



Israel Washburn



Cadwallader Washburn

# Washburn Family

WE HAVE A SAY ABOUT THINGS THAT ARE IMPORTANT TO US.



Charles Ames Washburn



Israel Washburn, Jr.



Samuel Benjamin Washburn



Algernon "Sidney" Washburn



William Drew Washburn



Elihu Benjamin Washburn

Universalist Meeting House



## UNITARIAN UNIVERSALIST ALPHABET

Please read the Overview before using this Plan.

**W** Letter W introduces the Washburn Family, and a variety of types of work that people do.

**MATERIALS:** Construction paper Letter with hole punched in top, yarn for necklace  
Snacks—Waffles, walnuts, watermelon, water

### GETTING STARTED:

*Welcome.* After each person says his or her name, the group responds, “Welcome, (name).” For a child who is attending for the first time this year, add name to the letters that have been posted and to the attendance sheet, and make a nametag during or after the session. Leave an empty chair for someone who is not present or for someone who has not joined the group yet.

### The *Letter of the Day*:

- Talk about the Letter.
- Give the Letter Necklace to a person with that initial.
- Talk about the things that the children have brought for the Letter, and or Letter Bag.
- Put the things related to the letter in the Special Place

**SPECIAL PERSON:** Washburn Family, Norlands, Maine

*The Washburn family had eleven children. We do not know too much about the three girls, and one of the boys died when he was young. The family lived at Norlands, a farm in Livermore, Maine. They had a community right there! There was a one-room school right next door; the Universalist Church was built partly on their property; and their father had a store on the farm. As the children grew up, they did many different kinds of work, in different parts of the country. (Their home and the other buildings have been restored as an educational farm.)*

*Israel Washburn, the father, worked for the government in Massachusetts and moved to*

*Maine in 1806. (Maine was part of Massachusetts until 1820.) He worked in government and on his farm. He was active in the organization of the Universalists in the United States.*

*Israel, Jr., represented the people of Maine in the government in Washington. He was a founder of the Republican Party, one of the parties in the United States today. Israel, Jr., was the Governor of Maine, and was responsible for how the government worked. He also worked in the railroad business and was a writer. (1813-1883)*

*Algernon was a banker in Hallowell, Maine, and worked in the Universalist and Unitarian churches in the area.*

*Elihu was a representative from Illinois to the government in Washington when Israel, Jr., represented Maine. Then, as a Secretary of State for the United States and as the Ambassador (a country's representative) to France.*

*Cadwallader was a Representative and a Governor of Wisconsin, and was a Major General in the Civil War. He worked in the lumber business, cutting trees and making wood ready for use in building. He also worked with the railroads, and started the Gold Medal Flour Company (now General Mills).*

*Charles worked in the United States government as a representative to Paraguay (a country in South America) under President Lincoln. He worked to build the Republican Party in California. He owned a newspaper and was its editor. He invented a typewriter (now we are more likely to use a computer) and was a writer.*

*Samuel was a sea captain.*

*William was a Representative and a Senator. He worked in the lumber business, in railroads, owned a lignite (type of soft coal)*

*mine, and owned cereal and flourmills in Minnesota. He helped to make Minneapolis a prosperous city and spread Universalism to Minnesota.*

*The Washburn brothers had things in common, but each of them did some different things. We have choices about what kind of work we do.*

**AFFIRMATION:** *We have a say about things important to us.*

*Work:* Think about the kinds of work that people do. What do people in their families do? What would they like to do when they get older?

The Washburn family was active in different kinds of things, like government, business and their churches. What is some of the kinds of work that is part of the church? (Possibly use the Committees of the church, such as "Buildings and Grounds," "Social Action," "Religious Education," "Worship," etc.) If there are staff, what work do they do? (Minister, Administrative Assistant/Secretary, Sexton, Religious Education Director, Music Director, etc.) Who gets things ready for them on Sunday Morning (include the leaders)? The focus of this discussion is awareness of all that goes into having a church community.

### THE LETTER **W** IN THE CHURCH

*Water:* If the church has a water ceremony, talk about the meaning of it and how they participate in it. If the congregation does not have a water ceremony, this can be started as a ritual for the children, or suggest starting one for the total congregation.

The basic ritual is inviting each person to bring some water from a place that is special, and tell about it briefly as they put the water into a common bowl. In some congregations, the water is boiled and some is kept for dedications.

*Animals:* Walrus, Wildebeest

*Body (add to Body Picture):* Wrist

*Calendar:* Wednesday

- Note the date of the session and any special events for the day, including birthdays.
- Note items beginning with that letter
- Note events between today and the next session.

**CLOSING:** Gather around the Special Place where the things related to the letter have been placed. "We give thanks for the Letter W. We have shared and learned about special people and animals and ourselves and our church. May we leave in love and peace. Next week we will meet again. Our letter will be \_\_\_\_ and our leader(s) will be \_\_\_\_." Make sure that people take home things that need to go.

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### VARIATIONS FOR OLDER CHILDREN

*Work:* Interview the people who work in various capacities with and for the church. This can be done by children talking with people or inviting people to visit the group.

Have a "Work Fair" and invite people to talk about their work and occupations, and what difference being a Unitarian Universalist makes. Make sure that people who are in the home are included, as well as people who are retired.

### ADDITIONAL REFERENCE

*The Larger Hope: The First Century of the Universalist Church in America, 1770-1870*, by Russell E. Miller, Boston: UUA, 1979.

*Men of Mark: The Washburn Brothers of Maine*, Theodore A. Web, Unitarian Universalist Historic Society, 1985.

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