questions, separated and in container
- Markers/chalk for board
- *Quaker Questions*, separated and in container
- PowerPoint presentation file – *4-Quaker Theology*
- Internet connection to video – *Form Without Substance* (TRT 3:52) – <http://quakerspeak.com>
- Multiple versions of *Faith and Practice*

Bible Verse:

There was the true light, even the light which lighteth every man, coming into the world.

~ John 1:9 (ASV)

Quaker Quote:

“You will say, Christ saith this, and the apostles say this; but what canst thou say? Art thou a child of Light and hast walked in the Light, and what thou speakest is it inwardly from God?...”

~ George Fox

TEACHER PREPARATION:

- Cut apart questions from activity sheet, *What Would George Do?* and put in small container.
NOTE: These may be read aloud by teacher if preferred.
- Cut apart *Quaker Questions* sheet and put in container.
- Provide multiple small sheets of scrap paper for students to write answers on for *Quaker Questions* game.
- Set up for video and PowerPoint, and install file on computer.

Teaching the Lesson

ICEBREAKER:

Time: 10 minutes

Activity: “What Would George Do?”

Teacher will need:

- **What Would George Do?** activity sheet, separated and in container.

This activity will pose questions that allow students to reflect and discuss how real-life situations might be approached using the Quaker testimonies.

1. Students sit in circle.
2. Distribute cards from FGC titled “Quaker Testimonies,” and read through together.
3. In turn, each student draws a paper from the container and gives response.
4. Open up for discussion as desired.

GETTING STARTED:

Time: 5-7 minutes

1. **Making Connections:** Point out that the SPICE testimonies grew out of the Quaker belief of “that of God in everyone,” or the Inner Light.
2. Write “God in Everyone/Inner Light” on board.
3. Give students markers.
4. Tell them to think about the Quakers we have studied and Quakers whom they know.
5. Instruct them to write on board ways that the belief that each person contains the Inner Light might have influenced their actions.
6. Teacher may start with examples, like “working at food pantry”, “women’s rights” or “prison reform”.
7. Have brief discussion about what students have written.

NOTE: If this is difficult for students, use the timeline to remind them of the people they’ve learned about, and mention projects within the meeting that people have spearheaded as personal ministries.

LESSON:

Quaker Theology: What Do Friends Believe?

Time: 30 - 45 minutes

Teacher will need:

- **Quaker Questions** activity sheet, separated and in container.
 - Slips of blank paper for students to write answers on.
 - *Theology PowerPoint presentation*
5. Students return to seats in circle and are given blank paper and pencil.
 6. One student is chosen as the first “reader.”
 7. That student picks a *Quaker Question* from the basket and reads it aloud.
 8. All other students write down their answers and pass to “reader.”
 9. “Reader” then reads answers aloud and tries to guess who said what.
 10. “Reader” position is rotated to next student and play continues until all questions have been covered.

NOTE: Allow students to take time to discuss their ideas among themselves and with you. Use questioning to draw out detail and provoke more thought.

11. To wrap up activity, ask students, “*Is there anything that is challenging or that concerns you about being a Quaker?*”
 - This may lead to discussion of significant ways Quakers may differ from other faiths, like baptism, communion, salvation, etc.
12. **Teacher presents PowerPoint slides** to illustrate ways that Quakers have historically answered these questions.
 - NOTE: For Slide #13 – “How Do Quakers Differ?”, distribute various versions of *Faith and Practice*.
 - Talk about how *Faith and Practice* is a guide

for Quakers, with variations from Yearly Meeting to Yearly Meeting.

13. Conclude with video, ***Form Without Substance: Why Quakers Don't Take Communion***. TRT: 4:26.
 - NOTE: This video can be found at *quakerspeak.org*
14. Students follow in notebooks (p. 49) and take notes if desired.
15. Have student place ***Timeline Card*** for Barclay's Apology on wall timeline.

CLOSING REFLECTION -

QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to ***Quaker Queries***, page 55, in their notebooks and choose a reflection query upon which to write.

- What do I believe at this point in my life? And what do I want to know?
- If I were going to start a church, what would be its major components?
- Why are there so many religions, if there is one God?

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

16. Answer each of the questions on the *Quaker Questions* activity sheet (p. 48).
17. Read through the PowerPoint notes and write one question and one thought that you have about each informational slide.
18. Complete *Quaker Queries* worksheet for this lesson (p. 55).

<p>You are planning a birthday party...</p> <p>How might you incorporate the Simplicity testimony?</p>	<p>You witness a person being bullied at school...</p> <p>How might you handle this using the Peace testimony?</p>
<p>You realize that you are spending several hours a day playing video games...</p> <p>What Quaker testimony might inform whether this is a good or bad practice?</p>	<p>A friend's family situation has left her feeling alone and depressed...</p> <p>What Quaker testimony informs how she might be lifted?</p>
<p>At your school, boys are three times as likely to be expelled as girls...</p> <p>What testimony is being challenged here?</p>	<p>You made plans with a friend for Saturday, and then got invited to a party that you would love to attend...</p> <p>How might the Integrity testimony inform your decision?</p>
<p>You notice that a club at your school is exclusively one race...</p> <p>Is the Equality testimony relevant in this situation?</p>	<p>A large percentage of students are failing Algebra...</p> <p>What can the school Community do to help this situation?</p>
<p>You and a family member can't seem to talk without arguing...</p> <p>What Quaker testimony can get you back on track, and how might that happen?</p>	<p>You decide to sell your cell phone as it's not been working well...</p> <p>How might the Integrity testimony inform how you word your ad? Does it matter if you know the buyer?</p>

Who or what
do you think
God is?

Do you think
Jesus is important
to us today?
How so?

How would you
describe the
Inner Light?

How do you think
the Bible
is important
to us today?

How do you think
Quakers
are different from
other religions?

What do you
know about
Communion?

What do you
know about
Baptism?

What is
life's
biggest question?

So...What *do* we believe?

- Quakers do not share a fixed set of beliefs.
- We seek to experience God directly, through our relationships with others, the world around us, and within ourselves.
- The spiritual experience is central to Quaker worship.
- Our core beliefs:
 - There is that of God in everyone.
 - Simplicity, Peace, Integrity, Community, Equality.

4

Who or What is God?

- God resides in each of us.
- Quakers strive to experience God.
- Everyone is known by God and, and we can all know God in direct relationship.
- Quakers use many words to describe the Divine:
 - God, the Inner Light or Light Within, Christ, Spirit, Seed and Inward Teacher.

5

What Does George Fox Say?

Schol. *In what is God worshipped?*
Mast. He is worshipped in Spirit and in the Truth.
Schol. *Where is the Spirit, and where is this Truth?*
Mast. The Spirit is within, and the Truth is within, in the inward parts, by which Spirit God is known; and by the Truth the God of Truth is known.
Schol. *What is God?*
Mast. God is a Spirit.



From Instructions for Right Spelling, Plain Directions for Reading and Writing True English, George Fox, 1769.

Photo by Reymark Frank

Why Is Jesus Important?



- Friends view Jesus Christ as both a historical figure and an inward experience.
- Jesus is a Teacher of Truth, and an example of how we should live.
- Many Friends believe Jesus to be the Son of God, whose life, death and resurrection allow us to find salvation.
- Other Friends see Christ as a prime example to be followed.
- Remember, George Fox heard, *"There is one, even Christ Jesus, that can speak to thy condition."*

7

Jesus Blessing the Children
Courtesy Library of Congress
LC-DIG-pgs-01427

What Does George Fox Say?

The Child's Lesson.

Christ is the Truth. Christ is the Light. Christ is my VVay. Christ is my Life. Christ is my Saviour. Christ is my Hope of Glory. Christ is my Redeemer. Christ is my Rack. Christ is the Door. Christ is my King and Lord of Lords. Christ is the Corner-Stone. Christ is the Lamb of God, that takes away my sin.

Christ is the Power of God. Christ is my VVidom, Christ is

my Righteousness. Christ is my Sanctification. Christ is my Justification. Christ is the Seed. Christ is the Resurrection.

Christ destroyeth the Devil and his Works, which leadeth man and woman from God; and so Christ is the Way to God again.



Lami des
Jumiles
by Leon
Augustin
Lhermitte
Courtesy Library
of Congress
LC-D416-252

8

What Is the Inner Light?

- It has many names: The Light of God, Light of Christ, Christ Within, That of God, Spirit of God within us, Light Within, Inward Light.
- The Inner Light refers to **Christ's light shining in us.**

"The Inner Light is the doctrine that there is something Divine, 'Something of God' in the human soul."

~ Rufus Jones

9

What Does George Fox Say?

Sch. *What is it that gives the knowledge of God? and where is it?*
M. *The Light which shines in the heart, it gives the knowledge of the Glory of God in the face of Christ Jesus, 2 Cor. 4.*

10

Do Quakers Read the Bible?

- Early Friends read, studied, and quoted it often.
- The Spirit they knew within also spoke to them through the Bible.
- They believed that the power which inspired the Bible is still speaking. A belief still held by many Quakers today.
- Many Friends turn to the Bible for guidance, insight, and inspiration.
- We look at the Bible as a way to understand God.
- Many Quakers do not hold the Bible to be the final authority or the *only* source of sacred wisdom.

11

What Does George Fox Say?

Schol. *They say the People called Quakers deny the Scriptures.*
M. *No, they own the Scriptures more then any People; for they walk in the Light of Christ Jesus, and by following him do witness the Scriptures fulfilled in them; and People that live in Sin, and that are guided by the Evil Spirit, they are contrary to the Scriptures, and it is a Book sealed to them; and they who hate to be reformed have nothing to do to speak of the Saints and holy men of God's Conditions mentioned in Scripture.*

12

Photo by Carol M Highsmith
Courtesy Library of Congress
LC-DIG-highsm-17489

How Do Quakers Differ...

...from other faiths?

- Early on called a “peculiar people”
- No formal creed or set of beliefs
- Inward, rather than outward observance of sacraments (like baptism and communion)
- Practice of silent worship with the faith community
- Emphasis on social service
- Historic “peace church”
- Business meetings are also meetings for worship
- Some meetings unprogrammed (no pastor)

...among themselves?

- Explore different versions of *Faith and Practice*, the “Quaker handbook.”

13

What About Communion?

Matthew 26:26-28

26 While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, “Take and eat; this is my body.”

27 Then he took a cup, and when he had given thanks, he gave it to them, saying, “Drink from it, all of you. 28 This is my blood of the covenant, which is poured out for many for the forgiveness of sins.

- Many Christians believe that by eating the bread and drinking the wine of the communion service, they are sharing the actual flesh and blood of Christ, or partaking of His spirit.

14

Quaker Communion

- Quakers feel that sacraments are an inward, spiritual experience.
- Friends feel that every meal is a communion, and that we can experience Christ’s Spirit whenever we worship if we open our hearts to God.



15

What About Baptism?

- **Mark 1:8** – *I baptize you with water; but he will baptize you with the Holy Spirit.*”
- Many Christians use various forms of water baptism to signify the beginning of a Christian life.
- Friends believe that when a person decides to let God guide his or her life they experience a *baptism of the spirit*.
- Friends also feel that *no one time should be more holy than any other*; since all time should be spent serving God.
- Early Friends were guarding against substituting ceremonies at special times for everyday devotion and inward spiritual experience.

16

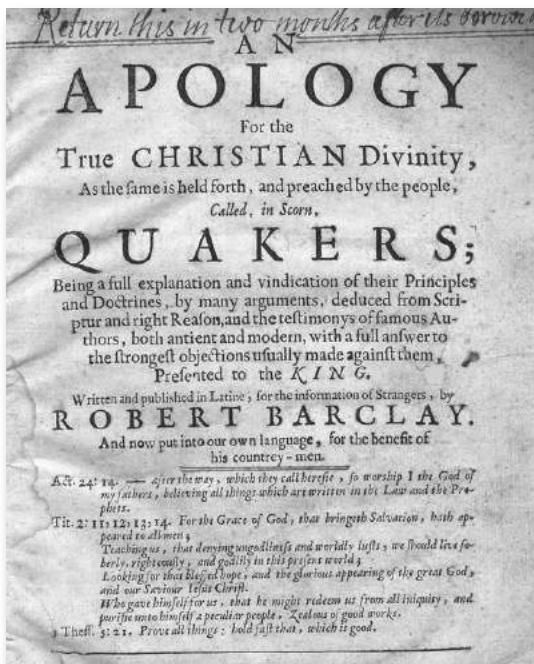


Image courtesy of the University of Tasmania Special & Rare Collections, Quaker Rare Book BX 7730 .B3 1678

1676

John Barclay
publishes
Barclay's Apology,
a powerful statement
of
Quaker belief



Quaker Theology

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 4A - Quaker Theology*.

What We Did - Panel Discussion with “Weighty Friends”

We invited four members of our meeting to form a panel to share their faith journeys as Quakers and respond to questions posed by our students.

Students formulated questions prior to the panel’s arrival, with facilitation of teachers. Questions focused on a host of theological topics: Jesus, the Bible, heaven and hell, creation, salvation, baptism and communion, etc.

It is important to secure a diverse group of Friends for the panel. Look for Friends with varying ages, genders and – perhaps most significantly – theology. Ours consisted of two men and two women. Three were “birthright” Quakers and one had been “convinced” many years prior. The members of our panel were candid and thoughtful. Their responses generated several more questions from our curious students, and effectively reinforced all they had learned from the lesson two weeks earlier.



Quaker Meeting for Worship

CLASS at a GLANCE:

Primary Purpose:

To experience and understand fully the tradition and history of Quaker Meeting for Worship.

1. Icebreaker:

- Silent Worship prior to lunch
- Game - "Never Have I Ever"

2. Getting Started:

- Vocabulary Review
- PowerPoint Introduction
 - Process Silent Worship Experience
 - View painting - *Presence in the Midst*

3. Lesson:

- *Quaker Meeting for Worship* PowerPoint
- Watch Video
- Silent Worship Activity

4. Review:

- *Quaker Queries Reflection*

MATERIALS CHECKLIST:

- Student Notebooks
- *Meeting for Worship* signs for doors of meeting space
- PowerPoint presentation file "*5-QuakerMeetingforWorship*"
- Video – *What Quakers Do in Silent Worship*, (TRT: 7:45) – <http://quakerspeak.com>

Bible Verse:

To each person the manifestation of the Spirit is given for the benefit of all.

~ 1 Corinthians 12:7

Quaker Quote:

"For when I came into the silent assemblies of God's people I felt a secret power among them which touched my heart; and as I gave way unto it I found the veil weakening in me and the good raised up..."

~ Robert Barclay

TEACHER PREPARATION:

- Copy *Meeting for Worship* signs and tape on doors outside meeting space.
- Set up for PowerPoint and install file on computer.
- Research the Quaker split of 1827, 1845, the Orthodox Quakers, Hicksites, Gurneyites and Wilburites in order to gain a clear understanding of the significance of these events.

Teaching the Lesson

ICEBREAKER:

15 minutes

Before lunch:

- Tape signs on doors of meeting space indicating that students are to enter in silence and sit.
- Have five minutes of silent worship, and then end with a vocal prayer; e.g., giving thanks for food.

After lunch: “Never Have I Ever”

1. Instruct everyone to sit in a circle on the floor.
2. Each player holds out all ten fingers and places them on the floor.
3. Go around the circle and, one at a time, each person announces something they have never done, beginning the sentence with the phrase “Never have I ever...”
 - E.g., “Never have I ever eaten sushi.”
4. For each statement, all the other players drop a finger if they have done it.
5. The goal is to stay in the game the longest – to be the last person with fingers remaining.
 - A winning strategy is to say statements that most people have done, but you haven’t.

GETTING STARTED:

Time: 10 minutes

Review vocabulary if desired:

Worship: The act of showing respect and love for a god especially by praying with other people who believe in the same

Centering Down: A Quaker term meaning the quieting of our hearts, letting go of distractions, and opening our hearts to the voice of the Spirit.

Facing Bench: Seats at the front of the meetingroom where elders and other spiritually gifted persons sit during worship.

Leading: Direction or guidance coming from the Spirit of God.

Begin PowerPoint Presentation:

1. **Slide 1:** “Meeting for Worship and Meeting for Worship to Conduct Business”
2. **Making Connections:** Facilitate discussion among students about their experience as they entered in silence before lunch, as well as during Meeting for Worship. Some possible Questions:
 - Have you ever felt called to say something during Meeting?
 - How do you “center down”?
 - Do you think it’s okay to read or do other activities in the silence?
 - When was a time when the message really spoke to you?
 - Have you experienced both programmed and unprogrammed worship? If so, which do you find more meaningful?
3. **Slide 2:** Painting of *The Presence in the Midst*
 - If desired: Have students turn to page ? in their notebooks, the painting of *The Presence in the Midst*.
4. Ask, “What’s going on in this painting?” Facilitate discussion.
5. Remind students of George Fox’s revelation that Christ has come “to teach His people himself.”
6. Click PowerPoint to reveal Bible verse Matthew 18:20: “For where two or three gather in My name, there am I with them.”
7. **PAUSE POWERPOINT PRESENTATION.**

LESSON - Part 1:

Quaker Meeting for Worship

Time: 35-40 minutes

Continue with PowerPoint (15 minutes):

1. Ask students to turn to the note taking guide, page 59, in their note books as you proceed.

2. **Slides 3-4:** Early Quakers and Silent Worship.
3. **Slides 5-17:** The Split of 1827-28 and 1845, and how it created programmed / unprogrammed meetings.
4. **Slides 18-19:** Guidelines for Unprogrammed Worship.
6. **Watch Video** – *What Quakers Do in Silent Worship*, length 7:45, found at: <http://quakers-peak.com>

Worship Activity (20 minutes):

Tell students that they will now have an opportunity to practice Quaker unprogrammed worship together, with you acting as the elder on the Facing Bench.

8. Explain that it's important to prepare oneself by clearing one's mind and focusing one's energy inward.
9. Tell students that you will guide them vocally towards a relaxed meditational state, and then you will all spend a few minutes in unprogrammed worship together.
 - Explain that when one is relaxed and focused, it is easier to enter a seeking silence in order to be sensitive to Divine guidance.
 - Remind students that if, during the meditation, they feel led to vocal ministry, to remember these guidelines:
 - Is it from the Spirit of God or my own ego?
 - Is it ready to be shared or does it require more reflection?
 - Is it meant for everyone or just me?
 - Tell students that silent worship may be prayerful or listening.
10. Ask the class to follow your directions as follows (feel free to elaborate, paraphrase, improvise if you like, but take it slowly).

Say:

- Sit comfortably with feet on the floor.
- Spend a few moments stilling your body by focusing on your breath.
- Starting with your feet, slowly move your focus to each part of your body in turn, ending with your face. Relax each part as you

go along.

- Focus again on your breathing.
 - Take a few moments and concentrate only on what you can hear outside the room.
 - Now concentrate only on what you hear inside the room.
 - Finally, focus on what is going on inside you.
 - When distracting thoughts come, notice them, then just allow them to float away.
11. At this point, allow the class to sink into about 10 minutes of silent worship.
 12. Rise and shake hands with one of the students to signal that "Meeting for Worship" has concluded.
 13. Process with students how this experience was different than their experience before lunch and their experiences in Meeting for Worship, and how it may or may not affect their future worship experiences.

CLOSING REFLECTION - QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries*, page 66, in their notebooks and choose a reflection query upon which to write.

- Are there situations in life where consensus is impossible? What are they, and why wouldn't it work?
- For me, is it more meaningful to listen to a sermon, or to sit in quiet worship? Where do I feel closest to God?
- What do people mean when they say God speaks to them? When have I had that experience?
- If it's possible to worship alone why worship with others?
- When have I felt a leading to speak in Meeting for Worship? Did I follow it? Why or why not?

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

14. Read carefully through PowerPoint notes, and write one detailed thought and one probing question for each informational slide.
15. Choose two of the Quaker Queries (p. 66) about which to write.
16. Attend Meeting for Worship and write a paragraph about your experience.

Please enter
in silence

The meeting
is gathering.



Quaker Meeting for Worship

1



*For where two or three
gather in My name,
there am I with them."
Matthew 18:20*

2

The Presence in the Midst by J Doyle Pentrose, 1916
Reproduction used with permission of Friends United Meeting

Early Quakers...

- Refused to use pastors or outward forms of worship in order to emphasize...
 - The inwardness of worship.
 - The “priesthood” of all believers.
 - All of us are ministers and have equal access to God.
 - God uses each of us to minister to one another.
- Sat in silent meetings led by an elder on the “facing bench.”
- Would pray, speak, or read Scripture as they felt moved or led by God’s Spirit.
- Refused to use the term “churches” for the building, as God is wherever “two or three are gathered.”

3



“The meeting house is not a consecrated edifice, and if there is anything holy about it, it must be the lives of the people who meet there. The Friends feel that there must be a vital and sustained connection between worship and daily life. When their ideal is attained, their meeting is merely the community search for that guidance which they covet for every important act of their lives.”

~ William Wistar Comfort

4

Q: But wait... not all Quaker meetings are silent, right?

A: Well, remember that great big split that happened way back in 1827...?

Q: ???

A: Here's a reminder...

5

1827: Quakers Divided:

•The Great Separation

6

By the 1800s...

- Change and growth challenged the Quakers.
- Under the influence of Protestant revivals, plainness was fading, and there were new views on Christ and the authority of the Bible.
- Some Quakers in England had been converted to an evangelical Christianity, and traveled to America to confront American Friends who believed that the “Inner Light” must be honored above the Bible.
- Quakers were interacting with evangelical Protestants in business and missionary societies, and Quaker ideas were being diluted as a result.

7

The three men who led the differing Quaker movements:



Elias Hicks



Joseph John
Gurney



John Wilbur

8

Elias Hicks, drawn by J. Haman.
Engraved by Peter Maverick.
Courtesy Library of Congress
LC-138263-00114

Joseph John Gurney
by Richard James Lane
Courtesy National Portrait Gallery

Man in nineteenth-century
dress in silhouette
Courtesy Library of Congress

Elias Hicks & the Hicksites v. Orthodox Quakers 1827: The First Split

- Born in 1748, became a farmer and a traveling Friends minister.
- Argued that the Inner Light must be honored above the Bible and traditional Christian creeds and doctrines.



1748 - 1830

9



After the tragic Quaker “split” in 1827-28, the Hicksite Quakers continued to have unprogrammed meetings, while the Orthodox Gurneyites began incorporating elements like pastors, hymns, and organs.

Today a majority of Quaker meetings are pastored, most with a period of silent worship built into the meeting time.

The Four Major Branches of U.S. Quakers

Friends General Conference (FGC)

- Unprogrammed tradition
- Liberal Friends who place emphasis on authority of the Inward Light
- Favor diversity in religious views
- Universalists
- 14 yearly meetings encompassing 30,000 Friends

Friends United Meeting (FUM)

- Combination of programmed worship with some unprogrammed elements
- Pastoral Friends
- Wide range of belief and practice
- Christ-centered meetings
- 50,000 U.S. Friends with several missions abroad

Conservative Friends

- Maintain unprogrammed worship
- Acknowledge authority of Christ Within and also of Christian Scripture
- Some still use plain language and plain dress
- 1600 members, mainly in rural areas

Evangelical Friends International (EFI)

- Primarily programmed worship; some unprogrammed
- Mission-oriented
- Strong scriptural base
- 35,000 in U.S.

In Traditional Silent Worship...

- Worship begins when the first person enters the room and sits.
- As more people enter and sit, the gathered meeting settles into seeking silence.
- Out of the silence, anyone may share **vocal ministry**.
- When a leading to speak arises, examine and test it:
 - ❖ Is it from the Spirit of God or my own ego?
 - ❖ Is it ready to be shared or does it require more reflection?
 - ❖ Is it meant for everyone or just me?

In Traditional Silent Worship, *(continued)*

- Traditionally, Friends do not bring prepared messages.
- When speaking in worship, one should use only as many words as necessary to deliver message.
- After someone delivers a message, a period of silence follows so that listeners can take what's been said into their worship.
- Meeting for worship ends when a designated Friend shakes hands with a neighbor, then everyone greets one another.



Quaker Meeting for Worship

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 5A - Quaker Meeting for Worship*.

What We Did - Attend Unprogrammed Friends Meeting

Since Indianapolis First Friends Meeting is a pastored meeting, for our activity this month we visited an unprogrammed meeting in our community. This allowed our students to experience Silent Worship for a full hour, rather than the 15-20 minutes they were accustomed to at First Friends.

We had made arrangements for our visit ahead of time, so were welcomed and had a discussion period after Meeting for Worship with members.



Quaker Discernment: Listening for God's Voice

Meeting for Worship to Conduct Business, Clearness Committees, and Conscientious Objection

CLASS at a GLANCE:

Primary Purpose:

To understand the concept of Quaker discernment via the Quaker traditions of Queries, the Clearness Committee, Conscientious Objection and Quaker Meeting for Worship to Conduct Business.

1. Icebreaker:

- Activity – “What Is the Question?”

2. Getting Started:

- Process – Making an Important Decision

3. Lesson:

- *Quaker Discernment* PowerPoint
- Activity – Clearness Committee

4. Review:

- *Quaker Queries Reflection*

MATERIALS CHECKLIST:

- Student Notebooks
- Posterboard or whiteboard
- Post-it notes for each student
- PowerPoint presentation file – *6-QuakerDiscernment*

TEACHER PREPARATION:

- Prepare board as directed for *What Is the Question?* review game.
- Review guidelines for Meeting for Worship to Conduct Business.
- Research the process for clerking Clearness Committees.
 - Suggested reading: *The Clearness Committee: A Communal Approach to Discernment* by Parker Palmer

Bible Verse:

Because what may be known about God is plain to them, because God has made it plain to them.

~ Romans 1:19

Quaker Quote:

“There is that near you, which will guide you; oh! wait for it, and be sure to keep to it...”

~ Isaac Penington

- Read about Conscientious Objection – the background and the process – in order to provide these details during the PowerPoint.
- Set up for PowerPoint, and install file on computer.

Teaching the Lesson

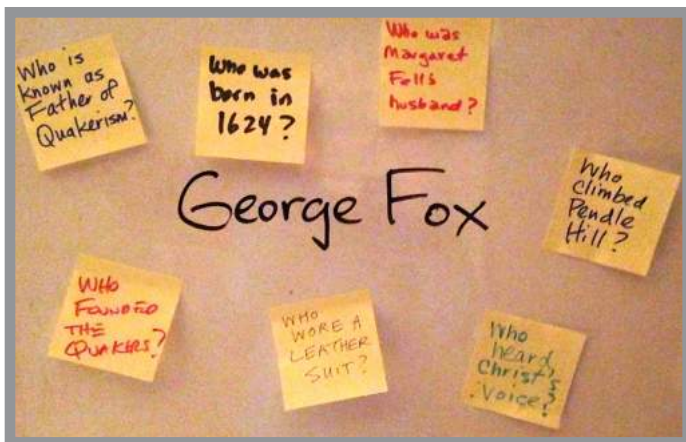
ICEBREAKER:

10 minutes

Preview Activity: What Is the Question?

1. Hand out post-it-notes to each student.
2. On the board, write the following words and phrases with an ample amount of space around them:
AT TOP: "What is the question to this answer?"
 - WORSHIP
 - CLERK
 - CENTER DOWN
 - FACING BENCH
 - LEADING
 - CONSENSUS
3. Instruct students to write questions to match the answer on post-it notes and stick them around the appropriate word or phrase.
4. **Alternate Option:** Use chalk or dry erase markers instead of post-it notes.
5. Using the students' post-it note questions, facilitate discussion about each concept. Familiarize students with any vocabulary with which they're unfamiliar or uncertain.

Example:



GETTING STARTED:

Time: 5-7 minutes

1. Teacher puts up **Slide 1** of PowerPoint: "IMPORTANT DECISION"
2. Ask students to think of an important decision that they have had to make that they don't mind sharing with the group.
3. Ask students to share.
4. As a group, brainstorm questions that we ask ourselves in order to make important decisions. After students share, click PowerPoint to reveal the following examples:
 - Do I have enough money?
 - Is it worth it?
 - Will it hurt someone's feelings?
 - Is it in my best interest?
 - Do I have enough time?
 - Will I regret it later?
 - Is it the right thing to do?
 - How will it affect my future?

LESSON:

Quaker Discernment:

Listening for God's Voice

Time: 35-40 minutes

6. Teacher puts up **Slide 2**: Discernment
7. Teacher facilitates discussion about using questions to discern a right path and God's will
8. Teacher points out that "question" and "query" are synonyms.
 - Point out that the reflection question at the end of every lesson is a "Quaker Query"
9. **Slides 3-4**: Queries
10. **Slides 6-9**: Quaker Meeting for Worship to Conduct Business
11. **Slides 10-19**: Clearness Committees
12. **Slides 20-21**: Conscientious Objectors

ACTIVITY: CLEARNESS COMMITTEE

5. Tell students that you're going to have a pretend clearness committee.
6. Ask for a volunteer to be the focus person.
7. Tell everyone the following about the focus person:
 - There have been times when the United States has been involved in war and a draft has been instated.
 - The focus person is trying to decide whether to enlist or file as a conscientious objector.
 - His/her parents are against it because of their Quaker beliefs.
 - He/she feels compelled to serve and feels the cause is just, but at the same time is conflicted because of his/her Quaker upbringing and beliefs.
 - Tell the volunteer focus person that he/she is free to fill in the details during role play.
8. Teacher acts as clerk, and reviews the procedure with the Clearness Committee "members."
9. Follow the process as outlined in the PowerPoint and the student notebooks, taking care to guide students as you go according to Clearness Committee guidelines.
10. As you conclude, facilitate discussion with students.

Sample questions might be:

- What do you think of this process?
- Can you think of other situations where it might be helpful?
- Was it difficult to only ask questions?
- Did you feel the urge to give advice?
- What do you think is the most helpful component of the process?
- What do you think about the idea that God is a member of the Committee?

NOTE TO TEACHER:

Feel free to use one of the alternate scenarios below, or to come up with one of your own.

Alternate Scenario 1:

You read in your Yearly Meeting's *Faith & Practice* that "marriage is between a man and a woman." You support LGBT people and same sex marriage. You call a Clearness Committee because you are conflicted if you can in good conscience remain a member of your Meeting.

Alternate Scenario 2:

There have been a rash of robberies in your neighborhood and, as a homeowner with a family to protect, you have considered purchasing a gun. You call a Clearness Committee to try to discern if this is the right path for you and your family.

Alternate Scenario 3:

You had planned to volunteer overseas in the Peace Corp for a year after graduating from high school, but your parents are insisting you go to college. You organize a Clearness Committee to clarify your thoughts about what you should do.

CLOSING DISCUSSION:

1. Inform students that the accompanying activity for this lesson will be to attend Monthly Meeting for Worship to Conduct Business.
2. Discuss possible topics or concerns that the group might bring before Monthly Meeting when they attend; e.g., your meeting's youth programs, the Affirmation Class, or the end-of-course culmination activity.

Note To Teacher:

Meet early on the day you will be attending Monthly Meeting (Lesson 5B) in order to discuss in more detail the issue or concern that your group has decided to bring before Monthly Meeting, and who will be the speaker.

CLOSING REFLECTION -

QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries*, page 76 in their notebooks, and choose a reflection query upon which to write.

- What decision in my life right now might benefit from examination by queries? What questions might I ask myself about it?
- Are there situations in life where consensus is impossible? What are they, and why wouldn't it work?
- If I were going to form a Clearness Committee for myself, who would I want to serve on it and why?

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

13. Read carefully through PowerPoint notes, write a paragraph about your understanding of the following:
 - Quaker Queries
 - Quaker Meeting for Worship to Conduct Business
 - Clearness Committee
 - Conscientious Objection
14. Reflect and write on all three Quaker Queries (p. 76).

Do I have enough money?

What's in my best interest?

Will it hurt someone's feelings?

Will I regret it later?

Do I have enough time?

How will it affect my future?


Is it the right thing to do?

Is it worth it?

IMPORTANT DECISION

1

Discernment



dis·cern·ment
di' sərnmənt/
noun: **discernment**

1. the ability to judge well.
2. (in Christian contexts) perception in the absence of judgment with a view to obtaining spiritual direction and understanding.

2

What Are Queries?

- A Quaker tradition of using questions as tools to reflect and discern God's intention for us.
- Questions that guide personal and group reflection about how our lives and actions are shaped by Love and Truth.
- Questions that remind us of spiritual values we want to uphold.
- Questions that help us align our lives with Spirit.

3

When Are Queries Used?

- Anytime you want to check yourself and your actions in the world
- When making a difficult decision
- When trying to deepen your spiritual life
- In times of deep reflection and meditation
- When clarity is needed about a challenging situation
- In Meeting for Worship and **Meeting for Worship to Conduct Business**
- During a **Clearness Committee**



4

Meeting for Worship to Conduct Business...?

Is this that Monthly Meeting I hear so much about?

5

Quaker Meeting for Worship to Conduct Business



“Despite the difference in format, meetings for business are meetings for worship in which our business is held and are conducted in the same openness to the leading of the Spirit.”

PYM Faith and Practice, 1997, p.22

6

The Quakers' Symbol, 1998
© Trustees of the British Museum

Friends' Meeting for Business is built on two beliefs:

- ① God is present in everyone, which requires that we respect and value ourselves and others.
- ② We are all ministers with access to the Divine and with a responsibility to serve God.

7

Holding a Meeting for Business

- The meeting opens in worship.
- Out of worship, the clerk an issue.
- Anyone may speak about the issue.
- Sometimes there is silence between the speakers to listen for the Spirit beyond the words.
- After all viewpoints are stated, the clerk tries to summarize what has been said.
- If a decision is made, and Friends seem to agree, the clerk determines “the sense of the meeting” (*consensus*). There is time for comments and summary.

8

Holding a Meeting for Business, (continued)

- When the clerk feels there is consensus, he or she asks for approval. If there is approval, the recording secretary writes the decision in the form of a *minute*. There is no voting or show of hands.
- If someone feels strongly that the decision is wrong, he or she may challenge the decision or “stand aside” after saying why he or she must speak against it. Ultimately, the “sense of the meeting” is most important.
- If there is not agreement, Friends can wait until the following month to address the issue again.
- Meeting for Worship to Conduct Business is also where all Meeting Committees present their monthly report.

9

From Teaching Quaker Faith and Practice to Children, PYM RE Committee, Martha Smith, Editor, 1997

**And what was that other thing...
What's a "Clearness Committee?"**


10

A **Clearness Committee** meets with a person who is seeking "clearness" on how to proceed with a life decision, concern or problem, with the aim to help this person reach clarity.



11

Because Friends believe that every person has that of God within them, the purpose of the clearness committee is to aid the person seeking clearness in finding the *answer within* rather than seeking outside answers...



12

Also...



A Clearness Committee for Marriage

may be appointed by Monthly Meeting to oversee a marriage “under the care of the meeting.”

- ◆ To help the couple find clearness that this is the proper step.
- ◆ To ensure that the meeting is ready to take the member or couple under their care.

13

**How does a
“Clearness Committee?”
work?**

14

First things first:

- Frame the question on which you seek clearness as fully as you can.
- Choose a clerk to lead the process.
- Select 3 to 5 committee members.
Consider friends who have:
 - Personal knowledge of you
 - Wisdom and groundedness about life
 - A sense of trust between you
 - Openness to all possible outcomes
 - A capacity to listen deeply
- Clerk arranges time for committee to meet.

15

From “The Clearness Committee Process,” Scott Pierce Coleman of Guilford College: <http://www.clenayn.org/wp-content/uploads/2012/01/The-Clearness-Committee-Process.pdf>

To what kind of decisions can Clearness Committees usefully be applied?

- “Is college the right next step, or should I go into the Peace Corps?”
- “Should I run for office?”
- “I’m feeling led to enter the ministry... Is this the right path for me?”
- “Are we ready to get married?”
- “Should I be a **Conscientious Objector**?”

19

Wait... About that last one... What’s a “**Conscientious Objector**?”

20

Well, it all goes back to the Peace Testimony...



- A **conscientious objector** is someone who, for reasons of *conscience*, objects to serving in the armed forces.
- Friends believe that following the Light Within empowers all people to resolve disputes peacefully.
- Many early Friends refused to participate in war, even going to prison for their refusal.
- Conscientious objection has been an important expression of the Quaker peace testimony in all major wars.

21

George Fox. A Declaration from the Harmless & Innocent People of God Called Quakers...London: Printed for Robert Wilson, 1660. Friends Historical Library book collection



Quaker Meeting for Worship

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 6A - Quaker Discernment*.

What We Did - Attend Meeting for Worship to Conduct Business

For this month's activity, our students attended Monthly Meeting for Worship to Conduct Business.

Prior to attending, we met and reviewed the procedure for Meeting for Worship to Conduct Business, discussed again the issue we were going to bring, and who was going to speak. Teachers facilitated a discussion about what our students might bring forward in Monthly Meeting.

The students decided to present an item for new business: a request for a youth pastor. We drafted and edited our request before going into Monthly Meeting, and one of the students presented the item for discussion.

It is important to let the Clerk know that the students will be attending and putting forward an item for discussion.



Comparative Religions

NOTE: *This lesson may take longer than the normal class period time. Read carefully and consider extending if necessary.*

CLASS at a GLANCE:

Primary Purpose:

To research the five major world religions: Christianity, Buddhism, Hinduism, Islam and Judaism, and compare and contrast with Quakerism.

1. Icebreaker:

- Guest speaker at lunch
- Discussion about religions

2. Getting Started:

- Brainstorm about other religions and religious traditions and practices.

3. Lesson:

- *Comparative Religions* PowerPoint
- Research Activity

4. Review:

- *Quaker Queries Reflection*

MATERIALS CHECKLIST:

- Student Notebooks
- Laptop computers for small groups
 - Four to six, depending on number of students in attendance
 - One per every 2-3 students
- PowerPoint presentation file - *7-Comparative Religions*
- Posters:
 - "Golden Rule": Can be purchased at the

Bible Verse:

In everything, treat others as you would want them to treat you, for this fulfills the law and the prophets.

~ Matthew 7:12

Buddhism:

Hurt not others in ways that you yourself would find hurtful.

~ Udana-Varga 5:18

Hinduism:

This is the sum of duty: do not do to others what would cause pain if done to you.

~ Mahabharata 5:1517

Islam:

None of you [truly] believes until he wishes for his brother what he wishes for himself.

~ Number 13 of Imam
*Al-Nawawi's
Forty Hadiths*

Judaism:

...thou shalt love thy neighbor as thyself."

~ Leviticus 19:18

Quaker Quote:

"As to the life and substance of it, there never was but one true religion; nothing has ever been such, but the immediate inward work of God in man."

~ Job Scott, 1751-1793

Scarboro Missions website: <http://www.scarboromissions.ca/product/golden-rule-across-the-worlds-religions>.

- Set up for PowerPoint, and install file on computer.

TEACHER PREPARATION:

- Invite guest to lunch: a Friends member or attendee who has come to First Friends from another faith.
- Secure 2 to 3 adult volunteers to assist with research activity.
- Borrow enough laptops for every two to three students, or ask students to bring laptops.
- Set up laptop stations.
- Decide ahead of time what pairs of students will work together on research and presentation activity.
- Hang poster: “Golden Rule.”
- Research the religions that will be featured in the lesson so that you have a working knowledge of each.

Teaching the Lesson

ICEBREAKER:

Time: 5-7 minutes

During Lunch:

- Invite someone who has come to First Friends from another faith, and facilitate discussion and Q and A as everyone eats together.

After Lunch:

- Ask if any students have come from, or are familiar with, another faith tradition.
- Facilitate a brief discussion with students offering examples of how their former religion was different than Quakerism.

GETTING STARTED:

Time: 5-7 minutes

1. Brainstorm with students every religion they can think of.
2. Write all responses across board with space underneath.
3. Add any you can think of when their ideas are depleted.
4. Ask students to now think of different religious practices, celebrations and traditions.
5. As students respond, ask them where you should write/categorize their response; i.e., under which religion on the board?
 - Some responses will obviously go under more than one.
 - Some examples: meditation, baptism, communion, confession, bar mitzvah, pilgrimage

to Mecca, sprinkling babies, incense, praying 5 times a day, reincarnation, Ramadan, Hanukkah, kneeling benches, etc.

6. Ask students how they would define religion.
7. Refer students to “Golden Rule” poster; point out that each religion has its own version of the same spiritual idea.
 - What do you make of that?
 - Do you think different faith traditions have more similarities or more differences?
8. Explain to students that today they will be exploring the world’s major religions together.

LESSON:

Comparative Religions

PowerPoint Presentation:

10 minutes

1. **Slides 1-3** of PowerPoint: Defining religion.
2. **Slide 4:** World Religions by percentage.
3. **Slide 5:** Religious Affiliation in the U.S.
 - Point out to students that Protestant, Catholic, Mormon, Jehovah’s Witnesses, Eastern Orthodox all comprise Christian religions (>68%).
4. **Slide 6:** Distribution of Quakers in the World*.
5. **Slide 7:** Focus for today:
 - Click through each of the five major world religions.
6. Explain research activity for today.

***NOTE:** An excellent additional resource for teachers is a statistical map from Friends World Committee for Consultation (FWCC) called *Finding Quakers Around the World*. You can find a high-res image at <http://fwccamericas.org/Map.shtml>.

RESEARCH AND INSTRUCTION:

Research:

35 minutes

Suggestions before implementing:

- ✓ Have one extra laptop in case of technical issues, or more students than you expected.
 - ✓ Have two to three extra adults present to assist and monitor students as they do research.
7. Divide students into research pairs (or threes).
 8. Tell students that they will be researching the five major world religions: Judaism, Buddhism, Hinduism, Islam, and Christianity
 - Depending on the number of students present, Christianity can be divided into two or three groups:
 - Catholics
 - Protestants
 - Evangelicals
 9. Have students turn to the ***World Religion Research Worksheet*** (page 79) and fill in the faith that they will be researching.
 10. Instruct students to work together to complete the *World Religion Research Worksheet*, using the websites suggested on the worksheet.
Tell them:
 - They will have approximately 30 minutes.
 - They will teach what they learn to the other students at the end of the activity.
 11. Have adult volunteers ready to assist students as needed.
 12. **While students are working, copy the *World Religions Graph* onto the board to be completed after this activity.**
 13. At the end of 30 minutes, wrap up activity.

Instruction:

Time 15-20 minutes

9. Have students turn to page 80 in their notebooks, ***World Religions Graph***.
10. Have each group present their findings to the class, using their completed *World Religion Research Worksheet*.
As they teach the rest of the students what they learned:
 - Teacher writes information onto graph on board.
 - Students complete graph in their notebook.
11. When each religion has been represented, give students 5-10 minutes to complete their graphs using the completed board graph.
 - This will be the opportunity for each pair to fill in the information from their own research onto their graphs.

NOTE TO TEACHER:

- As each group concludes teaching, add pertinent information and general knowledge about each of the religions.
- It would also be helpful to restate the main points as each group concludes presentation.

REVIEW:

7-10 minutes

World Religions Review Scramble

14. Have students turn to page 81, ***World Religions Review Scramble***.
15. Working with their partners, instruct them to group together the five terms that go together for each religion studied today.
16. Students may refer to chart as they go.

CLOSING REFLECTION -

QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries*, page 86 in their notebooks, and choose a reflection query upon which to write.

- What religion (besides Quakerism) resonates most with me? Why?
- What would I take from another faith tradition and incorporate into Quakerism if I could. Why?

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

1. Read carefully through PowerPoint notes, and write one thought and one question for each informational slide.
2. Using the internet or other resources, research each religion in the *World Religions Graph* (p. 80), and fill in all the information.
3. Complete the *World Religions Review Scramble* (p. 81).
4. Choose a Quaker Query upon which to reflect and write.

World Religions Research Worksheet

The religion we're researching is (*circle one*):



Judaism



Buddhism



Hinduism



Christianity

Catholic / Protestant



Islam

(USE BACK IF NECESSARY)

1. Where was this religion founded and when?
2. Who was the founder or primary spiritual figure?
3. One God or many gods or no gods? Names?
4. What is this religion's sacred text(s)? And who is said to have written it?
5. Find the name of the building(s) used in this religion.
6. Approximately how many followers in the world today, and where is it practiced primarily?
7. How do the people who follow this religion worship / pray?
8. What holidays, festivals, and/or rituals are traditional to this religion?
9. What do they believe happens after death?
10. Is there an ultimate goal, reward or ultimate state of being that followers try to achieve?

World Religions Graph • Session 7A

	Buddhism	Hinduism	Islam	Judaism	Christianity	Catholic	Protestant
When and Where?							
Founder							
God and Creator							
Sacred Texts							
House of Worship							
Followers							
Methods of Worship							
Holidays, Festivals, Rituals							
Afterlife							
Ultimate Goal							

World Religions Scramble Review

Directions:

Carefully read the terms listed in the word box below.

Working with your partner(s), match five terms to each religion that we studied today.

Holy Spirit	Five Pillars	Jesus	Nirvana
Moses	Wheel of Life	Buddha	Brahman
Muslim	Mecca	Meditation	Muhammad
Easter	Allah	Hebrew	New Testament
Siddhartha	Synagogue	Karma	Abraham
Yahweh	Sruti/Smruti	Bible	Salvation

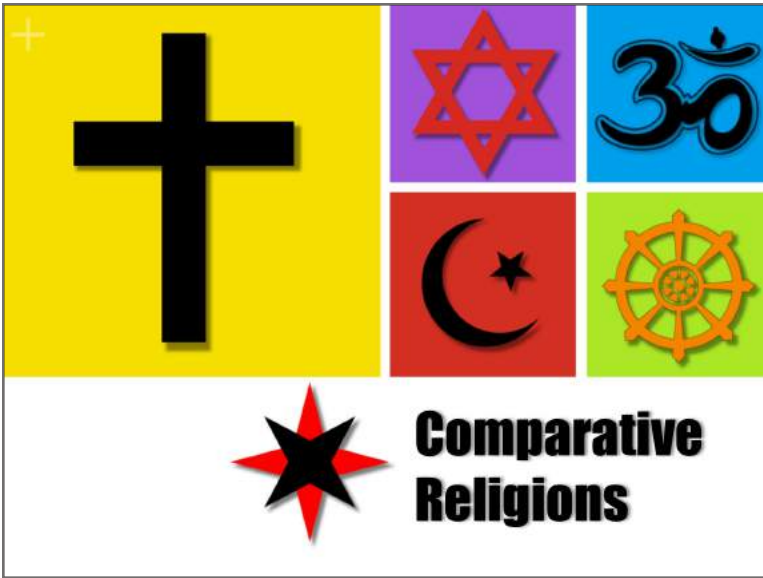
JUDAISM _____

BUDDHISM _____

HINDUISM _____

ISLAM _____

CHRISTIANITY _____



What Is Religion?

- A way of explaining life's mysteries:
 - How and why the world was created
 - Why we are here
 - What happens when we die
 - Why there is suffering in the world
- A way of explaining a supreme power, whether personal or impersonal, nameable or not.
- A way of explaining who or what created the world and all living beings.

What Is Religion?, continued...

- A way of describing a dimension beyond the physical world.
- A way of explaining how to lead a good life.
- A way of experiencing the spiritual.
- A way of worshiping the creator(s) or spiritual being(s) who are believed to have power over the world and our lives.

Source: United Religions Initiative – Kids:
<https://www.uri.org/kids/world.htm>

We will focus on five world religions:



Judaism



Buddhism



Hinduism



Christianity

Catholic
and
Protestant



**Islam
(Muslim)**



Comparative Religions

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 7A - Comparative Religions*.

What We Did - Attend Unprogrammed Friends Meeting

This month we had two scheduled followup experiences, both geared towards becoming more familiar with other faith traditions within our own community.

First, we connected with a Rabbi at a nearby synagogue. We attended a worship service, and then the Rabbi met with us for a full hour afterwards to facilitate discussion and answer questions.

Later in the month we invited a group of Muslim youth to come to First Friends. They led us in a prayer service and then we asked each other questions about our faith - a very rich experience.



Let Your Life Speak

Quaker Artists, Writers, and Musicians

Note to Teacher:

For this lesson, you will be setting up a “gallery experience” in order for Affirmation students to explore 10 Quaker artists, writers and musicians whose work and lives have been influenced by their Quaker faith and/or background.

It is suggested that three rooms or areas are set up as separate galleries: one each for artists, writers and media (musicians). This experience would also work in one big space; however, students may experience less distractions with smaller groups moving among separate rooms.

In the *Teaching the Lesson* section, you’ll find detailed information about how to set up each station, and what materials are needed.

The success of this lesson will depend on prior set up and the presence of “docents” – adult volunteers in each area who can monitor and assist students as they interact with the “exhibits,” as well as adult volunteers to take them from gallery to gallery.

Have fun!

NOTE:

This lesson may take longer than the normal class period time. Read carefully and consider extending if necessary.

Bible Verse:

Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.

~ 1 Peter 4:10

Quaker Quote:

“Before I can tell my life what I want to do with it, I must listen to my life telling me who I am.”

~ Parker Palmer

CLASS at a GLANCE:

Primary Purpose:

To acquaint students with the lives and works of Quaker Artists, Writers and Musicians, and to inspire them to reflect upon these gifts within themselves.

1. Icebreaker:

- Group discussion about music

2. Getting Started:

- *Let Your Life Speak* PowerPoint
 - Quaker Artist Ron Waddams

3. Lesson:

- Quaker Artist Galleries with accompanying *Quaker Artists Gallery Guide*

4. Review:

- Wrapup discussion with brief preface to final project
- *Quaker Queries Reflection*

MATERIALS CHECKLIST

See Lesson for details on setup

- Student Notebooks
- PowerPoint presentation file – *8-LetYourLife Speak*
- CD or iPod to play mix of music during lunch; e.g., Carrie Newcomer, Bonnie Raitt, Dave Matthews, Joan Baez, and David Byrne
- Laptops and/or music players for Media Gallery with appropriate files installed or websites up
- Assortment of books gathered to represent each author for Writers Gallery
- Art Posters (for works in public domain) copied for Artist Gallery
- Representative art pieces pulled up on laptops for copyrighted works
- All informational materials from this lesson reproduced: biographical information, quotes, excerpts, lyrics, etc.

TEACHER PREPARATION:

- Set up for PowerPoint, and install file on computer.
- Decide on the artists you will be featuring (if you decide not to use the ones suggested).
- Set up galleries and their stations as described (see *Teaching the Lesson - The Galleries*).
- Hang all informational material about each Quaker including biographical information, quotes, art, excerpts, and lyrics.
 - If desired, have posters made of representative art pieces in public domain.
- Check web addresses for music videos, or install music files on device(s) you will be using.
- Secure adult volunteers for docents.
- Make playlist or CD of Quaker musicians to play during lunch.

Teaching the Lesson

ICEBREAKER:

Time: 5 minutes

During Lunch:

- Have music playing of Quaker musicians:
 - e.g., Carrie Newcomer, Bonnie Raitt, Dave Matthews, Joan Baez, David Byrne

After Lunch:

- Ask students who their favorite musical artists are.
- Take their personal experience to broader discussion about the importance of music and other arts to humankind.
 - What do you enjoy most about the music you listen to?
 - How does music make you feel?
 - Do you think music and other forms of art are necessary for human survival?
 - Do you participate in any art forms yourself?

- What forms of art do you enjoy most? Reading, theatre, music, visual arts?
- Tell students that the musicians who they listened to during lunchtime were all Quakers.

GETTING STARTED:

Time: 7-10 minutes

5. **PowerPoint Slide 1:** Tell students that there is an old Quaker saying, “Let your life speak.”
6. Ask students for their ideas on what that might mean.
7. Remind students that we’ve studied several Quakers who have “let their lives speak” by helping people through their work in the world.
 - Ask for examples, and how these Quakers “let their lives speak.”
8. Discuss how we can express ourselves and our beliefs through the arts as well as through service.

9. **Click slide 1** to reveal subtitle of slide: “Quakers letting their lives speak through music, literature and art.”
10. **Slide 2:** Put up slide of Ron Waddams’ painting, *Jordan’s Quaker Meeting*, and ask the following questions:
 - What do you think is happening in this painting?
 - Does it remind you of anything you’ve seen or experienced before?
 - What do you think the artist was trying to convey?
 - Would you describe this as a spiritual painting? Why?
 - What do you like about this painting?
 - Is there anything that is challenging to you about this painting?
11. Click reveal that this is a painting by a Quaker artist named Ron Waddams.
 - Born in 1920 and a “convinced” Quaker.
 - Many of his works are reflections on Quaker faith and the practice of caring and living without conflict.
12. **Slide 3:** *Presence in the Midst*. Ask students if they notice similarities between this painting from 1916 and *Jordan’s Quaker Meeting*.
 - What are the similarities and differences?
 - How do different artists speak similar truths to their generations?
13. **Slide 4:** This painting, called *Silent Vigil*, by the same artist (Ron Waddams) does not directly reference his Quaker faith, but what do you see that suggests a Quaker influence?
Facilitate brief discussion.
14. Tell students that they will be hearing, viewing and interacting with art by Quaker and Quaker-influenced musicians, writers and artists.

NOTE: The lesson that follows depicts what we did at First Friends. You may want to choose different Quaker artists to feature using the same model.

For visual artists, you will need to have laptops set up with representative works, due to copyright restrictions on reproduction and usage.

All other lesson materials are provided after lesson.

LESSON:

Let Your Life Speak: Quaker Artists, Writers, and Musicians

Time: 1 hour

- Have students remove ***Quaker Artists Gallery Guides***, from their notebooks.

NOTE: There are three: **Visual Artists** (p. 93), **Writers** (p. 95) and **Musicians** (p. 97).

- Divide students into three groups.
- Have adult volunteers accompany groups to each of the three “galleries.”
- Establish an order so that each group is in each gallery for approximately 20 minutes. Make sure that adult volunteers know where to start and the order.
- Tell students that they will interact with each station in each gallery, and fill out their *Gallery Guides* as they go.
- Monitor all groups for time as the class progresses.

NOTE: Students should experience as much as they can in the time allotted; there may not be time for them to complete each gallery.

The Galleries:

Gallery One: Quaker Artists

- **Set up three stations**, one for each artist.
- Hang informational materials for each artist: artist name and photo, biography, quotes, and art pieces.
- Representative art pieces for Eichenberg and Turrell will need to be viewed on laptops or via projector. The artwork of Edward Hicks is in the public domain.

Suggested Artists:

15. Edward Hicks

16. Suggested works to feature in exhibit: various versions of *The Peaceable Kingdom* including *The Peaceable Kingdom with Quakers Bearing Banners*, *Penn's Treaty with the Indians*, *Noah's Ark*

17. Fritz Eichenberg

- Suggested works to feature in exhibit: *The Peaceable Kingdom*, *Christ of the Breadline*, *The Lord's Supper*, *The Book of Jonah*, *Ape in a Cape*

18. James Turrell

- Suggested works to feature in exhibit: various photographs of Chestnut Hills and Live Oaks meeting houses, photographs of his art pieces which feature light

Gallery Two: Quaker Writers

- **Set up four stations** with desk and wall space.
- Gather books by each author and place at each station.
- Hang informational materials for each writer: writer's name and photo, biography, quotes.

Suggested writers:

19. Phil Gulley

- Suggested works to feature in exhibit: *Living the Quaker Way* and assortment of others from *Harmony Series*, *Grace Series*, *Porch Talk Series*

20. Haven Kimmel

- Suggested works to feature in exhibit: *A Girl*

Named Zippy, She Got Up Off the Couch and a few novels

21. Parker Palmer

- Suggested works to feature in exhibit: *Let Your Life Speak* and assortment of others

22. James Michener

- Suggested works to feature in exhibit: *Chesapeake* and assortment of others

Gallery Three: Multimedia Gallery

- **Set up stations** with laptops or players with music ready to listen to or view.
 - *If preferred*, each small group could experience the music together on one device.
- Hang information materials for each musician: name, biography, lyrics to song.

Suggested musicians:

1. Carrie Newcomer

View video of *Gathering of Spirits*.

www.youtube.com/watch?v=M1WrNisRhDU

2. Dave Matthews

View video of *Everyday*.

<http://www.karmatube.org/videos.php?id=2721>

3. Joan Baez

View video of *We Shall Overcome*.

www.youtube.com/watch?v=lnFwR8G6u2g

Optional:

4. View video of *Quakers in the Movies*.

www.youtube.com/watch?v=s7MYhlqeE6Q&spfreload=10

REVIEW:

5-7 minutes

1. Facilitate discussion to wrap up gallery experience.
 - What were students' favorite stations?
 - Was there anything in particular that resonated with you?
2. Remind students that at the end of this course of study, they will be creating a final project in

any format that they choose.

- The purpose of the project will be to express the whole or part of their experience in the Quaker Affirmation class.
3. Facilitate brief discussion about what they might like to do for this project. Answer any questions they may have as they begin to think about their final projects.
 4. Mention to students that, due to time, we were only able to feature a few “famous Quakers” today; refer them to the list in their Notebooks.

CLOSING REFLECTION -

QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries*, page 152 in their notebooks, and choose a reflection query upon which to write.

- Which of the artists that I experienced today resonated with me most? What spoke to me about this artist?
- If I were going to create a piece of art, music, video, theatre, dance, or writing to express myself, what would it be, and what would I want to express.

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

23. Look at the two pieces of art by Ron Waddams in the PowerPoint notes. In the note-taking section, describe how each piece may have been influenced by the artist’s Quaker faith.
24. Using the internet or other resources, re-search two each: Quaker artist, musician and writer from the following list, and fill out the *Quaker Artists Gallery Guide*:
Artists: Edward Hicks, Fritz Eichenberg, James Turrell
Writers: Phil Gulley, Haven Kimmel, James Michener, Parker Palmer
Musicians: Carrie Newcomer, Joan Baez, Bonnie Raitt, Dave Matthews
25. Choose a Quaker Query upon which to reflect and write.

“Let Your Life Speak”

~ an old Quaker saying



*Quakers
letting their lives speak
through
music, literature, and art*

Jordan's Quaker Meeting 2 by Ron Waddams 1981



2

Reproduction with permission from Larren Art Trust

Presence in the Midst by J Doyle Penrose



3

Reproduction with permission from Friends United Meeting



List of Quaker Artists, Writers, Musicians, and Actors

Source: Wikipedia

Horace Alexander, (1889–1989), English writer on India and friend of Gandhi.
 Charlotte Anley, (1796–1893), English novelist and writer
 Edmund Bacon, (1910–2005), US architect
 John Balaban, (b. 1943), American poet and translator
 Joan Baez, (b. 1941), US folk singer and peace campaigner
 Bernard Barton, (1784–1849), English poet
 Sandra Boynton, (b. 1953), American writer, cartoonist and composer
 Anne Finch Conway, (1631–1679), English philosopher
 Stephen Crisp, (1628–1692), English writer and registered Quaker minister
 Judi Dench, (b. 1934), English actress
 Emily Deschanel, (b. 1976), American actress, television producer of Quaker background
 Zooey Deschanel, (b. 1980), American actress, singer/songwriter/musician of Quaker background
 Margaret Drabble, (b. 1939), novelist
 Paul Eddington (1927–1995), actor
 Fritz Eichenberg, (1901–1990), illustrator
 Thomas Ellwood, (1639–1713), English religious writer
 Christopher Fry, (1907–2005), English playwright.
 Philip Gross, (b. 1952), English poet, novelist and playwright
 Edward Grubb, (1854–1939), English religious writer
 Philip Gulley, (b. 1961), writer and Quaker pastor
 Sheila Hancock, (b. 1933), English comedian/actress
 Jan de Hartog, (1914–2002), Dutch-born US playwright, novelist, and social critic
 Edward Hicks, (1780–1849), US painter and recorded Quaker minister
 Declan Hill, (living), Canadian journalist
 Gerard Hoffnung, (1925–1959), English cartoonist, musician and humorist
 Francis Howgill, English preacher and writer
 Mary Howitt, (1799–1888), English poet, children's writer and translator
 William Howitt, (1792–1879), English writer and poet
 Rufus Jones, (1863–1948), American Quaker theologian
 Thomas R. Kelly, (1893–1941), missionary, educator, and spiritual writer
 Haven Kimmel, (b. 1965), American memoirist, novelist and children's writer
 Ben Kingsley, (b. 1943), actor
 Anne Knight, (1792–1860), children's writer
 Dave Matthews, (b. 1967), musician
 Milton Mayer, (1908–1986), US journalist and writer
 Thomas Merton, (1915–1968). His mother was an American Quaker, but he was baptized and primarily raised as an Anglican
 James Michener, (1907–1997), US author

List of Quaker Artists, Page 2 • Session 8A

Ethan Mordden, (b. 1949), American writer
Rich Mullins, (1955–1997), American Christian singer and songwriter
Lindley Murray, (1745–1826), author of Murray's English Reader
Edward R. Murrow, (1908–1965), journalist
Edmund Hort New, (1871–1931), English artist and illustrator
Carrie Newcomer, (living), American singer-songwriter
Sally Nicholls, (b. 1983), English children's author
Nitobe Inazō, (1862–1933), Japanese diplomat, educator, author
Amelia Opie, (1769–1853), English novelist
Parker Palmer, (b. 1939), US writer, educator, and campaigner
David Parlett, (b. 1939), English writer and games inventor
Oliver Postgate, (1925–2008), English animator, creator of Bagpuss
William Pumphrey, (1817–1905), pioneer English photographer
Bonnie Raitt, (b. 1949), US singer and musician
Edith Reeves, American silent film actress
Tom Robinson, (b. 1950), English rock musician and disc-jockey
Clive Sansom, (1910–1981), English, then Tasmanian poet, playwright and educator
Andrea Seabrook, (born c. 1974), US journalist and broadcaster
Ian Serraillier, (1912–1994), English novelist, poet and children's writer
Jeanmarie Simpson, (b. 1959), US theatre artist and peace activist
Joan Slonczewski, (b. 1956), US biologist and science fiction writer
Joseph Southall, (1861–1944), painter and pacifist
Donald Swann, (1923–1994), Welsh-born composer, musician and entertainer
Heather Tanner, (1903–1993), English writer and peace campaigner.[247]
Robin Tanner, (1904–1988), English artist, etcher and printmaker
Henry S. Taylor, winner of the Pulitzer Prize for poetry in 1986
Valerie Taylor, (1913–1997), novelist
Peterson Toscano, (b. 1965), US actor, playwright and gay activist
Connor Trinneer, (b. 1969), actor
Henry Scott Tuke, (1858–1929), English visual artist
James Turrell, (b. 1943), US artist
Elfrida Vipont (1902–1992), English novelist, school principal and Quaker activist.
Priscilla Wakefield, (1751–1832), English educational writer and philanthropist
Mary Vaux Walcott, (1860–1940), US botanical artist
Benjamin West, (1738–1820), US painter
Jessamyn West, (1902–1984), US novelist
George Whitehead, (1636–1723), English Quaker lobbyist, preacher and writer
Walt Whitman, (1819–1892), eminent American poet, born to Hicksite Quaker parents.
John Greenleaf Whittier, (1807–1892), US poet
Waldo Williams, (1904–1971), Welsh-language poet and pacifist
Anna Wing, (1914-2013), English actress

Quaker Artists Gallery Guide: Visual Artists

1. Artist's Name _____

Read the artist's biography page. What is the most interesting fact about this artist to you?

Read the quote by this artist. Is there anything in it that sounds Quakerly to you? What?

Now look at the examples of this artist's work.

Look at each picture. Which are you most drawn to? _____

What is it that draws you to this particular piece? _____

What do you see in this artist's work that may reflect his/her Quaker background? _____

If you could, what question would you ask this artist? _____

2. Artist's Name _____

Read the artist's biography page. What is the most interesting fact about this artist to you?

Read the quote by this artist. Is there anything in it that sounds Quakerly to you? What?

Now look at the examples of this artist's work.

Look at each picture. Which are you most drawn to? _____

What is it that draws you to this particular piece? _____

What do you see in this artist's work that may reflect his/her Quaker background? _____

If you could, what question would you ask this artist? _____

3. Artist's Name _____

Read the artist's biography page. What is the most interesting fact about this artist to you?

Read the quote by this artist. Is there anything in it that sounds Quakerly to you? What?

Now look at the examples of this artist's work.

Look at each picture. Which are you most drawn to? _____

What is it that draws you to this particular piece? _____

What do you see in this artist's work that may reflect his/her Quaker background?

If you could, what question would you ask this artist? _____

Quaker Artists Gallery Guide: Writers

1. **Writer's Name** _____

Read the writer's biography page. What is the most interesting fact about this writer to you?

Read the Selected Quotes Page for this writer. Which quote do you like best and why?

Take a closer look at the author's books before you. Check out the description on the back or inside flap. Look at the Table of Contents. If you were going to choose one to read, which would it be, and why?

If you could, what question would you ask this writer?

2. **Writer's Name** _____

Read the writer's biography page. What is the most interesting fact about this writer to you?

Read the Selected Quotes Page for this writer. Which quote do you like best and why?

Take a closer look at the author's books before you. Check out the description on the back or inside flap. Look at the Table of Contents. If you were going to choose one to read, which would it be, and why?

If you could, what question would you ask this writer?

3. Writer's Name _____

Read the writer's biography page. What is the most interesting fact about this writer to you?

Read the Selected Quotes Page for this writer. Which quote do you like best and why?

Take a closer look at the author's books before you. Check out the description on the back or inside flap. Look at the Table of Contents. If you were going to choose one to read, which would it be, and why?

If you could, what question would you ask this writer?

4. Writer's Name _____

Read the writer's biography page. What is the most interesting fact about this writer to you?

Read the Selected Quotes Page for this writer. Which quote do you like best and why?

Take a closer look at the author's books before you. Check out the description on the back or inside flap. Look at the Table of Contents. If you were going to choose one to read, which would it be, and why?

If you could, what question would you ask this writer?

Quaker Artists Gallery Guide: Musicians

1. Musician's Name _____

Read the musician's biography page. What is the most interesting biographical fact to you?

Read the quote by the musician. Is there anything in it that sounds Quakerly to you? What?

Now watch the music video and look at the lyrics.

When you're finished, read the lyrics again. What would you say is the overall message of the song?

What do you hear in this artist's work that may reflect his/her Quaker background? _____

If you could, what question would you ask this artist? _____

2. Musician's Name _____

Read the musician's biography page. What is the most interesting biographical fact to you?

Read the quote by the musician. Is there anything in it that sounds Quakerly to you? What?

Now watch the music video and look at the lyrics.

When you're finished, read the lyrics again. What would you say is the overall message of the song?

What do you hear in this artist's work that may reflect his/her Quaker background? _____

If you could, what question would you ask this artist? _____

3. Musician's Name _____

Read the musician's biography page. What is the most interesting biographical fact to you?

Read the quote by the musician. Is there anything in it that sounds Quakerly to you? What?

Now watch the music video and look at the lyrics.

When you're finished, read the lyrics again. What would you say is the overall message of the song?

What do you hear in this artist's work that may reflect his/her Quaker background? _____

If you could, what question would you ask this artist? _____



1780 - 1849

Edward Hicks

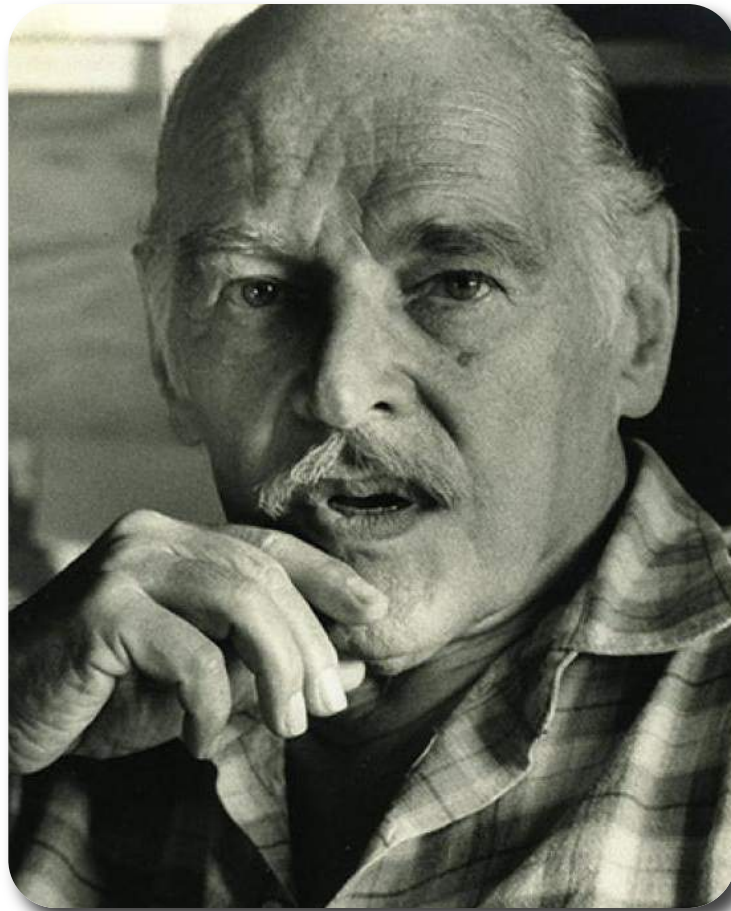
Image used with permission from Michener Art Museum

Edward Hicks

- Artist who, in his lifetime, was more famous as a Quaker minister than a painter.
- Born in 1780 in Pennsylvania.
- Started attending Quaker meetings when he was dissatisfied with his life as a young man.
- A carriage and sign painter by profession.
- Was cousins with Elias Hicks (as in Hicksites).
- Painted more than 60 versions of “The Peaceable Kingdom”, his best known work.
- Hicks’ work was influenced by the Quaker belief of the Inner Light.
- Recognized as one of America’s great primitive painters.

“The highest art a man can practice in his community is the art of peacable living.”

- Edward Hicks



1901 - 1990

**Fritz
Eichenberg**

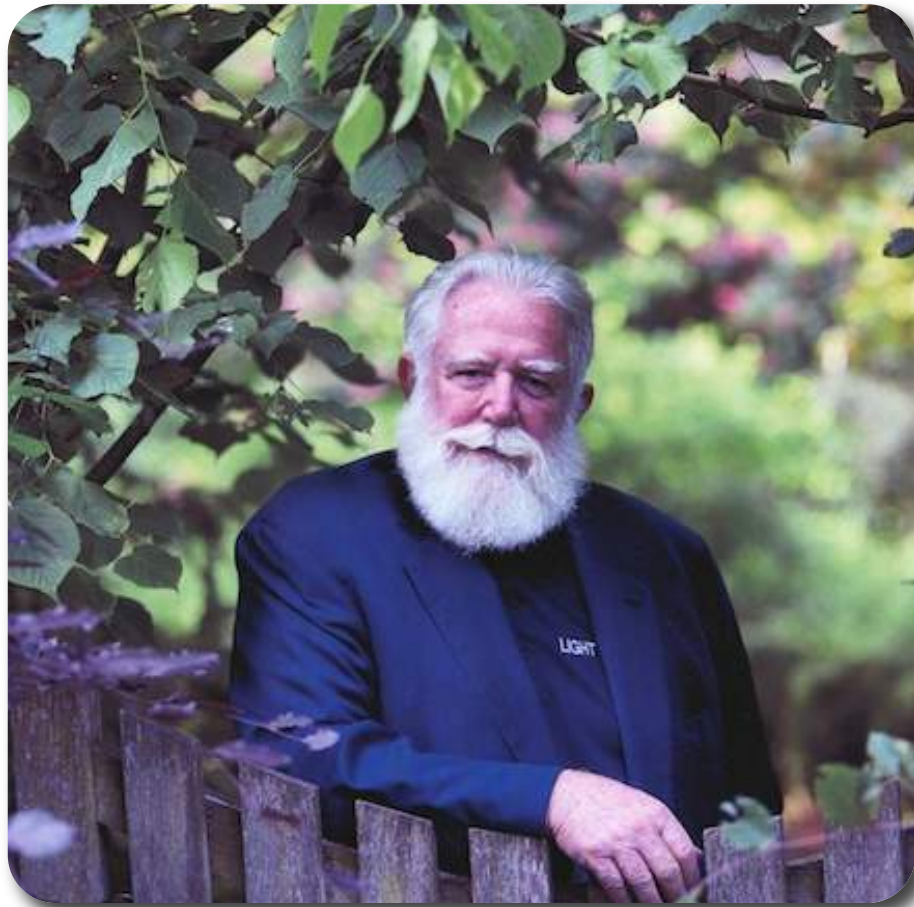
Photo by and used with permission from Beverly Hall

Fritz Eichenberg

- Artist who worked primarily in wood engraving.
- Born in 1901 in Germany.
- His best-known works were concerned with religion, social justice and nonviolence.
- As a young person, he desired to become “an artist with a message.”
- He also made a living from doing illustrations for children’s books and classic novels.
- Attracted to Taoism and Zen Buddhism as a child, he joined the Religious Society of Friends in 1940.

“I tried to combine the mission of an artist with the mission of a man who believes in mankind and believes that there is that of God in every man.”

- Fritz Eichenberg



b. 1943
James
Turrell

*Photo: Pete Huggins
Used with permission of James Turrell Studio*

James Turrell

- American artist concerned primarily with light and space
- Born in 1943 in California
- Got his pilot's license when he was 16
- Studied psychology and math in college, then pursued art in graduate school
- Was arrested in 1966 for coaching young men to avoid the Vietnam draft and spent a year in jail
- In “real life” you would walk into Turrell's art pieces and experience them, rather than look at them
- His pieces often change as you're in them

“Thoughts go everywhere when you start to meditate. The first five or ten minutes of meditation always has these rather fertile thoughts. It’s an exciting time, just like when you awaken.”

- James Turrell

“We create the reality in
which we live.”

- James Turrell



b. 1961
Phil
Gulley

Photo used with permission from Phil Gulley

Phil Gulley

- Quaker pastor, writer and speaker.
- Born in 1961 in Danville, Indiana.
- Has published 20 books, both fictional and theological.
- Many characters in his fictional essays are taken from his boyhood in Danville, Indiana.
- Attended Marian College and Christian Theological Seminary, both in Indianapolis.
- His theology books are considered controversial because of the author's support of the idea of "universal salvation."
- He has been challenged by his evangelical members within his Yearly Meeting because of his liberal views and beliefs about Jesus.

Books by Philip Gulley

Grace Series

If Grace Is True (with James Mulholland) - 2003

If God Is Love (with James Mulholland) - 2004

If the Church Were Christian - 2010

The Evolution of Faith - 2011

Living the Quaker Way - 2013

Porch Talk Series

Front Porch Tales - 1997

Hometown Tales - 1998

For Everything a Season - 1999

Porch Talk - 2007

I Love You, Miss Huddleston - 2009

Harmony Series

Home to Harmony - 2000

Just Shy of Harmony - 2001

Christmas in Harmony - 2002

Signs & Wonders - 2003

Life Goes On - 2004

A Change of Heart - 2005

A Christmas Scrapbook - 2005

Almost Friends - 2006

Hope Series

A Place Called Hope - 2014

From If the Church Were Christian, 2010

Selected Quote from:

If the Church Were Christian...

“It is apparent, after several millennia of experimentation, that the Ten Commandments we Christians all know and love and want to hang in courtrooms haven't lived up to their billing. We're still coveting, fornicating, and stealing, and seeming to enjoy it more than ever. So I've suggested ten new standards around which we can orient our lives. They are as follows:

- If the church were Christian, Jesus would be a model for living, not an object of worship.
- If the church were Christian, affirming our potential would be more important than condemning our brokenness.
- If the church were Christian, reconciliation would be valued over judgment.
- If the church were Christian, gracious behavior would be more important than right belief.
- If the church were Christian, inviting questions would be more important than supplying answers.
- If the church were Christian, encouraging personal exploration would be more important than communal uniformity.
- If the church were Christian, meeting needs would be more important than maintaining institutions.
- If the church were Christian, peace would be more important than power.
- If the church were Christian, it would care more about love and less about sex.
- If the church were Christian, this life would be more important than the afterlife.”

From Living the Quaker Way, 2013

Is Quakerism a way of life or a religion?"

"While attending a summer gathering of Friends at a college, I found myself unable to sleep in the warm dormitory room I'd been assigned, so I went downstairs to the air-conditioned lobby where I found a small group of Friends also escaping the heat.

We began talking about the day's events and soon fell into a spirited conversation that led to a good-natured disagreement.

In the middle of our debate a woman entered the lobby. One of the Friends said, "We'll let Mary settle it!"

"Settle what?" Mary asked.

"Is Quakerism a way of life or a religion?" the Friend asked. "I say it is a religion, but these Friends say it is a way of life."

"It is both," Mary said. "It is a way of life rooted in our experience of God."

I agreed with Mary, thinking to myself, one couldn't be a Quaker without also believing in God. A few months later, I met several Friends who identified themselves as atheists. Initially, I thought they were rejecting an image of God they had been taught as children. Many of us do that, eventually arriving at an understanding of God that resonates with our spiritual experiences. But when I engaged these atheists in conversation, I learned their atheism went far beyond their disquiet with a specific childhood image of the Divine. They could not affirm the existence of a Divine Presence they had never personally experienced. They struck me as highly moral people working diligently to better the world. But their sense of integrity would not permit them to claim a relationship to a Divine Presence they had not encountered.

While my practice of Quakerism is rooted in my experience of God, that is not the case for all Quakers. For some Friends—indeed for most Friends—Quakerism is first a religion, an understanding and experience of God that leads to a certain way of life. But for others it is a way of life rich in its own right, needing no origin in or confirmation from a divine entity. To the question, "Is Quakerism a way of life or a religion?" I would answer, "It depends upon the Quaker." This dual reality explains the wide diversity among Friends today. For some, Quakerism is a religion, a way of comprehending and relating to God, usually through the life and witness of Jesus. But that is not all it is. For the atheist Friend, Quakerism is a way of living in the world so that the world is made more just, loving, and peaceable by his or her presence."



b. 1965

**Haven
Kimmel**

Photo used with permission from Haven Kimmel

Haven Kimmel

- Author known primarily because of her humorous and touching memoirs about growing up Quaker in small town Indiana.
- Born in 1965 in New Castle, Indiana, and was raised in Mooreland, Indiana.
- Raised a Quaker and is the youngest of three children.
- Received her undergraduate degree in English and Creative Writing from Ball State University, and her graduate degree from Carolina State University.
- Attended seminary at Earlham School of Religion in Richmond, Indiana.
- Lives in North Carolina.

Books by Haven Kimmel

Memoirs

*A Girl Named Zippy:
Growing Up Small in Mooreland, Indiana - 2001*

*She Got Up Off the Couch,
and Other Heroic Acts from Mooreland, Indiana - 2005*

Fiction

The Solace of Leaving Early - 2002

Orville: A Dog Story - 2003

Something Rising (Light and Swift) - 2004

The Used World - 2007

Kaline Klattermaster's Tree House (Children's) - 2008

Iodine - 2008

Selected Quotes from Haven Kimmel's Memoirs: *A Girl Named Zippy and She Got Up Off the Couch*

“The distance between Mooreland in 1965 and a city like San Francisco in 1965 is roughly equivalent to the distance starlight must travel before we look up casually from a cornfield and see it.”

“...she waited until she and my grandfather Anthel were just home from their honeymoon, and then sat him down and told him this: "Honey, I know you like to take a drink, and that's all right, but be forewarned that I ain't your maid and I ain't your punching bag, and if you ever raise your hand to me you'd best kill me. Because otherwise I'll wait until you're asleep; sew you into the bed; and beat you to death with a frying pan." Until he died, I am told, my grandfather was a gentle man.”

“They did a lot of cleaning in their house, which I considered to be a sign of immoral parenting. The job of parents, as I saw it, was to watch television and step into a child's life only when absolutely necessary, like in the event of a tornado or a potential kidnapping.”

“My mother was good at reading books, making cinnamon biscuits, and coloring in a coloring book. Also she was a good eater of popcorn and knitter of sweaters with my initials right in them. She could sit really still. She knew how to believe in God and sing really loudly. When she sneezed our whole house rocked. My father was a great smoker and driver of vehicles..He could hold a full coffee cup while driving and never spill a drop, even going over bumps. He lost his temper faster than anyone.”

“It was an Indian summer afternoon in Indiana, a rare gift. We walked home slowly. I thought Mom might be wrong about me having all I needed, but just at that moment, I had no need to complain.”

“I slept in my clothes all summer, so I could just hop up in the morning and go. I was working on simplifying my life, which I had discovered could be done very easily if I ceased to do the following: wash my face, brush my hair, brush my teeth, wear shoes.”

From A Girl Named Zippy: Growing Up Small in Mooreland, Indiana, 2001

Lion

My dad asked me what I wanted to be when I grew up and I said I'd have to think about it. I questioned some friends, and discovered that these were the options available to me: ice skater, cowboy, teacher of little kids, large animal veterinarian. I didn't really, in my deepest heart, want to be any of those. I began to fear that I might live my whole life without gainful employment, as most of the rest of my family had.

Dad told me to think about what I enjoyed doing most, and how I wanted people to see me when I was grown, and I set my mind to that. I was deeply, tragically in love with Telly Savalas at the time, and carried his picture around in an old wallet my grandma, Mom Mary, had given me. My love for him made me dissatisfied with my own life.

I was in a state all during that career time, and then one night, just before I fell asleep, I realized what I wanted to be. The next morning I jumped down the stairs, skipping every other one, so that my mom called me Herd of Elephants. I went outside, where my dad was puttering in his tool shed, and told him I wanted to belong to the Mafia. He asked what did I mean when I said that, and I said like in the movies, and he nodded.

A few days later he came home with a framed certificate printed on very genuine yellow paper that said I was an official, lifetime member of the Mafia. Some of it was in Italian and some of it was just in an Italian accent. A man named Leonardo "The Lion" Gravitano Salvatore had signed it with a tall, threatening signature.

After that my life changed, and I mean for the better. Hardly anyone ever bothered me, except for my sister, who must have belonged to whatever is bigger and meaner than the Mafia. Maybe the Jehovah's Witnesses. She dared even to lock me out of the house one night when my parents were away, when there was a bat on the front porch that was clearly diseased and looking for hair. My brother came from out of nowhere and unlocked the door, and just in time, too. Back in the house I gave my sister a whole host of menacing, Italian faces, which she pretended to ignore.

Dad asked me did I want to learn to dance and I said yes. He put the "Theme from a Summer Place" on the record player and then had me stand on top of his feet while he led me in a box step. Mom said we were quite a couple of dancers. It was so nice whirling around the living room to that summery music that for a moment I forgot about Telly Savalas and my own life of crime and was just carried away. Then the song ended and my dad stepped back and gave me a little bow and asked who loves ya, baby, and I laughed out loud and said *you do*.



1907 - 1997

**James
Michener**

Photo courtesy of US National Archives #6475835

James Michener

- Author of more than 40 books; most are lengthy historical novels about families that span the lives of many generations in a specific place.
- Abandoned as a baby in Doylestown, Pennsylvania, adopted, and raised a Quaker.
- Was also a high school teacher, college professor, and served in the Navy during WWII.
- Strongly influenced by his Quaker heritage; he worked hard, lived simply, and was generous with his earnings.
- In addition to writing novels, short stories and non-fiction, Michener was very involved with movies, TV series and radio.
- Donated more than \$100 million to educational and writing institutions.

Novels by James Michener

Tales of the South Pacific - 1947

The Fires of Spring - 1949

Return to Paradise - 1950

The Bridges at Toko-ri - 1953

Sayonara - 1954

Hawaii - 1959

Caravans - 1963

The Source - 1965

The Drifters - 1971

Centennial - 1974

Chesapeake - 1978

The Watermen - 1978

The Covenant - 1980

Space - 1982

Poland - 1983

Texas - 1985

Legacy - 1987

Alaska - 1988

Caribbean - 1989

Journey - 1989

The Novel - 1991

South Pacific - 1992

Mexico - 1992

Recessional - 1994

Miracle in Seville - 1995

Matecumbe - 2007

Selected Quotes by James Michener

“I think young people ought to seek that experience that is going to knock them off center.”

“Character consists of what you do on the third and fourth tries.”

“The master in the art of living makes little distinction between his work and his play, his labor and his leisure, his mind and his body, his information and his recreation, his love and his religion. He hardly knows which is which. He simply pursues his vision of excellence at whatever he does, leaving others to decide whether he is working or playing. To him he's always doing both. ”

“A nation becomes what its young people read in their youth. Its ideals are fashioned then, its goals strongly determined.”

“We seek God so earnestly, Eliav reflected, not to find Him but to discover ourselves.”

— *The Source*

“It was his opinion that a man had to wait until he was dead to know the meaning of God, unless he happened to have known the sea in his youth.”

— *Hawaii*

“[Very rich people] with brains make a great effort to hold on to every penny they have while preaching to the general population that freedom and dignity and patriotism are possible only under their protection; in this way they elicit the support of the very people they hold in subjection.”

— *Poland*

“There are no insoluble problems. Only time-consuming ones.”

“It takes courage to know when you ought to be afraid.”

“An age is called Dark, not because the light fails to shine, but because people refuse to see it.”

From *The Source*, 1965

The Roman and Rabbi Gimzo

"A Roman came to Rabbi Gimzo the Water Carrier, and asked, "What is this study of the law that you Jews engage in?" and Gimzo replied, "I shall explain. There were two men on a roof, and they climbed down the chimney. One's face became sooty. The other's not. Which one washed his face?" The Roman said, "That's easy, the sooty one, of course." Gimzo said, "No. The man without the soot looked at his friend, saw that the man's face was dirty, assumed that his was too, and washed it."

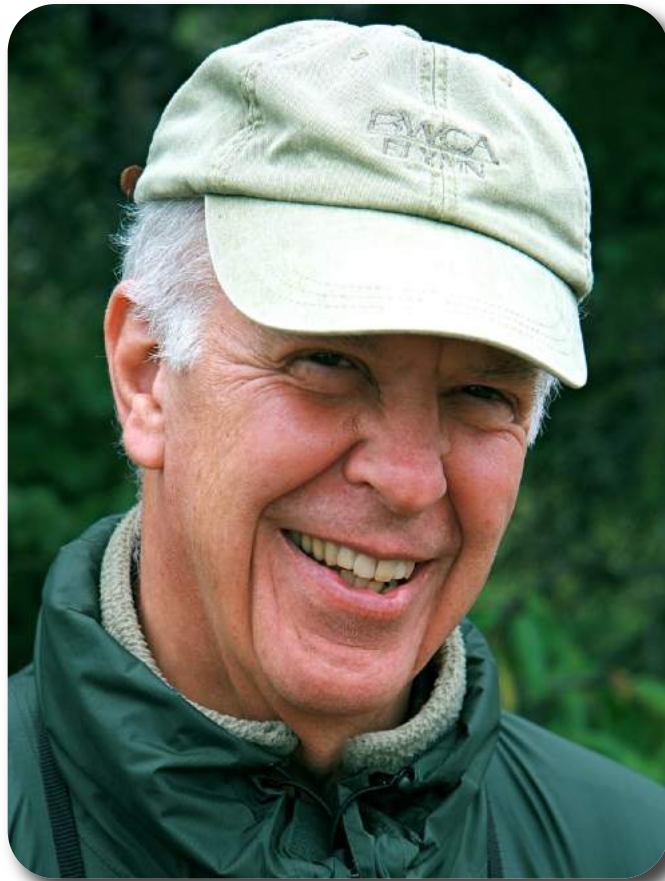
Cried the Roman, "Ah ha! So that's the study of law. Sound reasoning." But Gimzo said, "You foolish man, you don't understand. Let me explain again. Two men on a roof. They climb down a chimney. One's face is sooty, the other's not. Which one washes?" The Roman said, "As you just explained, the man without the soot." Gimzo cried, "No, you foolish one! There was a mirror on the wall and the man with the dirty face saw how sooty it was and washed it."

The Roman said, "Ah ha! So that's the study of law! Conforming to the logical." But Rabbi Gimzo said, "No, you foolish one. Two men climbed down the chimney. One's face became sooty? The other's not? That's impossible. You're wasting my time with such a proposition."

And the Roman said, "So that's the law! Common sense." And Gimzo said, "You foolish man! Of course it was possible. When the first man climbed down the chimney he brushed the soot away. So the man who followed found none to mar him."

And the Roman cried, "That's brilliant, Rabbi Gimzo. Law is getting at the basic facts." And for the last time Gimzo said, "No, you foolish man. Who could brush all the soot from a chimney? Who could ever understand all the facts?"

Humbly the Roman asked, "Then what is the law?" And Gimzo said quietly, "*It's doing the best we can to ascertain God's intention*, for there were indeed two men on a roof, and they did climb down the same chimney. The first man emerged completely clean while it was the second who was covered with soot, and neither man washed his face, because you forgot to ask me whether there was any water in the basin. There was none."



b. 1939

**Parker
Palmer**

Photo by and courtesy of Sharon L Palmer

Parker Palmer

- Author, educator, activist who focuses on issues in education, community, leadership, spirituality and social change.
- Born in Chicago in 1939.
- Has published nine books, and over a hundred essays.
- After getting a degree in Philosophy & Sociology, he attended seminary but quit after one year; he then got a Masters and Doctorate in Sociology.
- He experienced a spiritual awakening when he became Dean of Studies at Quaker community Pendle Hill, where he remained for 11 years.
- Founder and Senior Partner of the *Center for Courage & Renewal*.

Books by Parker J Palmer

*To Know As We Are Known:
Education as a Spiritual Journey*
1980

*The Promise of Paradox:
A Celebration of Contradictions in the Christian Life*
1980

*The Company of Strangers:
Christians & the Renewal of America's Public Life*
1983

*The Courage to Teach:
Exploring the Inner Landscape of a Teacher's Life*
1997

*The Active Life:
A Spirituality of Work, Creativity, and Caring*
1999

*Let Your Life Speak:
Listening for the Voice of Vocation*
2000

*A Hidden Wholeness:
The Journey Toward an Undivided Life*
2004

*The Heart of Higher Education:
A Call to Renewal*
2010

*Healing the Heart of Democracy:
The Courage to Create a Politics Worthy of the Human Spirit*
2011

Selected Quotes by Parker Palmer:

“Before I can tell my life what I want to do with it, I must listen to my life telling me who I am.”

— *Let Your Life Speak: Listening for the Voice of Vocation*

“Each time a door closes, the rest of the world opens up.”

— *Let Your Life Speak: Listening for the Voice of Vocation*

“I want my inner truth to be the plumb line for the choices I make about my life—about the work that I do and how I do it, about the relationships I enter into and how I conduct them.”

— *A Hidden Wholeness: The Journey Toward an Undivided Life*

“Violence is what happens when we don't know what else to do with our suffering.”

— *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*

“Way has never opened in front of me...but a lot of way has closed behind me, and that has had the same guiding effect.”

— *Let Your Life Speak: Listening for the Voice of Vocation*

“Afraid that our inner light will be extinguished or our inner darkness exposed, we hide our true identities from each other. In the process, we become separated from our own souls. We end up living divided lives, so far removed from the truth we hold within that we cannot know the “integrity that comes from being what you are.”

— *A Hidden Wholeness: The Journey Toward an Undivided Life*

“A politician who brings personal integrity into leadership helps us reclaim the popular trust that distinguishes true democracy from its cheap imitations.”

— *A Hidden Wholeness: The Journey Toward an Undivided Life*

“From first days in school, we are taught to listen to everything and everyone but ourselves, to take in all our clues about living from the people and powers around us.”

— *Let Your Life Speak: Listening for the Voice of Vocation*

“Our real freedom comes from being aware that we do not have to save the world, merely make a difference in the place where we live.”

From A Hidden Wholeness: The Journey Toward an Undivided Life,

True Community

Five years after leaving Berkeley, I found myself sitting in circles again. This time it was at Pendle Hill, a Quaker living-Learning community near Philadelphia, where I spent eleven years starting in the mid-1970s. But these circles, I soon discovered, were of a different sort. They were not heady, aggressive, self-congratulatory, or manipulative. They were gentle, respectful, and reverent in the way they honored self and world, and slowly they changed my life.

In these quiet Quaker circles, people were doing neither the amateur psychotherapy nor the faux politics that I had experienced in Berkeley. Instead, they were doing therapy and politics rightly understood: reaching in toward their own wholeness, reaching out toward the world's needs, and trying to live their lives at the intersection of the two.

In these quiet Quaker circles, I saw people challenged, but I never saw anyone harmed. I witnessed more personal transformations than I had seen before, and I watched more people embrace their social responsibilities as well. That was when I started to understand why Quakers, who have always been few in number, have often been overrepresented in the great social issues of their time.

The circles of trust I experienced at Pendle Hill are a rare form of community—one that supports rather than supplants the individual quest for integrity—that is rooted in two basic beliefs. First, we all have an inner teacher whose guidance is more reliable than anything we can get from a doctrine, ideology, collective belief system, institution, or leader. Second, we all need other people to invite, amplify, and help us discern the inner teacher's voice for at least three reasons:

- The journey toward inner truth is too taxing to be made solo: lacking support, the solitary traveler soon becomes weary or fearful and is likely to quit the road.
- The path is too deeply hidden to be traveled without company: finding our way involves clues that are subtle and sometimes misleading, requiring the kind of discernment that can happen only in dialogue.
- The destination is too daunting to be achieved alone: we need community to find the courage to venture into the alien lands to which the inner teacher may call us.



b. 1941

**Joan
Baez**

Photo courtesy of National Archives #542017

Joan Baez

- Folk singer, songwriter, musician, activist whose music often includes songs of protest or social justice.
- Born in Staten Island, New York, in 1941.
- Her family converted to Quakerism when she was a little girl.
- Has released over 30 albums.
- Was one of the most prominent folk singer / activists of the 1960s and appeared on the cover of *Time Magazine*.
- Played at the March on Washington for civil rights in 1963 and Woodstock in 1969.
- Was one of the first musicians to use her music as a method of social protest.

“If people have to put labels on me, I’d prefer the first label to be human being, the second label to be pacifist, and the third to be folk singer.”

- Joan Baez

“I think music has the power to transform people, and in doing so, it has the power to transform situations—some large and some small.”

- Joan Baez

"We Shall Overcome"

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,

We shall all be free,
We shall all be free,
We shall all be free, some day.

Oh, deep in my heart,

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.



b. 1967

**Dave
Matthews**

Marc Pagani Photography (/gallery-12p1.html)/Shutterstock.com

Dave Matthews

- Singer and songwriter, musician and actor; lead singer for the Dave Matthews Band.
- Born in Johannesburg, South Africa, in 1967 to a Quaker family, was raised in South Africa and New York, and now lives in Seattle.
- After graduating high school, Dave moved from South Africa to New York to avoid mandatory military service because of his Quaker pacifist beliefs.
- From 2000 to 2010, Dave Matthews Band sold more tickets and earned more money than any other act in North America.
- While he has said that he prays, he has also stated that he is agnostic.

“We owe a faith to the world and to ourselves. We owe a grace and gratitude to things that have brought us here. But I think it’s very ignorant to say, ‘Well, for everything, God has a plan.’ That’s like an excuse. Maybe the faithful act is to commit to something, to take action, as opposed to saying, ‘Well, everything is in the hand of God.’”

- Dave Matthews

“I was raised Quaker. I pray, but I think I pray for myself not in the hopes that anyone’s or anything’s listening. I don’t believe in any kind of God that pays attention to us as individuals. I think it’s absurd. But I’d say I believe in the ground underneath me, and beyond that, things get less and less sure. ”

- Dave Matthews

“Everyday”

Pick me up, love!
 (Pick me up, love)
 Hey, how long, how long, how long
 (Everyday)
 Everyday, ah

Pick me up, oh, from the bottom
 Up to the top, love, everyday
 Pay no mind to taunts or advances
 I take my chances on everyday

Left to right
 Up and down, love
 I push up love, love, everyday
 Jump in the mud, oh
 Get your hands dirty with
 Love it up on everyday

All you need is
 All you want is
 All you need is love.
 All you need is
 What you want is
 All you need is love.

Everyday
 Everyday
 Oh, Everyday...

Pick me up, love, from the bottom
 Up onto the top, love, everyday
 Pay no mind to taunts or advances
 I'm gonna take my chances on
 everyday

Left to right
 Up and up and inside out right
 Good love fight for everyday
 Jump in the mud, mud
 Get your hands filthy, love
 Give it up, love
 Everyday

All you need is
 All you want is
 All you need is love.
 All you need is
 What you want is
 All you need is love.
 Oh...

What you've got
 Lay it down on me
 What you've got
 Lay it down on me

All you need is
 All you want is
 All you need is love.
 All you need is
 What you want is
 All you need is love.

Everyday
 Everyday
 Oh, Everyday...

Pick me up love
 Lift me up love
 Pick me up love
 Everyday...

Up from the bottom, everyday
 Up to the top love, everyday
 Pick me up love
 Lift me up love
 Pick me up love
 Everyday



b. 1958

Carrie Newcomer

Photo by Jim McGuire and courtesy of Carrie Newcomer

Carrie Newcomer

- Singer and songwriter, activist and author.
- Born in Michigan in 1958; raised in Indiana.
- Went to Ball State and Goshen College.
- Has produced 15 solo CDs and many collaborations with other musicians, authors, and philosophers.
- Traveled to India as a cultural ambassador, and to Kenya on behalf of Interfaith Hunger Initiative.
- Gives a percentage of her album sales to charitable organizations including American Friends Service Committee and The Center for Courage and Renewal (Parker Palmer's organization).
- Plays guitar and mountain dulcimer.

“Something good happened to my writing when I stopped being afraid to do something simple, for the fear that people might think I couldn’t do something more complex. Don’t be confused by the word ‘simple’. ‘Simple’ is not easy, it is clear voiced, and fearlessly elegant.”

- Carrie Newcomer

“A dog is grateful for what is, which I am finding to be the soundest kind of wisdom and very good theology.”

- Carrie Newcomer

The Gathering Of Spirits

Chorus: Let it go my love my truest,
Let it sail on silver wings
Life's a twinkling that's for certain,
But it's such a fine thing
There's a gathering of spirits
There's a festival of friends
And we'll take up where we left off
When we all meet again.

I can't explain it. I couldn't if I tried
How the only things we carry
Are the things we hold inside
Like a day out in the open,
Like the love we won't forget
Like the laughter that we started
And hasn't died down yet

Chorus

Oh yeah, now didn't we
And don't we make it shine
Aren't we standing in the center of
Something rare and fine
Some glow like embers
Or light through colored glass
Some give it all in one great flame
Throwing kisses as they pass

Chorus

Just east of Eden
But there's heaven in our midst
And we're never really all that far
From those we love and miss
Wade out in the water
There's a glory all around
The wisest say there's a 1000 ways
To kneel and kiss the ground

Chorus



Let Your Life Speak

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 8A - Let Your Life Speak: Quaker Artists, Writers, and Musicians*.

What We Did - Cocoa and Canvas

This month's experience was a spinoff on the "Wine and Canvas" activity that is so popular. We had a "Cocoa and Canvas" night, where our students, led by an artist who is a member of our meeting, each created a painting of Pendle Hill which they took home with them.

This can be a great opportunity to use the talents of members within your meeting.



Quakers in Action:

What Quakers Are Doing in the World Today

CLASS at a GLANCE:

Primary Purpose:

To research the websites and gain understanding of five Quaker service organizations operating in the world at present.

1. Icebreaker:

- During Lunch: Invite members active in community service to share experiences.
- Game – “Four Corners”

2. Getting Started:

- Discussion ways to serve others, and ways those whom we’ve studied have changed the world because of their convictions.

3. Lesson:

- Research Activity - Websites of Quaker organizations
- *Quakers in Action: Quaker Organizations in the World Today* PowerPoint

4. Review:

- Review Game – “Four Corners”
- *Quaker Queries Reflection*

5. Closing:

- *Distribute and discuss Final Project Planning Guide*

MATERIALS CHECKLIST:

- Student Notebooks
- Four posters that say, “1”, “2”, “3”, “4”. Make sure numbers are large and easy to see.
- PowerPoint file – *9QuakersinAction*
- Computer Laptops (enough for students to research in pairs)
- Video – *Quaker Voluntary Service: Transform-*

Bible Verse:

*Also I heard the voice of the Lord, saying:
“Whom shall I send,
And who will go for Us?
Then I said, “Here am I! Send me.”*

~ Isaiah 6:8

Quaker Quote:

“So let your lives preach, let your light shine...”

~ George Fox

ing Service, Living Faith (TRT: 10:11) – <http://quakerspeak.com>

TEACHER PREPARATION:

- Invite to lunch 2 - 3 members of faith community who are leading or participating in ministries which serve the community; e.g., prison ministry, food pantry, political activism, environmental concerns, etc.
- In preparation for Icebreaker and Review activities, “Four Corners,” make and place four number posters in each corner of room.
- Doublecheck website addresses, as well as prompts on *Quaker Organizations Worksheet* for accuracy. (Websites often make changes!)
- Acquaint yourself with the websites for American Friends Service Committee (AFSC), Friends Committee on National Legislation (FCNL), Right Sharing of World Resources, Quaker Earthcare Witness, and Quaker Voluntary Service.
- Set up for video and PowerPoint, and install file on computer.

Teaching the Lesson

During Lunch:

1. Invite 2 - 4 people from the meeting who are leading or participating in ministries which serve the community in various ways; e.g., prison ministry, food pantry, political activism, environmental concerns, etc.
2. Have each guest *briefly* discuss the following questions:
 - How do you serve the community?
 - What inspired you to become involved in this activity?
 - How does your Quaker faith motivate you to serve/volunteer?
3. Invite students to ask questions of guests.

ICEBREAKER:

Four Corners - *Time: 7-10 minutes*

NOTE: Students will play this game again at the close of this session to process what they've learned.

1. Gather students together in center of room.
2. Point out the four corner posters reading "1", "2", "3", and "4".
3. Tell students that you will read a list of items from a category and that they must move to a corner which best describes them. They *must* pick a corner – no standing in the middle.
4. As a warmup example, start with "Pizza Preference:" 1. Pepperoni, 2. Cheese, 3. Supreme, 4. Veggie
5. Proceed with the following prompts. (You may need to repeat lists as you go.)

Keep game moving quickly. Tell students to just go for their first reaction to the words.

Favorite Season:

1. Spring, 2. Summer, 3. Fall, 4. Winter

Choose your vacation:

1. Cruise, 2. Camping, 3. Beach, 4. Disney World

Easter Candy:

1. Chocolate Bunny, 2., Jelly Beans, 3. Marshmallow Peeps, 4. Robin Eggs

Music:

1. Rock, 2. Rap, 3. Alternative, 4. Pop

What you would most like to try:

1. Bungee jumping, 2. Skydiving, 3. Zip lining, 4. Parasailing

Hobby you might explore:

1. Cooking, 2. Politics, 3. Gardening, 4. Carpentry

Quaker Testimony:

1. Peace, 2. Equality, 3. Simplicity, 4. Stewardship (Environment)

LAST ONE -

Our class decides to help a family in need; you would most likely:

1. Raise money to donate to them, 2. Make and take food, 3. Help with house projects, 4. Work to raise minimum wage for low income workers.

GETTING STARTED:

Time: 5-7 minutes

4. Have students stay in their corners.
5. Facilitate discussion among students about the last category.
 - Why did you choose what you chose?
 - Is there something else that wasn't mentioned that you would do instead?
 - What would you be least inclined to do?
6. Have students go to timeline and consider the different Quakers that they've studied so far. As they review the timeline, discuss the following:
 - What are the different causes that these Quakers championed in their lifetimes?
 - How did they change the world?
 - How did their Quaker beliefs inform their actions?

- Do you think the Quakers who joined us for lunch are changing our community?
 - Do you think their Quaker faith informs their actions?
7. Tell students that today they will be learning about Quakers in the world today who are making a difference for future generations via Quaker organizations.

LESSON:

Quakers in Action

RESEARCH AND INSTRUCTION:

Research:

30 minutes

1. Tell students to turn to page 155 in their notebooks, ***Quakers in Action: Quaker Organizations in the World Today***.
2. Assign partners. If possible, pair students according to their last “corner” group.
3. Explain to students that they will be going to the websites of four Quaker organizations and answering specific questions about each.
4. Monitor time as they work.

NOTE: While the students are researching, you might write the names of each organization on the number posters for easy reference during the **Four Corners Review**.

Instruction Wrap-Up -

PowerPoint Presentation:

Time 10 minutes

8. Call students back to group instruction area.
 - Which organization had the best website?
 - Which organization could you most easily explain to someone else?
 - If you had to get involved with one, which would it be?
9. **Slides 1-6** of PowerPoint: Review each organization briefly according to information on slide.
10. If time, play video, *Quaker Voluntary Service:*

Transforming Service, Living Faith (TRT 10:11) – <http://quakerspeak.com>

REVIEW:

5-7 minutes

Four Corners Review

Bring students to middle of room and tell them that they’ll be playing Four Corners once again.

Four Corners Prompts:

Choose a location:

1. Philadelphia, Pennsylvania, 2. Richmond, Indiana, 3. Washington, DC, 4. Albany, California

Choose your interest:

1. Peacemaking, 2. Poverty, 3. Politics, 4. Environment

This time, each corner represents one of the four organizations that they researched:

- 1: AFSC (American Friends Service Committee)
- 2: Right Sharing of World Resources
- 3: FCNL (Friends Committee on National Legislation)
- 4: Quaker Earthcare Witness

CLOSING:

5 minutes

Preparation for Final Project

5. Have students turn to ***Final Project Guidelines and Ideas*** worksheet (p. 161).
6. Briefly go over content and answer any questions.
7. Instruct students to complete prior to the next meeting.
8. Tell students that if they decide what they would like to do for their final project, they may begin work before the next meeting.

CLOSING REFLECTION -

QUAKER QUERY:

Time: 10 minutes

Instruct students to turn to *Quaker Queries*, page 159 in their notebooks, and choose a reflection query upon which to write.

- Which organization has the most potential to change the world? Why?
- If I were going to get involved in one of these organizations, which would it be? Why?

Close with prayer.

ABSENT STUDENT

REQUIREMENT:

9. Complete Student Worksheets – *Quakers in Action: Quaker Organizations in the World Today* and *Quaker Queries*.
10. Complete *Final Project Guidelines and Ideas* worksheet (p. 161).

<p>Quakers in Action: Quaker Organizations in the World Today</p>	<p>Where is the main office located?</p>	<p>Based on their home page, what seems to be their main focus?</p>
<p>AFSC American Friends Service Committee <i>http://afsc.org</i></p>		<p>(lower right, "Who We Are")</p>
<p>FCNL Friends Committee on National Legislation <i>http://fcnl.org</i></p>		<p>(Under slideshow on right)</p>
<p>Right Sharing of World Resources <i>http://www.rswr.org/</i></p>		<p>(Under slide show)</p>
<p>Quaker Earthcare Witness <i>http://www. quakerearthcare.org</i></p>		<p>(Under name, top of page)</p>

In the “About Us” section, find 7-10 words that seem important and list below.	What’s one way people can get involved?	On a scale of 1 to 10, how easy is their website to maneuver and understand?
(Bottom of page)	(Bottom of page)	

<p>Quakers in Action: Quaker Organizations in the World Today</p>	<p>Where is the main office located?</p>	<p>On the home page, how do they explain what they do?</p>
<p>AFSC American Friends Service Committee <i>http://afsc.org</i></p>	<p>Philadelphia, PA</p>	<p>(Lower left corner “Who We Are”) “Quaker organization devoted to service, development, and peace programs throughout the world.”</p>
<p>FCNL Friends Committee on National Legislation <i>http://fcnl.org</i></p>	<p>Washington, DC</p>	<p>(Underneath name, upper right) “A Quaker Lobby in the Public Interest”</p>
<p>Right Sharing of World Resources <i>http://www.rswr.org/</i></p>	<p>Richmond, IN</p>	<p>(Under slide show) “Empowering Women: Affecting Generations”</p>
<p>Quaker Earthcare Witness <i>http://www. quakerearthcare.org</i></p>	<p>Albany, CA</p>	<p>(Under name, top of page) “Seeking emerging insights into right relationship with Earth and unity with nature.”</p>

<p>In the “About Us” section, find 7-10 words and phrases that seem important and list below.</p>	<p>What’s one way people can get involved?</p>	<p>On a scale of 1 to 10, how easy is their website to maneuver and understand?</p>
<p><i>Examples:</i> peace, justice, faith in action, spiritual insights, change, respect, transform, social relations</p>	<p>Donate money Subscribe to newsletter Call Congress Volunteer</p>	
<p><i>Examples:</i> public officials, change, government policies, injustice, human rights, war, degradation of earth, integrity, truthfulness, grassroots, God in everyone, build relationships</p>	<p>Donate money Contact local politicians Lobby in Washington, DC</p>	
<p><i>Examples:</i> grants, micro-enterprise, female entrepreneurs, developing countries, resource materials, poor, spiritual meaning responsibility, less fortunate</p>	<p>Donate money Sign up for newsletter</p>	
<p>(Bottom of page)</p> <p><i>Examples:</i> network, spirit-led action, ecological, social, crises, spiritual, process, testimonies, continuing revelation, natural world, climate</p>	<p>(Bottom of page)</p> <p>Sign up for publications Join email list Mini-Grants Donate money</p>	

Right Sharing of World Resources

- Began in 1967.
- Works to relieve poverty in the world by empowering women and families.
- Current projects are in India, Kenya and Sierra Leone.
- Gives grants to jump-start micro-businesses for women in developing countries.



Quaker Earthcare Witness



- Quaker organization with environmental focus.
- Founded in 1987.
- Organization “takes spirit-led action to address ecological and social crises” from a Quaker spiritual perspective.
- Works via Quaker meetings to raise awareness and effect change.
- Awards environmental mini-grants for Friends’ organizations.

Quaker Voluntary Service



- Young adults work full-time in professional positions at community based organizations.
- Volunteers receive housing, food, insurance and a small stipend.
- In addition to their work, volunteers also participate in workshops, retreats and continuing education and worship with local Quaker meeting.
- Focus on social justice, faith, community building.
- Current placements in Atlanta, Boston, Philadelphia, Portland.

Final Project Guidelines and Ideas

Quaker Affirmation Class



The culminating activity for Quaker Affirmation Class is a final project of your choosing.

You may select any project that reflects your spiritual journey; use your interests, talents, and/or what you've learned from this course of study.

You will be presenting your project to the Meeting on _____.

You may choose to do a joint project with another class member if the project is appropriately ambitious.

Your final project must:

- Have a presentation time of 3-5 minutes
- Have a Quaker theme
- Have grown directly or indirectly from something you studied in Quaker Affirmation Class
- Be able to be displayed in _____.
- Reflect an appropriate amount of reflection, thought and preparation
- Be approved by Class Leader

In choosing what to do for your final project, please consider the following questions:

- What have you been most interested in during this class?
 - Quaker History?
 - The Testimonies?
 - Quaker organizations in the world?
 - Quaker worship or processes?
 - Quaker theology?
 - Something else?
- How do you like to express yourself?
 - Through writing?
 - Art?
 - Public speaking?
 - Video?
 - Something else?
- What topic that we've studied would you most like to learn more about?
 - The Underground Railroad?
 - Conscientious Objection?
 - Clearness Committee?
 - A specific Quaker artist?
 - Something else?

Final Project Guidelines • Session 9A

You may do whatever you like (with approval), but here are some ideas of what you might create for your project to get your creative juices flowing:

- Word and/or picture collage
- Produce a newspaper with articles about a topic
- Design a board game
- Create a comic book about a Quaker historical event
- Write diary entries from the point of view of a historical Quaker figure
- Series of letters to and from a past and present Quaker; e.g., William Penn and Phil Gulley
- Piece of art
- Power Point Presentation
- Song or poetry
- Design a website
- Select a Quaker we've studied and write an "interview" with them
- Dress up like one of the Quakers we've studied and present a monologue from his or her point of view
- Produce a tri-fold brochure or pamphlet with drawings, pictures, and text that advertises or promotes a Quaker organization or location
- An illustrated and labeled map of Quaker history; e.g., places where Penn traveled
- Scrapbook that could have been created by one of the Quakers we've studied
- Create a CD with a collection of contemporary songs that, in your opinion, reflect Quaker beliefs and theology accompanied by a cover and liner that illustrate why
- Select a current event that Quakers might be motivated to become involved with and explore why and how
- Design an organization that addresses an issue in society and reflects Quaker theology
- Write and perform a skit
- Make a video
- Create a test that covers the whole class with an answer key
- Hold a mock court case
- Create an episode of a reality show
- Create a game show and perform
- Have a panel discussion of "experts"
- Make a short documentary film
- Create a museum exhibit
- Create a glossary of relevant terms
- Write a handbook or instruction book
- or.... SOMETHING ELSE?



Quakers in Action

Followup Experience

The **Followup Experience** will occur approximately two weeks after the lesson and connect and expand the information and ideas that were presented.

Below you will find a description of the followup activity that our meeting prepared for *Lesson 9A - Quakers in Action: What Quakers Are Doing in the World Today*.

What We Did - Guest Speaker: Noah Baker Merrill

Noah Baker Merrill is Clerk of New England Yearly Meeting and becoming well known in Quaker circles at a relatively young age. He conducts workshops on spiritual activism as well as the future of the Religious Society of Friends. We invited Noah to come and speak to our students.

We suggest that your Meeting invite a dynamic young person within the Quaker community as a guest speaker for your class.



Wrapping Up:

Your Final Project

CLASS at a GLANCE:

Primary Purpose:

To help students gain clarity and make decisions regarding their final projects, as well as have them approved by Class Leader(s). Students who have reached a decision may work on their projects.

1. Icebreaker:

- Review Game – “Stump the Expert”

2. Getting Started:

- Take *Post-Assessment Surveys*
- Final Project Preview Discussion

3. Lesson:

- *Final Project Worksheet*
- *Time to Brainstorm! Worksheet*

4. Closing Activity:

- *Final Project Planning Worksheet*

MATERIALS CHECKLIST:

- Student Notebooks
- Paper, writing utensils for Icebreaker

TEACHER PREPARATION:

- Contact Affirmation students a few days prior to class.
 - If they have an idea of what they'd like to do for their final project, they should bring appropriate materials to class as they will have time to work on it there.
 - If they haven't decided, there will be guidance provided to help them to do that also.
- Carefully review the lesson plan, *Final Project Guidelines and Ideas*, *Final Project Worksheet*, *Time to Brainstorm! Worksheet*, and *Planning Worksheet*.

Bible Verse:

We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith;

~ Romans 12:6

Quaker Quote:

“Nothing, I believe, can really teach us the nature and meaning of inspiration but personal experience of it. That we may all have such experience if we will but attend to the divine influences in our own hearts, is the cardinal doctrine of Quakerism.

~ Caroline Stephen
1834-1909

NOTE:

Two teachers should be present at this session.

Teaching the Lesson

Note to Teachers:

Some students may come with an idea of what they want to do for their projects. They may have even begun by this point. For these students, the first task they need to accomplish today is to get official approval for their projects from an Affirmation teacher.

While one teacher conducts the lesson, the second teacher should be available in a separate work area to discuss projects individually with students, grant approval to students who are ready to move forward, and monitor students as they work.

It is your choice as to how much of today's curriculum the prepared students will participate in. Today's activities may provide valuable insight to students in how they might want to tweak their plan or even choose a different project.

It is suggested that all students participate in at least the Icebreaker.

During Lunch:

Facilitate a casual discussion about all that they've done in Affirmation class this school year.

Example question prompts might be:

- What was the most interesting thing we studied?
- What lesson do you remember the most vividly?
- What was your favorite activity?
- If someone asked you, "What is a Quaker?" now, what would be your short answer?
- What are you most glad to understand at this point that you didn't understand at the beginning of the course?

ICEBREAKER:

Stump the Expert

Time: 10-15 minutes

1. Tell students that they will be playing a quick game that will help them review a bit of what we've studied this year.
2. Give each student a piece of paper and a pen or pencil.
3. Tell students that they have five minutes to go through their notebooks and write down three questions (and the answers) that they might put on a "final" for the class.
4. Put a chair front and center and ask for a volunteer to be the first person to sit in the "hot seat" and be the Quaker "expert."
5. Someone from class asks the "expert" one of their questions. If they are able to answer it, they stay there; if not, they go back to their original seat and the person who stumped them gets to sit up front and be the "expert."
6. Play continues with teacher calling on students to ask questions of "expert."
7. Object is to stay on "expert chair" as long as possible.

GETTING STARTED:

Time: 3-5 minutes

Post-Assessment

1. Have students turn to **Post-Assessment Evaluation** in their notebooks (p. 163).
2. Give students sufficient time to complete.
3. Collect *Post-Assessment Surveys*.

Final Project Preparation:

1. Ask students to think about school for a moment.
 - Ask, "What assignments or projects have you done in the past that you enjoyed or were especially interested in completing?"

2. Facilitate a brief discussion covering what those assignments were, and exploring why the students enjoyed them.
3. Have students turn to *Final Project Guidelines and Ideas* (p.) that they had been instructed to complete for this session.
4. Remind students that, if they haven't done so, they will be choosing and working on their final projects today.
5. Point out that, if they haven't yet decided on a project, examining what they have or haven't liked about previous school assignments might help them decide on a Quaker Affirmation project.

LESSON:

Final Project

8. Have students turn to page 167 in their notebooks, *Final Project Worksheet*.
9. Instruct students to take 10 minutes to fill out the worksheet.
10. Pair students and have them brainstorm final project ideas with one another according to their worksheet results (5-7 minutes).
11. Students can record their brainstorming ideas on the *Time to Brainstorm!* (p. 169) worksheet.
12. As students brainstorm with one another, circulate among them and offer aid and suggestions.
13. Have students share with the class what their best ideas are.
During discussion, encourage students to offer suggestions to further develop one another's ideas.

CLOSING ACTIVITY:

Final Project Planning Worksheet

Time: 10 minutes

Instruct students to turn to *Final Project Planning Worksheet*, page 165 in their notebooks and complete.

NOTE TO TEACHER:

Circulate and give final project approval to students as they work.

Close with prayer.

Name: _____

Date: _____

Quaker Affirmation Class Post-Assessment Evaluation

Reflect on the topics listed below. Place a check mark in the appropriate box that best describes your understanding of the topics today.

Quaker Affirmation Topics	Not at all	Very little	Somewhat	A great deal
Quaker History George Fox, William Penn & other historical figures				
Quaker Testimonies Simplicity, Peace, Integrity, Community, Equality				
Quaker Theology What do Quakers believe about God, Jesus, the Bible, the sacraments?				
Meeting for Worship Unprogrammed worship, programmed worship, meeting for worship				
Quaker Discernment Queries, Clearness Committee, Conscientious Objection				
Comparative Religions World religions: Judaism, Buddhism, Hinduism, Christianity, Islam				
Let Your Life Speak Quaker artists, musicians and writers				
What are Quakers doing in the world today?				

On the back, please answer the following:

1. What did you learn from Quaker Affirmation Class?
2. How did the leaders and fellow classmates support you over the past year on this journey?

Final Project

Worksheet



This series of questions and prompts is designed to help you decide on a project.

- Below is a list of the different topics we've studied over the course of Quaker Affirmation class.
- Read through the list and checkmark 5 to 7 topics that were most interesting to you.
- Feel free to look back through your notebook to refresh your memory.

Part 1:

1. Quaker History I

- _____ George Fox, Margaret Fell, and/or beginnings of Quakerism
 _____ Barclay's Apology (early statement of Quaker belief)

2. Quaker History II

- _____ Quaker missionaries coming to America in mid-1600s
 _____ William Penn and/or founding of Pennsylvania
 _____ John Woolman, who worked to convince Quakers to release their slaves in 1700s
 _____ Elizabeth Fry and prison reform
 _____ Lucretia Mott, activist for women's rights, social reform, abolition of slavery
 _____ Levi Coffin and/or the Underground Railroad
 _____ Rufus Jones, founder of American Friends Service Committee

3. Quaker Testimonies

- _____ Quaker Testimonies - Simplicity, Peace, Integrity, Community, Equality, Stewardship;
 focus on one or all

4. Quaker Theology

- _____ Quaker Theology
 _____ The Inner Light
 _____ Quakers and Baptism/Communion

5. Quaker Meeting for Worship

- _____ Primary components of Quaker Meeting for Worship
 _____ Silent Meetings vs. Pastored Meetings

6. Discernment

- _____ Quaker Use of Queries
- _____ Quaker Meeting for Business (How Quakers conduct business)
- _____ Clearness Committee
- _____ Quaker Marriage Ceremony
- _____ Conscientious Objection

7. Comparative Religions

- _____ How Quakers differ from other faiths

8. Let Your Life Speak: Quaker Artists, Writers, and Musicians

- _____ A Quaker Artist, e.g., Edward Hicks, Fritz Eichenberg, James Turrell
- _____ A Quaker Writer, e.g., Phil Gulley, Haven Kimmel, James Michener, Parker Palmer
- _____ A Quaker Musician, e.g., Joan Baez, Dave Matthews, Carrie Newcomer
- _____ The idea of art (music, writing, etc.) as a way to express spirituality

9. Quakers in Action: What Quakers Are Doing in the World Today

- _____ What our meeting is doing in our community
- _____ American Friends Service Committee
- _____ Friends Committee on National Legislation
- _____ Right Sharing of World Resources
- _____ Quaker Earthcare Witness
- _____ Quaker Voluntary Service

Part 2:

Checkmark three ways you like to express yourself:

- | | | | |
|--|----------------|----------------|------------------------|
| _____ Writing | _____ Art | _____ Music | _____ Poster |
| _____ Speech | _____ Research | _____ Acting | _____ Video Production |
| _____ PowerPoint | _____ Teaching | _____ Politics | _____ Website Design |
| _____ Organizing People Around a Project | | | |

Part 3: Now write your answers from Parts 1 and 2 below:

Checked from Part 1:

Checked from Part 2:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using the sheet provided on the next page, brainstorm with a partner or with the group projects you might do when you consider the above information.

Final Project Planning Worksheet



This series of instructions is designed to help you plan how you will complete your project.

What project have you chosen?

In as much detail as possible, describe what you're going to create:

What materials and resources do you need to gather?

List everything you can think of that you'll need to create your project:

Now make a list of the steps you'll take to complete your project over the next two weeks:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



SOURCES

Individual image and PowerPoint slide sources are cited within the lessons.

Additional sources:

1. "About Philip Gulley." *Grace Talks with Philip Gulley*. Web. 14 May 2014. <<http://www.philipgulley.com/about-philip-gulley/>>.
2. "About Quakers." *Hamilton Friends Meeting*. Quaker Cloud. Web. 12 Oct 2015. <<https://www.quakercloud.org/cloud/hamilton-friends-meeting/pages/about-quakers>>.
3. "Advices and Queries - History." Quakers in Britain. Web. 20 May 2014. <<http://www.quaker.org.uk/advices/history>>.
4. "The Artwork of Ron Waddams." *Larren Art*. Larren Art Trust, 2006. Web. 14 April 2014. <<http://www.larrenart.org.uk/>>.
5. Avery, Chel. "Traditional Quaker Worship." *Quaker Information Center*, 26 May 2011. Web. 10 July 2014. <<http://www.quakerinfo.org/quakerism/worship>>.
6. Barbour, Hugh, and J William Frost. "The Quakers." *History.com*. A&E Network. Web. 6 May 2014. <<http://www.history.com/topics/quakers>>.
7. Barrett, Dorothy, ed., et al. *Let's Be Friends: A Friends History and Doctrine Course for Youth*. Newberg: George Fox Press, 1993. Print
8. Birkel, Michael L. *Silence and Witness: The Quaker Tradition*. New York: Orbis Books, 2004. Print.
9. Boulding, Elise. *My Part in the Quaker Adventure*. Philadelphia: Religious Education Committee, Friends General Conference, 1958. Print
10. "A Brief History of Quakerism." *Faith and Practice*. Northern Yearly Meeting, 4 July 2005. Web. 6 May 2014. <<http://www.northernyearlymeeting.org/article/a-brief-history-of-quakerism>>.
11. "Carrie Newcomer – Biography." *Carrie Newcomer*. Web. 6 May 2014. <<http://www.carrienewcomer.com/artist/>>.
12. The Christian Education Commission of Evangelical Friends International–North America. *Becoming Friends: What Friends Believe*. Newberg: The Barclay Press, 1990. Print.
13. Clarke, Emily, et al. *An Introduction to Quaker Testimonies*. Philadelphia: American Friends Service Committee, 2011. Print.
14. Connecticut Friends School. "S-P-I-C-E-S: The Quaker Testimonies." *Friends Journal*. Friends Publishing Corporation. 20 Sept 2010. Web. 8 Oct 2015. <<http://www.friendsjournal.org/s-p-i-c-e-s-quaker-testimonies/>>.
15. Curriculum Subcommittee, Religious Education Committee. *Teaching Quaker Faith and Practice to Children*. Philadelphia: Philadelphia Yearly Meeting, 1997. Print.

16. Daniels, C West. Quakers, Sacraments and Practices." *Gathering in Light*. Wordpress. 11 Feb 2006. Web. 13 July 2014. <<http://gatheringinlight.com/2006/02/11/quakers-sacraments-and-practices/>>.
17. "Dave Matthews – Biography." *antsmarching.org*. Web. 7 May 2014. <<https://antsmarching.org/bios/DaveMatthews.php>>.
18. "Distribution of Quakers in the World." *Quaker Information Center*. Earlham School of Religion. Web. 25 Oct 2015. <<http://www.quakerinfo.org/resources/statistics>>.
19. "Edward Hicks – Artist Profile." *ARTtalk.com*, Nov 2000. Web. 6 June 2014. <<http://www.arttalk.com/archives/vol-11/artv1101-3.htm>>.
20. Ellsberg, Robert. "Fritz Eichenberg: Quaker Artist (1901-1990)." *All Saints: Daily Reflections on Saints, Prophets, and Witnesses for Our Time*. New York: Crossroad, 1997. Print.
21. Fox, George, and Ellis Hookes. *Instructions for Right-Spelling, and Plain Directions for Reading and Writing True English*. Farmington Hills: Thomas Gale, 2005.
22. "Frequently Asked Questions about Quakers." *Friends General Conference*. Web. 5 Oct 2015. <<http://www.fgcquaker.org/explore/faqs-about-quakers>>.
23. *The Friendly Guide to Quakerism*. Dublin: The Youth Committee, Yearly Meeting of Friends in Ireland, 2004.
24. "Friends Experiential Faith." *North Pacific Yearly Meeting*. Web. 5 Oct 2015. <<http://www.npym.org/?q=content/friends-experiential-faith>>.
25. "The Global Religious Landscape." *Pew Research Center: Religion & Public Life*. 18 Dec 2012. Pew Forum. Web. 24 Oct 2015. <<http://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>>.
26. "George Fox and the Quaker (Friends) Movement." *George Fox University*. Web. 18 Aug 2015. <<http://www.georgefox.edu/about/history/quakers.html>>.
27. "Haven Kimmel – Biography." *BookBrowse*, 1 Jan 2011. Web. 17 May 2014. <https://www.book-browse.com/biographies/index.cfm/author_number/586/haven-kimmel>.
28. "History of Quakerism - Timeline." *Jamestown Friends Meeting*. Web. 9 May 2014. <<http://www.jamestownfriends.org/timeline.htm>>.
29. "How Quaker Meetings Work." *Philadelphia Yearly Meeting*. Web. 16 Oct 2015 <<http://www.pym.org/introducing-pym-quakers/quaker-practice/how-quaker-meetings-work/>>.
30. "James A Michener – Biography." *Academy of Achievement*, 16 Feb 2011. Web. 7 May 2014. <<http://www.achievement.org/autodoc/page/mic0bio-1>>.
31. "James Turrell." *Art 21*. PBS. Web. 27 Oct 2015. <<http://www.pbs.org/art21/artists/james-turrell>>.
32. Jones, Richard. *Friends Way: Thirteen Studies on Friends Beliefs*. Richmond: Friends United Press, 1982. Print
33. Kenworthy, Leonard S. *An Introduction to Quakerism and An Invitation to Fellow Seekers*. Kennett Square: Quaker Publications, 1989. Print.
34. Kenworthy, Leonard S. *Quakerism: A Study Guide on the Religious Society of Friends*. Kennett Square: Quaker Publications, 1989. Print.

35. Kenworthy, Leonard S. *Quaker Quotations on Faith & Practice*. Philadelphia: The Publications Committee, Friends General Conference, 1983. Print.
36. Konic, Patricia Edwards. *On Becoming a Friend: A New Member Curriculum*. Richmond: Friends United Meeting, 1984. Print
37. Levy, Arthur. "Joan Baez – Biography." *The Joan Baez Web Pages*, July 2008. Web. 7 May 2014. <<http://www.joanbaez.com/officialbio08.html>>.
38. "Major Organizations of Quaker Branches in the Americas." *Quaker Information Center*. Earlham School of Religion, 26 May 2011. Web. 24 Oct 2015. <<http://www.quakerinfo.org/quakerism/branches/index>>.
39. Newcastle, Eric. "Branches of Quakerism." *Big Island Quaker*. Wordpress. Web. 3 Sept 2015. <<https://bigislandquaker.wordpress.com/branches-of-quakerism/>>.
40. New England Yearly Meeting. "A Word about Quaker Queries." *Friends General Conference*. Web. 24 Aug 2015. <http://www.fgcquaker.org/sites/www.fgcquaker.org/files/attachments/A%20Word%20about%20Quaker%20Queries_1.pdf>.
41. "On Speaking in Meeting for Worship." *Chappaqua Friends Meeting*, 2011. Web. 15 Oct 2015. <<http://www.chappaquafriends.org/our-meeting.html>>.
42. Palmer, Parker. "The Clearness Committee: A Communal Approach to Discernment." *The Clearness Committee*. Center for Courage & Renewal. Web. 7 Oct 2015. <<http://www.couragerenewal.org/clearnesscommittee/>>.
43. "Parker J Palmer." *Center for Courage & Renewal*. Web. 5 May 2014. <<http://www.couragere-newal.org/parker/>>.
44. "Penn's Holy Experiment: The Seed of a Nation." *Quakers & the Political Process*. Philadelphia Yearly Meeting, 2000. Web. 23 May 2014. <<http://archstreetfriends.org/exhibit/p078.html>>.
45. Pierce Coleman, Scott. "The Clearness Committee Process." *Evangelical Friends Church*. Web. 15 Sept 2015. <<http://www.efcmaym.org/wp-content/uploads/2012/01/The-Clearness-Committee-Process.pdf>>.
46. "The Present State of Quakerism." *Earlham School of Religion*. Friends Publishing Corporation. Web. 3 Sept 2015. <<http://www.esr.earlham.edu/support/comprehensive-case/the-vine/present-state-of-quakerism>>.
47. "The Quaker Family Tree." *Indiana Yearly Meeting*. Web. 11 Sept 2015. <http://www.iym.org/site/cpage.asp?cpage_id=180039786&sec_id=180010756>.
48. "Quaker History." About Quakers: Overview. *Ohio Valley Yearly Meeting*. Web. 19 Aug 2015. <http://www.quaker.org/ovym/index_files/QHistory.htm>.
49. "Quaker History – Proud and Painful." Quakerism 101. *Durham Friends Meeting*. Quaker Cloud. Web. 22 Aug 2015. <https://www.quakercloud.org/system/files/cloud_attachments/Q-101%20Class%202%20materials%20PDF_0.pdf>.
50. QuakerSpeak. *Friends Publishing Corporation*. Web. <<http://quakerspeak.com/>>.
51. "Quaker Testimonies." *Philadelphia Yearly Meeting*. Web. 16 Oct 2015. <<http://www.pym.org/introducing-pym-quakers/quaker-testimonies/>>.
52. "Quaker Testimonies." *Quakers in the World*. Web. 14 Oct 2015.

- <<http://www.quakersintheworld.org/home/testimonies.html>>.
53. "Quaker Testimonies" Newcomer Cards. *Friends General Conference*. Web. 6 Sept 2015. <<http://www.fgcquaker.org/resources/newcomers-cards>>.
 54. "Quaker Worship." *Langley Hill Friends Meeting*. Web. 15 Oct 2015. <http://www.langleyhillquakers.org/quaker_worship.aspx>.
 55. Reichardt, Dorothy, and Barbara Rose Caldwell. *Growing in the Light: Toward a Better Understanding of Quakerism Today*. Philadelphia: Philadelphia Yearly Meeting, 1999. Print.
 56. Religious Education Executive Concerns Group. *Teaching the Queries to Quaker Children*. Philadelphia: Philadelphia Yearly Meeting, 1995. Print.
 57. "Religious Society of Friends: Quaker History." *Religious Tolerance*, 7 Feb 2006. Web. 10 Sept 2015. <<http://www.religioustolerance.org/quaker1.htm>>.
 58. "Robert Barclay's Apology for the True Christian Divinity in Context." *Friends Historical Library of Swarthmore College*. Web. 14 Oct 2015. <<http://www.swarthmore.edu/Library/friends/Barclay/BarclayContextWeb.htm>>.
 59. Smith, Martha, editor. *Teaching Quaker Faith and Practice to Children*. PYM Archive 1997.
 60. "SPICE - The Quaker Testimonies." *Maryville Friends Church*. Web. 14 Sept 2015. <<http://www.maryvillefriends.com/id6.html>>.
 61. "SPICE." *Silverton Friends Church*. Wordpress. Web. 9 Sept 2015. <<https://silvertonfriends.wordpress.com/s-p-i-c-e/>>.
 62. "Statement on Conscientious Objection to War." *Friends Committee on National Legislation*. 14 Nov 2004. Web. 22 July 2014. <http://fcnl.org/resources/newsletter/apr05/statement_on_conscientious_objection_to_war/>.
 63. "Who Are the Quakers?" *Quakers & the Political Process*. Philadelphia Yearly Meeting, 2000. Web. 23 May 2014. <<http://archstreetfriends.org/exhibit/p078.html>>.
 64. "Who's Who: George Fox." Quaker Notables. *knowingFriends*. Web. 20 May 2014. <<http://www.knowingfriends.info/whos-who-photo-links>>.
 65. "Who's Who: Margaret Fell." Quaker Notables. *knowingFriends*. Web. 20 May 2014. <<http://www.knowingfriends.info/whos-who-photo-links>>.
 66. "World Distribution of Quakers, 2012." *QuakerInfo.com*. Web. 26 Sept 2015. <<http://www.quaker-info.com/memb2012.shtml>>.
 67. "World Religions." *United Religions Initiative Kids*. United Religions Initiative, 2002. Web. 24 Oct 2015. <<https://www.uri.org/kids/world.htm>>.