



“A Brook in the City” by Robert Frost

The farmhouse lingers, though averse to square

With the new city street it has to wear

A number in. But what about the brook

That held the house as in an elbow-crook?

I ask as one who knew the brook, its strength

And impulse, having dipped a finger length

And made it leap my knuckle, having tossed

A flower to try its currents where they crossed.

The meadow grass could be cemented down

From growing under pavements of a town;

The apple trees be sent to hearth-stone flame.

Is water wood to serve a brook the same?

How else dispose of an immortal force

No longer needed? Staunch it at its source

With cinder loads dumped down? The brook was thrown

Deep in a sewer dungeon under stone

In fetid darkness still to live and run—

And all for nothing it had ever done

Except forget to go in fear perhaps.

No one would know except for ancient maps

That such a brook ran water. But I wonder

If from its being kept forever under,

The thoughts may not have risen that so keep

This new-built city from both work and sleep.



Name _____

Poetry vs. Prose: A Changing New Hampshire

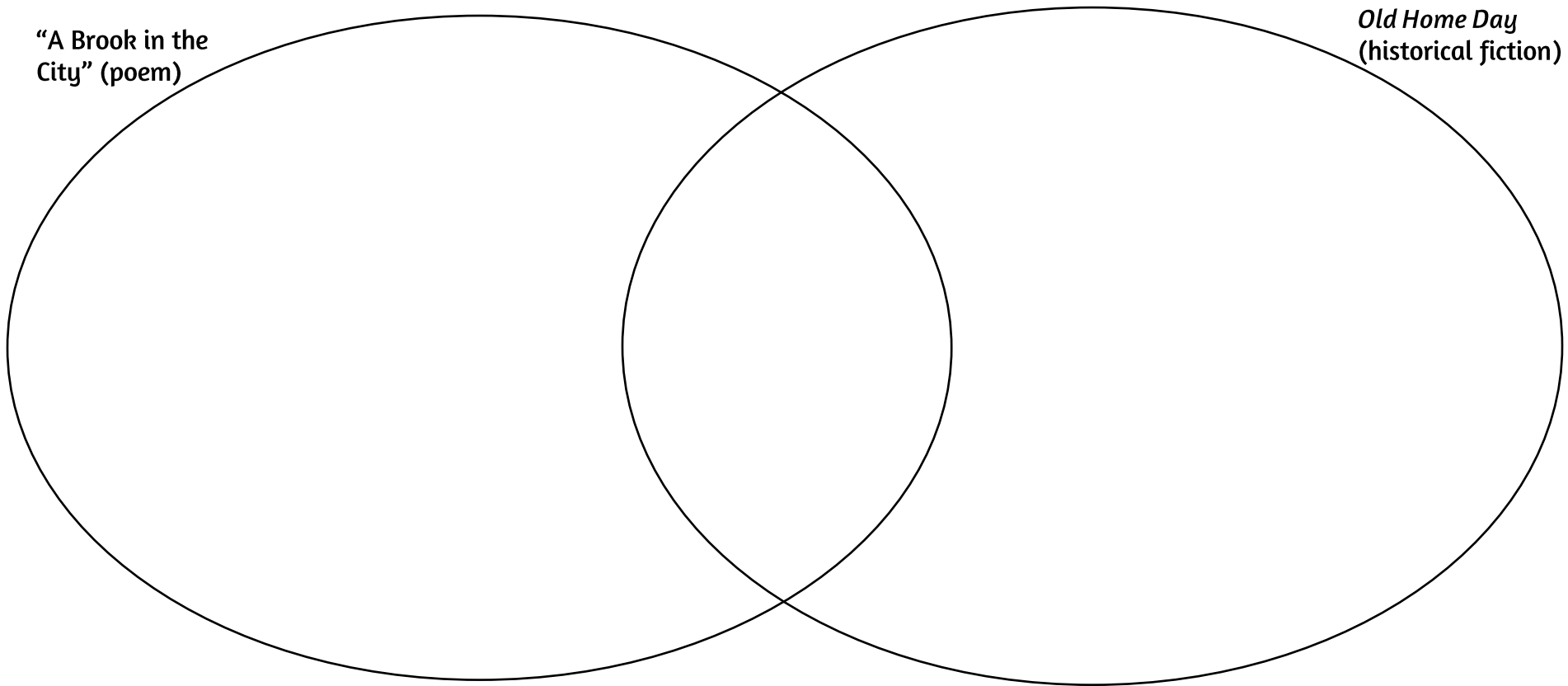
After you read Donald Hall's *Old Home Day* and Robert Frost's "A Brook in the City," use the Venn diagram to organize the similarities and differences in the ways the writers express the changes New Hampshire experienced during the 20th century.

Think about:

- The scope: Does the writer focus on many changes or just a few? What are they?
- The setting: Where do the changes happen?
- The characters: Who experiences the changes? Who makes the changes?

"A Brook in the City" (poem)

Old Home Day
(historical fiction)





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"A Brook in the City" (poem)

Old Home Day
(historical fiction)

- **Focuses on a single house in a city**
- **Shorter time period: farm to city**
- **Looks at objects that have been near the house since it was on farm and how they have been changed by people**
- **Objects are characters:**
 - **Farmhouse now has address on city square**
 - **Apple tree became firewood**
 - **Brook was buried underground**
- **Speaker focuses on brook; built over by people, it is now just flowing through a sewer**
- **Speaker says brook is the hidden spirit of the city**

- **Set in New Hampshire**
- **People change the land**
- **Some important features and traditions are forgotten for awhile**
- **Hopeful at the end that things will continue to change in a positive way**

- **Focuses on an entire town**
- **Longer time period – begins with pond created by glacier; town growth by pond; ends with 20th century visitors**
- **People are the characters:**
 - **Abenaki hunting and fishing**
 - **18th and 19th century families from other states cut down forests to create farms and towns**
 - **Railroad is built and people start more businesses**
 - **Town population decreases with decrease in farming**
 - **Old Home Day brings descendants back to visit and help town grow again**



Name _____

Two Poets, One Season

“Monadnock in Early Spring” by Amy Lowell

Cloud-topped and splendid, dominating all
The little lesser hills which compass thee,
Thou standest, bright with April's buoyancy,
Yet holding Winter in some shaded wall
Of stern, steep rock; and startled by the call
Of Spring, thy trees flush with expectancy
And cast a cloud of crimson, silently,
Above thy snowy crevices where fall
Pale shrivelled oak leaves, while the snow beneath
Melts at their phantom touch. Another year
Is quick with import. Such each year has been.
Unmoved thou watchest all, and all bequeath
Some jewel to thy diadem of power,
Thou pledge of greater majesty unseen.

“Spring in New Hampshire” by Claude McKay

Too green the springing April grass,
Too blue the silver-speckled sky,
For me to linger here, alas,
While happy winds go laughing by,
Wasting the golden hours indoors,
Washing windows and scrubbing floors.

Too wonderful the April night,
Too faintly sweet the first May flowers,
The stars too gloriously bright,
For me to spend the evening hours,
When fields are fresh and streams are leaping,
Wearied, exhausted, dully sleeping.



Lesson 15.4: New Hampshire through the Writer's Eye

Read both poems out loud a few times, then complete the following tasks:

1. What kinds of words does each poet use to describe how spring looks in New Hampshire? Underline them in the poem or make a list and organize the words into categories.
2. How do the poets feel about spring in New Hampshire? How do you know? Write three sentences with specific examples.
3. In one poem, the speaker is out in nature and in one poem the speaker is stuck inside. Which is which? Draw a picture to illustrate each poem showing where the speaker is standing.
4. Choose a perspective and write your own poem about New Hampshire in spring. Will you be out in the middle of it? Or inside wishing you could go outside and enjoy it?

QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

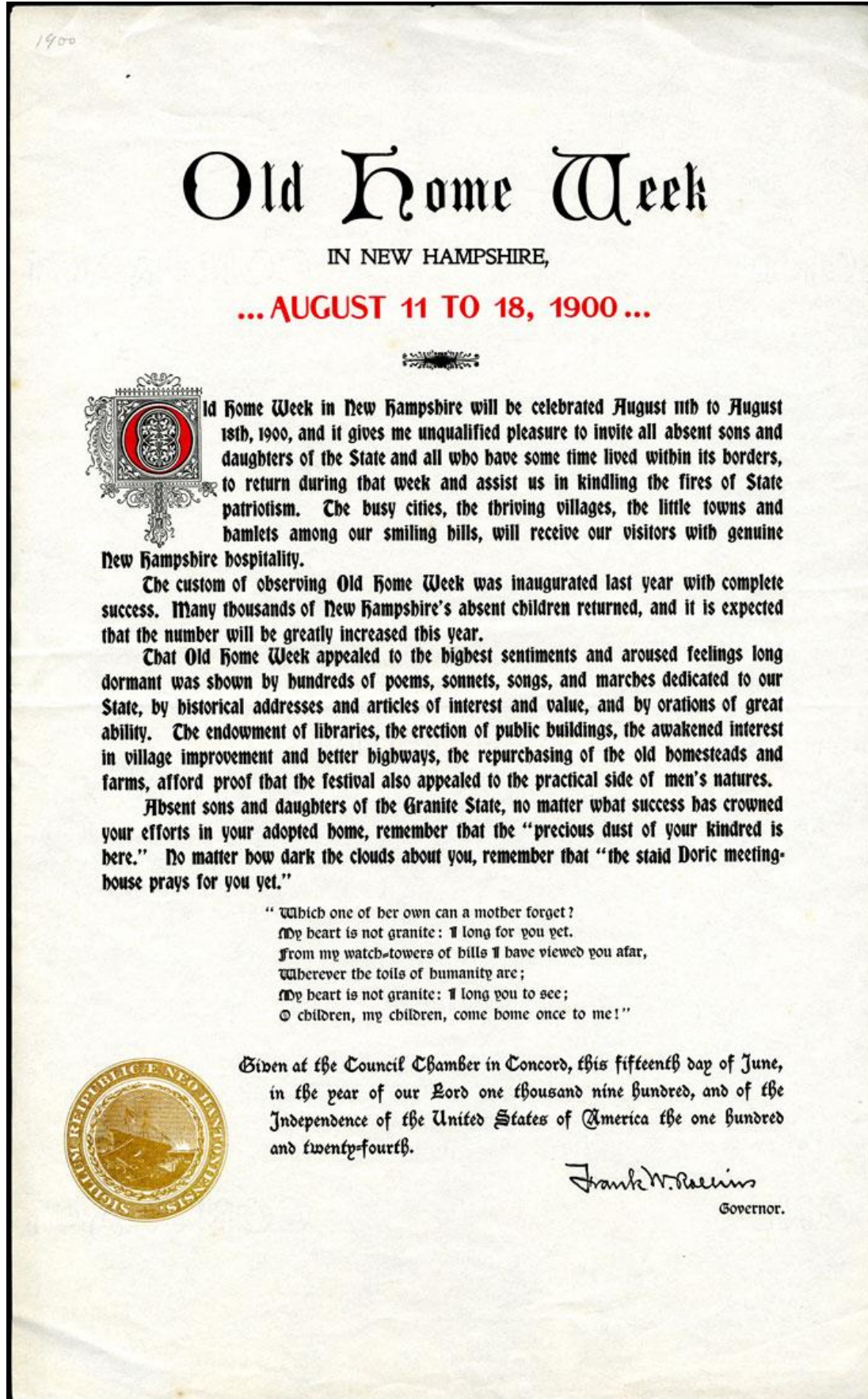
Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.



Lesson 15.4: New Hampshire through the Writer's Eye



Proclamation for Old Home Week, 1900
Source: New Hampshire Historical Society



Lesson 15.4: New Hampshire through the Writer's Eye

