

"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?

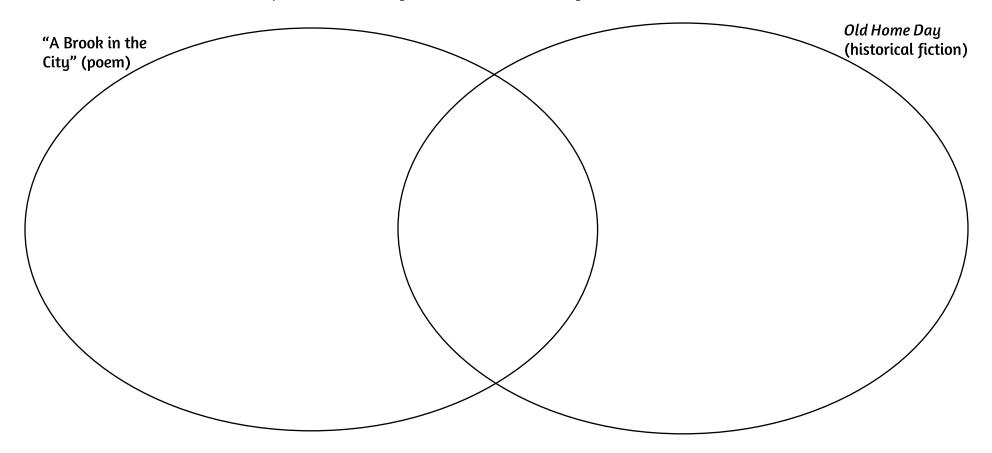
How else dispose of an immortal force No longer needed? Staunch it at its source With cinder loads dumped down? The brook was thrown Deep in a sewer dungeon under stone In fetid darkness still to live and run— And all for nothing it had ever done Except forget to go in fear perhaps. No one would know 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.

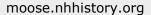


Poetry us. Prose: A Changing New Hampshire

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?







	Name	Answer key	: possible res	ponses
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"A Brook in the City" (poem)

- 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

Old Home Day
(historical fiction)

- 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:
 - o 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

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.



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?



Name				

Build Your Vocabulary!

Writers choose just the right words to create the images that help readers experience a poem or story. Sometimes, those words are challenging to understand. When you come across a word that is unfamiliar or hard to understand, try these strategies to figure out its meaning. Double check the meaning in a dictionary, and then add it to your writer's glossary!

- 1. Circle or highlight the word; write it in the Word column on the vocabulary chart.
- 2. Look for clues in the sentence that might explain the word.
- 3. Re-read the lines before and after the word. What is happening?
- 4. Look closely at the word. Does it have any parts that are familiar?
- 5. Read the sentence without the word. Does the sentence still make sense? Read the sentence again with the word.

Word	Part of speech	Meaning



Lesson 15.4: New Hampshire through		
Word	Part of speech	Meaning
		<u> </u>

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.



Social Studies for Granite State Kids

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.



Old Rome Week

IN NEW HAMPSHIRE,

... AUGUST 11 TO 18, 1900 ...



Id Home Week in New Hampshire will be celebrated August 11th to August 18th, 1900, and it gives me unqualified pleasure to invite all absent sons and daughters of the State and all who have some time lived within its borders, to return during that week and assist us in kindling the fires of State patriotism. The busy cities, the thriving villages, the little towns and hamlets among our smiling bills, will receive our visitors with genuine New Hampshire bospitality.

The custom of observing Old Home Week was inaugurated last year with complete success. Many thousands of New Hampshire's absent children returned, and it is expected that the number will be greatly increased this year.

That Old Home Week appealed to the bigbest sentiments and aroused feelings long dormant was shown by bundreds of poems, sonnets, songs, and marches dedicated to our State, by bistorical addresses and articles of interest and value, and by orations of great ability. The endowment of libraries, the erection of public buildings, the awakened interest in village improvement and better bigbways, the repurchasing of the old bomesteads and farms, afford proof that the festival also appealed to the practical side of men's natures.

Absent sons and daughters of the Granite State, no matter what success has crowned your efforts in your adopted home, remember that the "precious dust of your kindred is here." Do matter how dark the clouds about you, remember that "the staid Doric meeting-house prays for you yet."

"Which one of ber own can a mother forget?

My beart is not granite: I long for you yet.

From my watch-towers of bills I have viewed you afar,

Wherever the toils of humanity are;

My beart is not granite: I long you to see;

O children, my children, come home once to me!"



Siven at the Council Chamber in Concord, this fifteenth day of June, in the year of our Lord one thousand nine hundred, and of the Independence of the United States of America the one hundred and twenty-fourth.

Frank W. Roelins



Lesson 15.4: New Hampshire through the Writer's Eye

