Liberty to Go to See: Writing and Reflection

Lesson Plan Design
Cliveden and Breakthrough of Greater Philadelphia partnered in 2018 as a result of a grant from the Haley Foundation and the African American Cultural Heritage Action Fund of the National Trust for Historic Preservation with support from the Doris Duke Charitable Foundation to apply Breakthrough’s unique students-teaching-students model to developing cross-curricular lesson plans.

These lesson plans were designed by college-aged teaching fellows and field tested by 7th and 8th grade student participants in a lesson-study model. The final lesson plans were adapted and formalized by professional educators for use in traditional educational environments. The lesson plan format used by Breakthrough of Greater Philadelphia includes individualized student packets that are aligned to the order of the lesson steps.

Goals
Students will interpret the concepts of liberty and legacy through the lens of Liberty to Go to See by writing paragraphs in response to prompts.

Timing
This lesson can be expanded or contracted over several days depending on the amount of time the teacher wants to spend on each scene and how you choose to balance writing time in class versus out of class.

- Day 1: Background, Setting and Characters
- Day 2: Scenes 1 - 3 with written reflection after the completion of each scene on the ideas of liberty
- Day 3: Scene 6 with discussion and written reflection on the impact of inheritance and gender roles on liberty
- Day 4: Scene 10 with discussion and written reflection on the lives of indentured servants and the experience of slaves, as well as continuation of the impact of gender roles and inheritance and Scene 11 with discussion of concepts of home and liberty.

Differentiation
The overall lesson is written as one extended block and adaptations to meet the learning needs of the individual classes.

Suggestions for Reading:
- If students struggle with fluency and comprehension, plan the lessons to include extra time to perform different scenes in character.
- If students are fluent but struggle with comprehension, pace out breaks in the scenes periodically to summarize what is occurring.
- If students are advanced readers with strong comprehension, consider flipping the model and having the students perform the scenes rather than the teacher.
  - You might consider casting the performance as part of an ongoing lesson and having the students perform the scenes for their peers in younger grades.

Suggestions for Writing:
- If students struggle with evidence-based writing, use smaller questions to build up the writing skills, focusing on responsive sentences or paragraphs rather than essays.
Depending on the strength of the students, teachers can give the writing prompts in advance or save them to ask after the reading/performance.

Giving the prompts in advance allows the students to begin thinking about their outline and take less time going back to research, but distracts from the in-the-moment understanding of the performance.

Use group discussions around the questions to produce different perspectives around the room, and have students cite comments from conversation in their essays. For example, in responding to the question “Based on this scene, what do you think the role and responsibilities of the wife of Benjamin Chew Sr. were? What liberty did she have, and what liberty did she lack?”, a student might say something like “I thought that the wife of Benjamin Chew Sr. would have a lot of freedom, but I changed my mind during the discussion Taina said, ‘he disagreed with his wife and she ignored him.’ I hadn’t thought about it that way, and I began to wonder how else she didn’t have choices.”

Standards Addressed

- **CCSS.ELA-LITERACY.RL.8.2**: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **CCSS.ELA-LITERACY.RL.8.3**: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **CCSS.ELA-LITERACY.RL.8.6**: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **CCSS.ELA-LITERACY.RL.7.7**: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
### Getting Yourself Ready

<table>
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<tr>
<th>Materials:</th>
<th>Your Preparation:</th>
<th>Objective(s) and Proving Behavior:</th>
<th>Agenda (w/times):</th>
</tr>
</thead>
</table>
| • Liberty to Go to See Script, Modified  
• Student Handouts  
• Color Photos and Descriptions of Cliveden sites  
• Poster Paper | • Rehearse scene  
• Handout Copies | Students will interpret the concepts of liberty and legacy through the lens of *Liberty to Go to See* by writing paragraphs in response to prompts. | Do Now/Introduction (5 min)  
Building the Skill  
• Step 1: 4 min  
• Step 2: 12 min  
• Step 3: Performance of Scene I  
Watching Performance (7 min)  
Responding to Writing Prompt (20 minutes)  
Closure (5 min) |

### Getting Your Students Ready

**Do Now:** Look at the primary source on the page and make as many observations about it as possible. Can you read the handwriting to make out any of what it says? What questions do you have about it?

**Purpose:** Cliveden embodies the historical complexity of Philadelphia. This assignment will require students to think critically about historical moments and the relevance of their themes today.

### Building the Skill (Say, See, Do)

**Step 1: Background and Research**  
**SAY:** Today, we are going to be looking at selections from a play that is performed every year at Cliveden in historic Germantown. The play is based on research about a real family that lived in Germantown from the 1700s through the 1970s, and the enslaved persons and servants that worked for the family. The play itself will introduce the setting and characters. We will be focusing on the period of time from 1776 - 1871. In order to write this play, students worked with researchers who studied real documents like the one you reviewed in your do now. What sorts of observations did you have about this document?

**SEE:** Do Now document

**DO:** Whip share: Ask each student to share something that they observed or a question that they have about the document.

**FOLLOW UP:** What sorts of challenges do you think that a group of young people writing this play might have had?
**Step 2a: Setting**

**SAY:** To begin, we are going to review the activities of the main characters of the play. We want to understand who they were and what their motivations and experiences were. Our lives today are so different from life in the 1700s and 1800s, and it can be hard to imagine what life would have been like in Germantown in those days. Take an activity like Doing Laundry. Today, we might wash the laundry in a washer and dryer in our homes or go down the street to a laundromat. We can buy laundry soap at the store, and use machines that automatically fill, wash, rinse, and squeeze water out of the clothes. How do you think laundry was done in the 1700s?

**SEE:** Pictures of Philadelphia in the 1700s and 1800s.

**DO:** Pair-Share Ideas for doing laundry. Have a whole group discussion after all groups pair and share. Guide students in understanding resources that didn’t exist in the 1700s/1800s.

**Step 2b: Setting Jigsaw**

**Jigsaw Activity:**
Split students into four groups and have each one considers the challenges associated with the following activities:
- Cooking food
- Traveling from Germantown to Philadelphia
- Traveling to New York
- Taking a Bath

Each group will have four minutes to discuss and identify the differences between Then and Now for their subject. Groups can use poster paper for visual presentation. After four minutes, each group will prepare to present their comparisons to the group, and other students should take notes.

**Step 3a: Characters**

**SAY:** First, I’m going to read the background of James Smith of your script. Please follow along and take notes on information that you think is important or questions that you have about James Smith. We’re going to split the characters in the script up and do a quick jigsaw to understand the background of five of the main characters in this performance. Let’s begin together with the narrator of the play, James Smith. **Read background of James Smith** to the class.

**SEE:** Read summary of background of James Smith from the play script.

**DO:** Pair-share summary notes on James Smith. (**After the read aloud, have students share their key notes and document them on the board or on a handout/projector**).
### Step 3b: Characters Jigsaw
**Jigsaw Activity:**
Split students into four groups and have each one summarize the following characters:
- Anne Sophia Penn Chew
- Hannah Welsh
- Benjamin Chew Sr.
- Benjamin Chew III

Each group will have four minutes to discuss and identify the key characteristics of their individual. Groups can use poster paper for visual presentation. After four minutes, each group will prepare to present their summary to the group, and other students should take notes.

### Step 4: Perform Scenes 1 - 3
**SAY:** We’re going to begin today with Scene 1. I will be reading the part of James. I would like to ask *(name a Strong Reader who is good at playing characters)* to read the part of Benjamin Chew Sr. and *(name a student who tries to be helpful but can also be outspoken)* to read for Michael. As we perform, think about what you are learning from each character and what their ideas about Liberty and Freedom might be based on their words and experiences.

**SEE:** Classroom presentation. Teacher may have given guided questions in advance.

**DO:** Take notes on the scenes.
**Practicing the Skill**

Depending on the age, reading, and writing levels of your class, you may break the remaining scenes over several class periods in order to get the most out of their ideas and skills. In some classes, the students can read for different characters, whereas in other classes, the teacher might need to vocalize key parts to demonstrate the idea of the drama of the character. At various breaking points, you can lead students in a discussion of the questions below and/or have them write written responses (paragraphs) about each scene or write a more cumulative essay over the whole play.

**Writing and Reflection Questions Practice:**
In all cases, students should use evidence from the text and or classroom conversations to support their responses.

### Scene 1:
- “You never know when you might be at liberty and have to give proof that you are a free man.” How is this idea different from the life of a “free man” today? Do people have liberty to travel without their liberty papers today?
- Who considers Cliveden to be (part of) their home?
- What is Benjamin Chew Sr.’s responsibility in the colony of Pennsylvania? What sorts of responsibilities did he have?

### Scene 2:
- “My overseer, a negro himself, is concerned by slaves made bold by their masters’ talk of revolution.” What request does the overseer make of Benjamin Chew Sr.? Why does he make that request? The play does not tell us the result of the letter, but what do you think happened?
- Based on this scene, what do you think the role and responsibilities of the wife of Benjamin Chew Sr. were? What liberty did she have, and what liberty did she lack?

### Scene 3:
- In this scene, Benjamin Chew Sr. has his liberty taken from him by his friend, General Washington, when he is forced away from his family because of the war. How does his loss of liberty impact him and those around him?
- How would you characterize the relationship between Benjamin Chew Sr. and Michael?
- How does the Revolutionary War affect Cliveden?

### Scene 6:
- “Benjamin Chew Sr. “He may think that you are unimportant, but that is not the case. Anne: “Do you really mean that? Am I really as important as Ben?” Benjamin Chew Sr. “In your own way, my dear.” Why does Anne think that she is unimportant? Based on the rest of the scene, what do you think that her grandfather meant when he said she was important in her own way?
- Think about Anne’s age in this scene. The script describes her as a young girl - she was born in 1805 and Benjamin Chew Sr. died in 1810. At the age of four or five years old, she is having a conversation with her grandfather. What was emphasized to her as important by her grandfather? What was her place in the world?
Scene 10:
- During this scene, James Smith and Hannah have an exchange about the hardships of their conditions. How are the conditions that Hannah lives in similar to and different from the conditions that James Smith lived in? Based on the text, how do you think James views Hannah’s behavior toward her work and her liberty?
- How has Anne been able to improve her liberty in this scene, as compared to what her grandfather told her in scene six? Why does she make the choices that she does? (Why do you think she chooses to keep Cliveden, add an addition, and move in her nephew and his wife?)

Scene 11:
- “The blood and sweat of my, no - our ancestors is in this place. We must preserve it for those who come after us. May we all reset - and go - in piece.” Why does Anne correct herself and say “our” in this final scene? Who does the “our” represent to her, and why is that change significant?

Overall Topics for Essay:
- Compare and contrast several different types of liberty seen in this text. How do you think that an individual’s experience impacts their sense of liberty?
- What constitutes liberty to you? Do any of the characters always have liberty? If not, what restrictions do they face and why?

Closure (Whipshare or Exit Slip)
What additional questions do you wish to research and explore about history and liberty? If you could focus on one character’s experience to understand more, who would it be and why?

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This curriculum is funded by the Haley Foundation and the African American Cultural Heritage Action Fund of the National Trust for Historic Preservation with support from the Doris Duke Charitable Foundation.
# Liberty to Go to See: Writing and Reflection

**Directions:** Review the primary source document on the page and make as many observations about it as possible. Can you read the handwriting to make out anything of what it says? Who is the author of the document? To whom was it addressed? What is he talking about? What questions do you have about it?

## Historical Document

![Historical Document Image]

<table>
<thead>
<tr>
<th>Observations and Questions</th>
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</thead>
<tbody>
<tr>
<td>1. What was your biggest struggle with reading and understanding this document?</td>
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1. What was your biggest struggle with reading and understanding this document?
2. What challenges do you think a group of young people writing a play based on historical documents like this might have had?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Then</th>
<th>Now</th>
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<tbody>
<tr>
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<td>Cooking Food</td>
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<td>Travel from Germantown to</td>
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<td>Philadelphia</td>
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<tr>
<td>Travel to New York</td>
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<tr>
<td>Take a Bath</td>
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3. How would the amount of time these activities take impact peoples’ lives and leisure time?
## Character Background

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<td>Anne Sophia Penn Chew</td>
<td>32</td>
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<tr>
<td>Hannah Welsh</td>
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<td>Benjamin Chew Sr. (Chief Justice)</td>
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<tr>
<td>Scene</td>
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<td>Scene 11</td>
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Excerpts from:

...LIBERTY TO GO TO SEE...

Script adapted by
Gail Leslie & Shanna Mawavise

From an original script by

Students of Young Playwrights
Characters (in order of appearance)

James Smith  Narrator, Chew family coachman and house servant. A freeman.
Middle-aged.

Benjamin Chew, Sr.  Patriarch of the Chew Family in his ‘50’s.

Michael  A house slave at Cliveden and Benjamin Chew, Sr.’s slave catcher.

Overseer  at Whitehall Plantation

Joseph  A house slave at a Chew plantation.

Harry  A house slave escaping from Cliveden.

Anne Sophia Penn Chew  Daughter of Benjamin Chew, Jr, as a young girl.

Benjamin Chew, Sr.  Patriarch of the Chew Family in his ‘80’s.

Benjamin Chew, III  Son of Benjamin Chew, Jr., brother of Anne Sophia, known as “Bad Ben” for various altercations with other family members

Anne Sophia Penn Chew  Daughter of Benjamin Chew, Jr, mid 50's.

Hannah Welsh  Young Irish maid and housekeeper to Anne Sophia Penn Chew
SCENE 1 - ON THE FRONT PORCH (1776)
JAMES WELCOMES US

JAMES SMITH

I've been here at Cliveden more than 200 years, now - longer than a young man like me cares to admit. I started off here as a coachman, and now Miss Anne trusts me to pretty much run the place myself. But that’s a story for later. Please allow me to introduce myself. I am the shade of James Smith former slave and freeman – I worked and bought my freedom by the time I was thirty... Shade? That means ghost or spirit. There are hundreds of us here. Just turn around – there’s Michael and Harry (as he names them they exit the trees with their loads and enter the house -- Harry through kitchen door, Michael through front door.) And me? I am your guide on this trip through the history of Cliveden. The time? It’s 1776 –

*The audience sees Michael carrying a load across the drive from the house entrance.*

- about 43 years before I was first employed here. Yes, employed! I had already earned enough to buy my freedom before I arrived at Cliveden. Oh, it seems quiet now. But in our heyday.... It took a lot of people – free and slave, black and white, to run it. The house, the kitchen, the smoke house, the coach house, the stables.... It was never this quiet. And we – the Chews, the free and the enslaved, and the black and the white are all still here to tell our story. Still part of Cliveden. Benjamin Chew comes out the front door.

BENJAMIN CHEW SR.

*(on stairs)* Michael! Michael! Where’s the post?

JAMES SMITH

That’s Benjamin Chew Sr. I never met him – he was before my time. But we all, all of us at Cliveden know the stories. Benjamin Chew, Sr., we gotta lotta Benjamin Chews in this history, so listen close, Ben Chew Senior was a lawyer for the Penns, as in William Penn, or PENNSylvania, so he was a pretty important man. So much so, that he was later made the Chief Justice of the Colony of Pennsylvania. But let’s

*Liberty to Go to See*
not get ahead of ourselves. It’s 1776 and between the slave uprisings in his Whitehall plantation and the goings on with the Continental Congress. His Honor is under a lot of pressure. You see, at first Mr. Chew did not fully support American independence, so he got into a little trouble. But that’s a story for later.

Cliveden isn't the only Chew house. He had his main town house down on Third Street in the Philadelphia, and this was his summer country home. Yes, I said country. (Looks up at the house) His huge, beautiful, summer home. People came up here to Germantown to escape the heat and the epidemics of yellow fever. He built it from 1763-1767. Well he didn’t build it. Had a lot of help. But he sketched it up himself - and it has been in the family ever since. Except for that troublesome time he had, but that’s a story for later.

He does not see what we see now. He sees a rich and prosperous country estate. A real gentleman’s residence. Far away from the summer filth and disease of Philadelphia. Although he was raised a Quaker he is now an Episcopalian, educated and trained in law in London, a successful lawyer, landowner and slaveowner.

*Musician starts playing. Music is grand.*

**BENJAMIN CHEW SR.**

*(lets music establish presence)* All that I have, all that I have inherited and built in Pennsylvania, Delaware and Maryland has come to this. This land.

**BENJAMIN CHEW SR & JAMES SMITH**

The blood and sweat of my ancestors is in this place. I must preserve it for those who will come after me.

**BENJAMIN CHEW SR**

Michael!

*Michael comes running up with the post.*

**MICHAEL**

Master Chew! Master Chew, the post is finally here.

**BENJAMIN CHEW SR**

Bring it along to my office. *He re-enters the house.*
James Smith watches Benjamin Chew and Michael enter the house.

JAMES SMITH
Why don’t y’all come on in and see? Now, like I said, I never knew Mr. Benjamin Chew, Sr. He died right around the time I was able to buy my freedom. Yes, I am free! I keeps my free papers – my liberty papers! – with me at all times. You never know when you might be at liberty and have to give proof that you are a free man. But I was employed by the Chews, especially Miss Anne Sophia Penn Chew for over 50 years. She’s this Benjamin Chew’s granddaughter.

SCENE 2 - THE FOYER & OFFICE (1776, 1777)
BENJAMIN CHEW, SR. CONTEMPLATES SLAVERY & REVOLUTION

Musician, as soon as he comes from kitchen, plays music foreboding in tone (near office).

BENJAMIN CHEW SR.
(At window near office holding a letter. After audience is in place...) We are careening towards revolt! Men who owe allegiance to the throne of King George, are running towards revolution. I will not lose all that I have gained. I have money, land and titles because of England. This letter from Whitehall, my plantation-- My overseer, a negro himself, is concerned by slaves made bold by their masters' talk of revolution.

Overseer appears from parlor as Ben reads the letter.

OVERSEER
Dear Mr. Chew, I am very poorly at this time and would wish you to come down as quick as possible, for I am in danger of my life being taken by the Negroes. Last Thursday evening I was beaten by clubs till I was bloody as a butcher. I hope you will come down and correct them to give me satisfaction for their abuse. Music out.

BENJAMIN CHEW SR.
Ungrateful servants, they turn against me? I feed them, I clothe them, I give them shelter! My wife says they have families and believe in God Almighty, and so they should be free. Women! She does not understand what granting them freedom would cause. It is in my interest as well as my duty to keep them strong and healthy. It is in my family’s interest to maintain discipline. It is expected of me as a responsible slave owner. Is it right or wrong? That is for God Almighty to decide.

(Looks at letter)
Our colonies are on the verge of separation from Mother England. They speak of a new society, full of opportunity, justice and liberty. I have no time to waste on a few ungrateful negroes at Whitehall. I must ensure the survival of my family. My wife's concerns for the slaves? Another time. Michael!

JAMES SMITH
Master Chew is about to lose his liberty for a while. He is neither Loyalist nor Patriot exactly….

BENJAMIN CHEW SR.
Michael!

JAMES SMITH
He is considered too knowledgeable, too powerful and too rich to run around loose –

BENJAMIN CHEW SR.
Michael!

JAMES SMITH
- and get snapped up by the British. So his friend General Washington has ordered he be separated from his family, and conducted to safety – in New Jersey.

SCENE 3
BENJAMIN CHEW (55) AND MICHAEL PACKING FOR EXILE

Trunk, hat & papers preset for Ben Sr. 2nd floor hallway.
MICHAEL bolts in from the servant stairs, crosses to the study.

BENJAMIN CHEW SR.
Michael! I told you to bring my case ten minutes ago.

MICHAEL
Sorry Master Chew. I had to search under all the rest of the family’s -

BENJAMIN CHEW SR.
Never mind that now. Bring it here!

MICHAEL
(Concerned) What’s happened, Master Chew?
BENJAMIN CHEW SR.
I’ll need some clothes - not much this won’t take long – I’ll leave my formal clothing here.
(Starts upstairs)

MICHAEL
(gestures towards a huge stack of books) And will you require your books for the journey?

BENJAMIN CHEW SR.
(stiff and short) Michael, no! I won’t have time for books.

MICHAEL
(Tentatively so as not to anger Chew) Will the trip be a short one then, sir? Are we all-

BENJAMIN CHEW SR.
(Holds up hand in “stop” motion) I have orders to go to New Jersey for a short time. The Iron Works. I’ve been assured I’ll be safe. And you will go with my wife and children to Philadelphia. Now go.

MICHAEL
Why, sir?

BENJAMIN CHEW SR.
I’m being sent there because of my involvement with England.

MICHAEL
What are you referrin’ to, Master?

BENJAMIN CHEW SR.
The colonies and England, Michael. They each want me completely on their side and… never mind that. Do you understand what I need you to pack now?

MICHAEL
You said New Jersey is safer. Are we in danger here, sir?

BENJAMIN CHEW SR.
Perhaps. But not yet. Michael-

MICHAEL
Then why you leavin’? You’re the master here.

Liberty to Go to See
BENJAMIN CHEW SR.  
(At window) Apparently not at the moment…. We must finish preparing.

MICHAEL  
(Michael turns to leave but as he nears the door, he can’t help himself.)  
Does it pain you, Master, to be forced to separate from ya family?

BENJAMIN CHEW SR.  
Yes... Yes it does.

MICHAEL  
We will take care of them, Master.

BENJAMIN CHEW SR.  
My family, my house, they’re everything to me. Why do I have to get dragged into this war? I am a Loyalist! It’s those damn Patriots. I told them exactly how to handle all of this and instead of listening, they start throwing tea in the harbor - and as if that’s not enough - they try to sink the whole ship...

MICHAEL  
They be fightin’ for their freedom.

BENJAMIN CHEW SR.  
And what about those of us that want to keep our freedom (looks Michael in the eye a beat), keep our property and keep out of the fight altogether! (to Michael directly) What happens to us - to us free men? Whether the war is won or lost, we’ll be the ones to pay. England takes care of us. The patriots are fighting for something they already have. And now, because of that...(back to window)  
(pauses, says softly. to himself.) I don’t feel free. Not when I’m taken from my own home. I don’t feel free.

MICHAEL  
(Soft in volume, but with strong conviction) Not many of us do, Sir.

BENJAMIN CHEW SR.  
(Not angry. More resigned. Final.) Go finish preparing Michael. Now. (goes up main stairs)

(BENJAMIN CHEW exits up the main staircase, to the Master Bedroom. HARRY enters from the servant stairs.)
MICHAEL
(Watching BENJAMIN CHEW leave. Takes a moment to connect with someone) Master Chew thinks he know about freedom! I ain’t never been free and I know more than him! Freedom is breathin’ and knowing the air, your body and your heart are all yours and nobody can take it away. No use thinking ‘bout what I ain’t never gonna have. (takes a breath) Harry!

HARRY
Yeah?

MICHAEL
We movin’ some tables and chairs from the upstairs bedroom. Come on now! Don’t got much time. You can use the main stairs to bring things down, but when you go up, be sure to use the servant stairs.

JAMES SMITH
(at lower main stairs) Master Chew was a practical man. He was careful in his investments. As a judge he had to listen to both sides of every case.

BENJAMIN CHEW SR.
(comes downstairs with hat and papers, stops midstairs) Our colonies are on the precipice of separation from Mother England, they think they’re creating a new society full of opportunity, justice, and liberty. Maybe I should let go of England… but then if they don’t win I could be an outcast. Completely alone.

MICHAEL brings BENJAMIN CHEW SR. his coat and trunk as JAMES SMITH narrates below.

JAMES SMITH
(at balcony)Master Chew was banished to a very nice house in Union Forge, New Jersey along with his number 1 client – the last Royal governor of Pennsylvania – John Penn. He was there for seven months.
(MICHAEL and BENJAMIN CHEW SR exit through front door) His family sent to the town house in Philadelphia. The British took advantage (MICHAEL returns through front door) of an empty house and took up residence in Cliveden. They used the house as their fort during the Battle of Germantown. They ate all the food and animals and stole the horses. Musician stands near drawing room. And then the war was over…. music on.

HARRY
The old man did it!
JAMES SMITH
(To Audience) Come upstairs, y’all!

HARRY
How you get arrested for treason and come out richer than you was before?

MICHAEL
(Coming from kitchen) How you know?

HARRY
I know that after the Battle of Germantown this house was so shot up Master Chew said he couldn’t afford to fix it.

MICHAEL
So then he sold it.

HARRY
Moved down to Whitehall.

MICHAEL
Rented out the town house.

HARRY
Waited out the war.

MICHAEL
Moves back into the town house and he’s in with the Continental Congress helping to write the Constitution!

HARRY
Money everywhere! More power than he had before the war and he -

HARRY & MICHAEL
(To audience) Bought Cliveden back!

HARRY
Someday that’s gonna be me! Wait & see! (He exits down servant stairs to get ready for Sc. 4)

MICHAEL
Wait and see we better finish unloadin’ tha wagon! (Exits down servant stairs. Music out)

Liberty to Go to See
JAMES
(Ben comes upstairs to his bedroom) In this house there are unforgettable traces of the Battle of Germantown. All scars - showcased proudly by the Chews. Life, after war, goes on. It’s 1804 and the Chews are back in residence.

SCENE 6 - The FRONT BEDROOM -1809
BENJAMIN CHEW (87) TEACHES ANNE SOPHIA PENN CHEW (5) ABOUT LEGACY

BENJAMIN CHEW SR.
(calls from front bedroom) Come here, little Anne.

ANNE
Yes, Grandfather! (from servant stairs)

BENJAMIN CHEW SR.
Come talk to Grandfather.

ANNE
(at hall window) It’s a lovely day outside. Let me help you Grandfather. (Anne helps him sit down, then sits on a stool next to his chair.)

BENJAMIN CHEW SR.
How sweet. Thank you, dear. (chuckles, but ends up coughing)

ANNE
Grandfather, can I get you anything?

BENJAMIN CHEW SR.
No, no. Just your company is enough to make me feel better. After all, one day you’ll leave me for a house and family of your own.

ANNE
(to door side window) Leave Cliveden? Why would I leave? It’s my home!

BENJAMIN CHEW SR.
Someday this house will belong to your brother Ben.

ANNE
Like Father owns it now?
BENJAMIN CHEW SR.
Indeed. It was hard for me to hand it over, but it’s better to do it while I am still alive. I was in London when my father died.

ANNE
That’s too sad to think about, Grandfather! If Ben owns Cliveden, he won’t let me visit.

BENJAMIN CHEW SR.
Of course he will! You’re family. You can come back to visit anytime you want. But – I’m sure you’ll have your own family. All Chew girls marry well.

ANNE
I don’t know……. (pops into hall) The parlor! (pops back in) Could I have the parlor? I could have tea parties and invite all my friends.

BENJAMIN CHEW SR.
Silly girl! We can’t break up the house like that! The history of this house -

ANNE
-Yes, I know. There was a battle here and there are bullet holes in our walls and a blood face on the wall right over here.

BENJAMIN CHEW SR.
(with a sense of purpose) Yes. This house has stood the test of time. (moving towards door) And it is the job of each and every Chew to help keep it. All your aunts brought more wealth and influence to Cliveden and the Chews by marrying well. You’re such a pretty thing. I’m sure you’ll do just as well!

ANNE
(Believes strongly) I don’t have to be married to live here with you, Grandfather.

BENJAMIN CHEW SR.
(Not listening, continues) … And you make sure that your brother is proud too.

ANNE
He’s too proud! He’s always so angry!

BENJAMIN CHEW SR.
What kind of talk is that? He’s just ambitious. He wants your father to give him more responsibility.

ANNE
Father is very wise. Ben should listen to Father (turns back).
BENJAMIN CHEW SR.
(Has a little moment) That is right. And if Ben is still too proud when he is older, you take care of him. Make sure he takes good care of this house. Show him how to love the family. You are Chews, be proud of your heritage.

ANNE
I’ll try……….But Ben won’t let me! I know he won’t let me!

BENJAMIN CHEW SR.
Of course he’ll let you help.

ANNE
No he won’t! He says girls don’t get big important jobs like an estate.

BENJAMIN CHEW SR.
He may think that you are unimportant, but that is not the case.

ANNE
Do you really mean that? Am I really as important as Ben?

BENJAMIN CHEW SR.
In your way, my dear.

ANNE
(comes to window near door) Ben only thinks money is important.

BENJAMIN CHEW SR.
Oh, yes. It’s control of the inheritance.

ANNE
Inheritance? What’s that? Do I get one?

BENJAMIN CHEW SR.
Nothing you need to worry about. You have your father and brother – and your future husband – for that. Remember Anne, pride in your family is just as important as money, - or anything it can buy.

ANNE
(Directly to him) I’ll try. I’ll do it for you, Grandfather. (She looks out the window) Grandfather! Let’s have a picnic under the big tree! (She runs into the servant stairs and thru the door to the dressing room.

BENJAMIN CHEW SR.
(At window, slightly sad) We most certainly can.

Liberty to Go to See
SCENE 10 - THE LOWER FLOOR - 1861

ANNE SOPHIA PENN CHEW (56) BERATES HANNAH WELSH (18)
JAMES (81) and BAD BEN (68) LATER

JAMES SMITH
When Anne’s father, Ben Jr. died, he left behind his wife, Katherine. And their eldest son ran her affairs. He was also a Benjamin. Benjamin the third. But around here we call him Bad Ben. Eventually, after Katherine died, the executors pushed Bad Ben out, and the youngest daughter of Ben Jr, Miss Anne Sophia Penn Chew, took over. Anne came here and modernized Cliveden, adding on the addition to the back of the house, putting in that door up where the window used to be.

Ben Jr. left his youngest daughter $16,000 – that’s almost $400,000.00 in your money – she used it to buy Cliveden and restore it.

(ANNE SOPHIA PENN CHEW enters the stairway landing through the mirrored door. At the same time, HANNAH enters from the DINING ROOM, and begins to walk up the MAIN STAIRS.)

ANNE
Hannah!

(HANNAH immediately starts dusting. ANNE pursues her)

JAMES SMITH
She hired on a staff of indentured servants, mostly girls from Ireland, who by her accounts, were more troublesome than slaves. But they were cheaper.

(HANNAH busies herself cleaning)

ANNE
(from the stairs) You know that you must always use the servants’ staircase to keep our esteemed guests comfortable. Why then, do I see you using the main staircase so frequently? (Hannah tries to interrupt the spew intermittently.) I will not stand for you running amuck through my halls with no care for my dignity or that of my family. (Music – harmonic tone/drone.)

(ANNE continuing)

This house holds the proud memories of my grandfather, the Honorable Benjamin Chew, and his struggles during the Revolution. (Hannah stands submissively next to column)
It is my duty to ensure that the grandeur and legacy of Cliveden is kept intact. I don't understand you, Hannah. I gave you more responsibilities because you were doing well. And now! You are overbearing to the other servants and you are disinclined to obey directions. (Coming downstairs) I paid for your passage to America and this is how you thank me?

HANNAH

(To US) I guess so.

ANNE

(Comes back) That was a rhetorical question. (music out) (Hannah turns back DS) I could dismiss you but I have not made my money back on your indenture. A disappointment! Sam and Mary are coming to live at Cliveden and I need all hands at the ready. Everything must be perfect when my nephew gets here.

HANNAH

Yes Lady Anne.

ANNE

I’m going out. (Comes all the way down) Have the laundry done by the time I return.

HANNAH

Yes Lady Anne.

(ANNE exits through kitchen. HANNAH checks to see if she’s gone and then lets out a scream of frustration.)

HANNAH

Ahhhh!

JAMES SMITH

(JAMES’ voice comes from the PARLOR) You best keep it down. She can still hear you.

(HANNAH crosses to the PARLOR and speaks with JAMES)

HANNAH

Ugh! Every day, it’s “Yes Lady Anne, I know Lady Anne, straight away Lady Anne, whatever you need Lady Anne!” I’m sick of it! I do everything for that woman and still….. Does it matter that I roll my eyes? I thought she wasn’t looking!

JAMES SMITH

Well if you’d just calm down for a moment-

HANNAH

Liberty to Go to See
James! I take care of her day in and day out, and what do I get for it? She says, “You’re insolent”. She’s mean! I am not allowed one tiny little expression of displeasure? Why? Because I am the servant and if I don’t do what she wants, I get punished!

JAMES SMITH

It could be worse...

HANNAH

Worse? I’ve given my life to serving her, and this is the thanks I get?

JAMES SMITH

When you misbehave, you get a lecture. Slaves - talking back is beating or death.

HANNAH

I am not a slave. Surely I deserve better treatment for my labors.

JAMES SMITH

True, you are not a slave. You only have to sit through a lecture or two or three.

(to audience) On the plantation where I grew up, I knew a slave, Nathan, would could not hold his tongue. After the overseer was finished with him – (he opens his hand) – he could.

HANNAH

I ‘m separated from my family since 13 years old. My indenture was sold, just as a slave is sold. I haven’t seen my family since I left Ireland.

JAMES SMITH

But you have found a better life here, yes? Slaves get sold, it’s seldom better.

HANNAH

I suppose... But when will I be free to do as I please?

JAMES SMITH

You can buy your freedom, like I did when I was your age.

HANNAH

How did you come across freedom?

JAMES SMITH

I didn’t ‘come across’ freedom. I worked. I worked as hard as I ever worked in my life and I earned it.

HANNAH

Liberty to Go to See
But it takes so long. I’m 18 now! My indenture is 27 years! I have 22 years left!

   JAMES SMITH
Be grateful. She doesn’t whip you and you can get away with misbehaving a little. Work hard for your freedom, buy your way out of this place.

   HANNAH
(determined) Oh, I will. (pause) So…James…. why does a free man work as if he were a slave?

   JAMES SMITH
Girl, I am seventy-one years old. Me and my wife is too old to change. My children are grown. The Chews are a fine family and they treat me well. You on the other hand…

   HANNAH
I understand.

   JAMES SMITH
Keep freedom in your heart.

   HANNAH
I will.

(They hear banging on the FRONT DOOR slam.)

   BENJAMIN CHEW III
(from Front door) Anne!

(HANNAH and JAMES look at each other in alarm)

   HANNAH
Oh, no. Bad Ben!

   JAMES SMITH
Does he have a knife?

   BENJAMIN CHEW III
Anne!

   JAMES SMITH
The last big set-to I had to help Miss Anne escape to Douglass’ boarding house down the hill.

   BENJAMIN CHEW III
Anne!

   Liberty to Go to See
JAMES SMITH

I’m too old to do that again.

(HANNAH goes to the front door, just as BENJAMIN CHEW III continues to shout)

HANNAH

(looking out window) He looks unarmed.

JAMES SMITH

Stall him while I go warn Miss Anne!

HANNAH

By myself?!

JAMES SMITH

Be back quick as a wink. Go, go. (He exits.)

BENJAMIN CHEW III

Anne! I know you’re here!

HANNAH

(opens door) You don’t belong here. When she’s not home.

BENJAMIN CHEW III

Where is she?

HANNAH

To whom are you referring, sir?

BENJAMIN CHEW III

You know damn well, Hannah, and you will address me as Mr. Chew.

HANNAH

Lady Anne is in town shopping for more furnishings for the house. She will be back shortly.
BENJAMIN CHEW III
Hmph! (at audience) And they all blamed me for squandering father’s inheritance. (move) I wish Henry, Eliza and the rest could see how our sister Anne is running things. More like throwing our funds into the fire. I should have remained executor of father’s will!

HANNAH
Do you mean in the way you were pilfering the funds, and keeping this place looking like a rundown tenement?

BENJAMIN CHEW III
Hold your tongue, servant! If it was up to me all of you would be back starving on that pathetic island you came from.

HANNAH
Cliveden is hers now, she bought it fair and square, so I suggest you leave before she returns.

BENJAMIN CHEW III
(starts upstairs) Hmph! Why is she wasting so much on the place. No one comes to visit her, anyway!

HANNAH
Lady Anne holds this house’s reputation, prosperity and appearance above all else. She is preparing for her nephew Sam and his family.

BENJAMIN CHEW III
(turns) What is this?

HANNAH
Lady Anne has invited them to come stay in the house. She can hardly wait for his arrival.

BENJAMIN CHEW III
This is preposterous!

HANNAH
(indicates additions towards main stairs) Lady Anne plans on extending the foyer, building a pathway from the main house, redoing the kitchen and windows, carpeting the floors... Much of this upon the request of her dear niece-in-law Mary.

BENJAMIN CHEW III
How dare she make demands that further diminish my inheritance!

ANNE
Whose inheritance? (ANNE steps into the room from between columns.) Well, well, brother. Hannah, take these up to my room and then put some water on. Thank you for entertaining our guest.
HANNAH
Yes, Lady Anne. (HANNAH does so and exits reluctantly, pausing at the door to the servants’ staircase to eavesdrop. ANNE, standing in center of room, and BENJAMIN CHEW III eye each other.)

BENJAMIN CHEW III
I knew this would happen.

ANNE
What? You must be more specific, dear eldest brother.

BENJAMIN CHEW III
Why must you put on this farce? You are not father! You are not his son!

ANNE
But I am the head of this household…..and owner…..

BENJAMIN CHEW III
I have come to reassert my position into this family and father’s will. I want my share of the inheritance and you have no right to keep that from me.

(HANNAH and JAMES enter quickly from servant stairs. HANNAH has a frying pan and JAMES stands by her side with cane lifted.)

JAMES SMITH
Shall I put a dent in him, Lady Anne?

ANNE
(Circles around Ben. He turns with her) No, you shall not. I respect my family too much to injure even the most scurvy members. You made the house miserable when you lived here. You lied to Mother and prejudiced her against the rest of us. You were stripped of your power as executor. You have no right to your share in Father’s will; it explicitly says that anyone falsely interfering in the requirements laid down in the will – their rights will be annulled. Yours were. (Stops circling) You may leave now.

BENJAMIN CHEW III
But this is my house.

ANNE
(standing with James with cane and Hannah with frying pan) Not anymore. Cliveden belongs to me now. You were officially evicted. (frying pan raised and cane thumped)

(BENJAMIN CHEW III retreats slightly and comes back.)
BENJAMIN CHEW III
This house will be mine, Anne! Anne! This is my house! BENJAMIN CHEW III stumbles down the steps and JAMES closes front doors.)

(ANNE turns and walks the length of the house to the back patio. JAMES turns to audience and speaks.)

JAMES SMITH
My working days’ll soon be over. God’s will be done. My wife died a few months ago. My children are settled with families of their own. I done had as good a life as a black man could expect ‘bout now. Coulda been worse. I expect it will be better for my children’s children.

ANNE
(Anne calls from the patio) James!

JAMES SMITH
Ain’t y’all figured this out yet? You’re supposed to follow me!

SCENE 11 - THE BACK PATIO - 1871
ANNE SOPHIA PENN CHEW (66) AND JAMES SMITH (81) SPEAK

ANNE
James? Is that you?

JAMES SMITH
Yes, Lady Anne.

ANNE
It’s nice to see you.

JAMES SMITH
You as well. I would like to give my condolences.

ANNE
Yes... James, I have nothing left.

JAMES SMITH
Never say so, ma’am. You have the house!

ANNE
I know that James, (gestures toward house) but what is a house with nobody to fill it?

Liberty to Go to See
JAMES SMITH
Ma’am, if I may say so, you can’t give up yet.

ANNE
Sam is dead, what do I have to live for?

JAMES SMITH
Your legacy ma’am. Your family’s honor and dignity!

ANNE
(pause) James, how did your mother die?

JAMES SMITH
She was a strong woman, but she wanted so bad to be free. Folks like us... sometimes we only find freedom in death.

ANNE
Do you miss her ever? Wish she could just sit beside you?

JAMES SMITH
This is life I live... a man who has lived a life of service... I don’t got much time left to cry about my troubles ma’am. (music starts – contemplative)

ANNE
James, fetch me some wood, please.

JAMES SMITH
Yes ma’am.

ANNE
Oh, and James?

JAMES SMITH
Yes?

ANNE
Thank you.

JAMES SMITH
Will that be all?

ANNE
Yes James. That will be all. (Music out)

(JAMES walks away and disappears over the course of the following, which ANNE delivers to the audience.)

Welcome, friends and neighbors. James Smith was a loyal and faithful servant, and will be dearly missed. I remember my life as a child here at the estate, it seems like forever ago,
but maybe in the grand scheme of Cliveden’s history it was only the blink of an eye. James has been with us ever since I was a child. He will never leave. (music starts)

When I think about it, none of us will ever leave. We are ingrained in the wood, the stone, the carpets and the paintings. This is no ordinary estate, this is the home of history. We’ve walked these halls hundreds of times and we think they will never change. But, eventually, the walls will crumble and people may cease to know our stories. Except you, your charge is to tell our stories, to keep Cliveden alive. (steps toward house & faces audience)

Make of us – all of this - what you will. But -

The blood and sweat of my, no - our ancestors is in this place. We must preserve it for those who come after us. May we all rest – and go - in peace. Thank you. (music plays through until end - button.)
CHARACTER BACKGROUNDS

Notes on the slaves and servants of Cliveden, as well as Anne Sophia Penn Chew, from the original notes on this project, submitted by Jason Allen, the Director of Interpretation at Cliveden at the genesis of the project.

James Smith - James Smith is a free man that had been born enslaved and acquired skills that allowed him to make enough money to buy his freedom. James Smith is a much loved coachman and general servant to the Chew family; having spent over five decades in the family’s employ, he was a venerable fixture in the lives of Benjamin Chew Jr.’s children, grandchildren, and even great grandchildren. James Smith dies on the ground behind the kitchen dependency while gathering wood for the hearth. His funeral arrangements, which were expensive for the time and obituary, were paid for by the Chew family. James’s obituary mentioned that “he was but a few months a widower at the time of his death.”

Combing through the wage records of the Chew family has also revealed hitherto unknown facts about James’s life. A wage record dated 1833 mentions that some money was paid to James “on the death of his child.” While we now know that James suffered the tragedy of a child’s passing, this bit of information likely indicates that he had other children as well. Wage records also reveal that James was one of the lowest paid servants under Anne’s employ, despite her love and high regard for him.

Michael - In attempting to retrieve escaped “property,” Benjamin Chew Sr used three methods: advertisements in the local newspapers, informally asking acquaintances to watch out for the freedom seekers, and sending out people to search for them. A surviving letter from 1776 was used as the pass for Michael, enslaved by Benjamin Chew Sr., to travel and procure freedom seekers of the Chew family. An enslaved African American traveling alone needed a letter for his safety and proof of his ownership.

Michael was sent to look for two freedom seekers in the Salem, New Jersey area in 1776. Chew told Michael that he was to tell all the freedom seekers that if they returned “without subjecting me (Benjamin Chew Sr.) to further trouble and expense, all that is past should be overlooked, and they will be treated from the time to come with the kindness and humanity due to them.” Lord Dunmore’s 1775 proclamation, freeing any African American enslaved to American Patriot slaveholders, influenced many freedom seekers to find protection behind British lines during the American Revolution.
**Harry** - This is an invented character. There is a Harry on the lists of Chew slaves, but this character is entirely imagined by the writers.

**Anne Sophia Penn Chew** - Benjamin Chew Jr left his unmarried daughter Anne Sophia a legacy of $16,000 with the stipulation that, if Cliveden had to be sold, that sum would be made up and paid to her out of other parts of his estate. The remainder was to be divided among his other children: Benjamin III, Samuel, Eliza Chew Mason, Henry, William and Anthony. Anne moved back to Cliveden in the fall of 1857, bringing with her fifteen wagon loads of goods and her small household staff consisting of Hannah Welsh, an Irish cook and James Smith, an African American general servant, formerly a coachman. Much to her dismay, Anne found that the estate had deteriorated badly in the years she had been away. Anne lacked the ready cash to undertake all the needed improvements at one time so the work progressed slowly. As a result Cliveden remained, in the words of Sidney George Fisher, who visited the property twice in 1860, "a fine, picturesque old mansion with large rooms, but house and grounds woefully out of repair." The expenses of running the household plus the costs of stabilizing and improving the property exceeded Anne's meager income. And her brother Ben's ongoing attempts to reclaim the house as his share of his father's inheritance left her in a constant state of dread.

“Centennial” Sam Chew's engagement and subsequent marriage to Mary Brown in 1861 substantially changed the pattern of domestic life at Cliveden. The quiet life of Anne Sophia as "mother" and Sam as "son" was replaced by an invisible triangle with the two women competing for Sam's attention. Anne's position is easy to understand. From her point of view, the union bartered the Chew name and colonial credentials for the Brown money, an alliance she found less advantageous for Sam than for Mary. She saw Mary as an indulged young woman, accustomed to luxury and, therefore, unfit to manage Cliveden.

Anne's world centered on Cliveden and her family, but she was also well aware of the events of the early 1860s leading to the dissolution of the Union. Her elder sister Eliza was married to James Murray Mason, Senator from Virginia. In the years before Virginia seceded and communication with the Masons became dangerous, Anne carried on an active correspondence with her sister and brother-in-law concerning political events. Her grandfather, Chief Justice Benjamin Chew, owned slaves from the eighteenth century into the first decade of the nineteenth century. Her father also owned slaves. As late as the 1820 census his household included two male slaves and four male and one female free blacks who had been slaves. Her grandfather also had signed the survey report of Mason and Dixon establishing the line separating North from South.
**Hannah Welsh** - Hannah Welsh was hired by Anne in 1856 when she was only 13 years old. We know that some time prior to this she immigrated from Ireland and that at least one family member, her sister Mary, was with her. Irish immigration to the U.S. was uncommon in both its immensity and in that just as many single women emigrated as men. For women, it was more than a flight from poverty; the potato famine lead to the undermining of the social fabric of the agrarian society, while the land scarcity caused by the British caused widespread arranged and postponed marriages. This, combined with a system of land monopoly centered on men, lead to fewer choices for women and increased barriers to marriages to persons of their choice, wage employment, and self-expression. Irish women were fleeing oppressive values that depreciated the value of women and lead to their invisible status, as well as poverty, when they came to America.

Despite Anne’s complaints, Hannah worked at Cliveden until 1892, the year of Anne’s death, when Hannah was apparently let go as Cliveden transitioned away from being a year round home. Hannah would have been 49 years old at this time after spending 36 years of her life under Anne’s employ. Though Anne did not appreciate Hannah’s attitude, she apparently depended on her for more than simple housework. Hannah, it seems would help manage the other servants’ wages.

Unique to Irish immigration was the large number of young, single women who made the transatlantic journey on their own. Irish women engaged predominantly in domestic work. Domestic service, though socially frowned upon, offered many young, single Irish women food, clothing, shelter, and a fairly good salary. The high demand for domestic help and the low supply of women willing to engage in such labor gave Irish women more economic opportunities than their male counterparts. Native-born American employers often wrestled with conflicting feelings towards Irish immigrant servants. On the one hand, prejudice and distrust of the Catholic values held by women residing in their Protestant homes led to fierce criticism of Irish laborers. However, employers were also mindful of their dependence on the domestic service of the Irish and were fearful of losing their help.
Chief Justice Benjamin Chew (Sr.) (1722-1810) - was the only surviving son of Dr. Samuel Chew and his first wife, Mary Galloway. Born in Anne Arundel County, Maryland, he would eventually serve as recorder of Philadelphia, attorney general, recorder-general, and chief justice of the Supreme Court of Pennsylvania under the colonial government. After the Revolution, he was selected as the president of the High Court of Errors and Appeals. His 1747 marriage to Mary Galloway (1729-1755), produced four surviving children: Mary, Anna Maria, Elizabeth, and Sarah. His second marriage, in 1757, to Elizabeth Oswald (1734-1819), brought forth eight more children: Benjamin Jr., Margaret (Peggy), Juliana, Henrietta, Sophia, Maria, Harriet, and Catherine (Kitty). Chew’s children increased the social status of the family through marriages to members of the Banning, Carroll, Galloway, Howard, Nicklin, Phillips, Tilghman and Wilcocks families.

Tutored in the classics during his early years by Francis Alison, the elder Benjamin began his law studies at the age of fifteen, under the guidance of Andrew Hamilton, and concluded his formal education in 1744 at Middle Temple in London. Returning home upon the death of his father, he moved to Delaware, where he quickly became enmeshed in the political and legal affairs of Pennsylvania and the Lower Counties. His first appointment was as a representative to the Lower Counties’ Assembly. Soon thereafter, he was chosen to act as a representative of the Penn family, assigned as secretary to the commission charged with settling the long-standing border dispute between Pennsylvania and Maryland. Thus Chew became intimately involved in legal proceedings that eventually resulted in Mason and Dixon’s survey of the boundary line. In addition, Benjamin Chew represented the colonial government in negotiating Indian treaties at Easton. In the mid-1750s, he was granted the post of attorney general for both Pennsylvania and Lower Counties, while also serving as the latter’s speaker of the Assembly. Chew moved to Philadelphia in 1754 and built a successful private law practice to augment his public service career. As his various employments and enterprises flourished, Chew prospered, rising to the upper class in his adopted city. Chew owned an elegant town house on South 3rd Street. Here, he attended St. Peter’s Church and associated with many influential people in the city. He became involved in other business interests, including iron works and land speculation.

As a result of his close relationship with the Penn family, in 1774, Benjamin Chew was chosen to succeed his friend William Allen as chief justice of Pennsylvania. With the growth of tensions between the colonies and Great Britain, Chew at first supported the colonial cause but as the conflict became more intense, he did not advocate separation from England. His close ties to the proprietors and his unwillingness to support the revolution led to the loss of his government positions and banishment, with Governor John Penn, to Union Forge in New Jersey from 1777 to 1778. During this time, he kept up regular correspondence with his family. In 1777, the British occupied Cliveden, Chew’s country house, which became a main stage of the Battle of

Liberty to Go to See
Germantown in October of 1777. Cliveden had been sold before the revolution, but was repurchased by the family in 1797, later becoming the center of the Chew family’s activities. Upon Benjamin Chew’s return to Philadelphia, he increased his land purchases, ultimately acquiring extensive property holdings in Pennsylvania, adding to inherited properties in Maryland, New Jersey, and Delaware. In 1791 he was appointed by Governor Thomas Mifflin to head the High Court of Errors and Appeals for the state of Pennsylvania, a position he held until 1806. At the end of his life, in 1810, Benjamin Chew had amassed a sizable fortune from land speculation and his legal practice.

The two oldest sons, **Benjamin Chew III (1793-1864)** and Samuel (1795-1841), practiced law together. The older of the two, Benjamin III served in the War of 1812 and married Elizabeth Tilghman (1796-1817) in 1816. Elizabeth died shortly after the marriage due to complications associated with child birth; the couple’s son William died at the age of three. Benjamin III never remarried. He managed his father’s land holdings in western Pennsylvania, and travelled a great deal throughout the state during the 1820s and 1830s. He was involved in the planning of the Pennsylvania and Ohio canal, and sometimes stayed at the family’s Horseshoe farm, in where his brothers Anthony and Joseph lived. Benjamin III moved to Pittsburgh for a time but spent the latter part of his life at Cliveden, and in the Philadelphia area. After his father’s death, Benjamin III was named as an executor of his father’s estate, but disputes with the other executors led to his dismissal from that position. He managed Katherine B. Chew’s affairs for a number of years after his father’s death; Benjamin III’s persuasion over his mother was strong, and he succeeded in turning her against the other executors, causing a major family rift that eventually resulted in his exile from the family.
Cliveden’s Entrance Hall
Back of House or Work Yard
Blood Portrait
Kitchen Dependency