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Three correlated teaching units on the topic New England

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Thesis

THREE CORRELATED TEACHING UNITS ON THE TOPIC NEW ENGLAND

Submitted by

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CHAPTER I

Introduction

To the casual observer it might appear that New England belongs to the past; that like some moon it does not generate light of its own but only reflects it. This may be true. Certainly the past has given much to New England. Most importantly it has given a heritage that after present use must be passed on to the future.

The spirit of independence and civic consciousness that first appeared with the issuance of the Mayflower Compact continues today in the New England town meeting. The literary tradition that began with Of Plimouth Plantation may be seen still in The Last Hurrah. The Pilgrims whose first product was clapboards hewn from pine trees would certainly be surprised by modern factories but they would find the same ideals of skill and craftsmanship.

A study of New England is a study of people: of the pioneer and the factory worker; of the farmer and the Pilgrim; of the whaler, the merchant, the sailor; of the patriot and of the craftsman. It is a study of places; of mountains, hills and valleys; of towns and rivers; of cities and harbors. New England is synonomous with history; with colonization, Indian troubles and Revolution; with Civil War and with industrialization.

Purpose

The purpose of this thesis is to construct three units for the seventh grade correlating English with the social studies using the topic "New England".

Source

The problem arose when it appeared that available teaching materials seemed inadequate when contrasted with the richness and variety of the New England scene. The characteristics of this topic are such that correlation offered one of the best methods of teaching.

Justification

The topic "New England" is suitable for correlation;

a) It has an historical heritage dating from 1620 to the present.

b) The mountains, rivers and lakes of New England form natural boundaries which add to the isolating effect of its geographical location in the northeastern section of the United States.

c) Melville, Frost, Emerson and Longfellow are but a few of the native writers who have given New England a literary tradition of its own.

Scope and Limitations

The units have been constructed to correlate the language arts areas: reading, writing, speaking and listening, with history and geography. As these units, designed for the

seventh-grade level, are untested, they will require some modification to meet existing situations when in actual use. The tentative time allotment is three weeks for each unit.

Although these units treat New England as a whole, arbitrary divisions have been made in the areas of the social studies and emphasis has been placed on the different phases of the language arts as the following chart will show.

SCOPE CHART

New England	Language Arts	Social Studies
Unit A: Rural New England	Reading (See Appendix C for details)	Growth and development of N.E. prior to the Revolution. Study of rural N.E.
Unit B: Coastal New England	Writing (See Appendix C for details)	From the Revolution to the Civil War. Study of coastal N.E.
Unit C: Urban New England	Speaking and Listening (See Appendix C for details)	From the Civil War to the present. Study of urban N.E.

Definition of Terms

Correlation [1] means the clarification of the relationships existing between the various subjects of instruction and their place in the total scheme of life.

For the purpose of this project, correlation may be considered as the arranging of history, geography and the Language Arts in a mutually complementary manner.

A unit [2] is the teacher's goal stated in terms of a desirable change to be made in the pupil in concept or skill and thus in ideal, attitude or appreciation.

The delimitation [3] is astatement of the lesser learning outcomes of the unit, at a given grade level, in a specific situation for an alloted time which provide for the individual differences of the pupil. Like the unit, it is for the teacher's use only and has been obtained by analysis.

The incidental and indirect learning products [4] list some of the probable outcomes, related to, but not a part of the unit. Also included are the ideals and attitudes which unit may instill in the pupils.

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[1] Weeks, Ruth Mary, A Correlated Curriculum, p.5, D. Appleton-Century Company Inc., New York, 1936.

[2] Billett, Roy O., Fundamentals of Secondary School Teaching, p.505, Houghton Mifflin Company, Boston, 1940.

[3] Ibid, pp.505,506.

[4] Ibid, p.506.

The unit assignment [5] is the flexible overall plan of the teacher-pupil activity. The pace of the unit is geared to local conditions and pupil differences.

The optional related activities [6] are as the name implies voluntary projects related to the topic, carried on under the guidance of the teacher.

The core activities [7] are the focal activities of the unit in which the majority of the pupils are engaged.

The study and activity guide [8] supplements the personal guidance of the teacher and allows more freedom in carrying out the main part of the unit. Usually mimeographed, it gives the pupil an outline for self-direction.

Evaluation [9] within the unit consists of three types of test: the pre-test, showing pupil background; progress tests measuring achievement; and terminal tests evaluating the over-all growth resulting from the unit.

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[5] Ibid, p.506.

[6] Ibid, p.507.

[7] Ibid, p.508.

[8] Ibid, p.508.

[9] Ibid, pp.508, 509.

Lists of materials and references are often included in the unit to supplement the study guide and optional related activities. [10]

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[10] Ibid, p.509.

CHAPTER II

REVIEW OF RESEARCH

Types of Correlation

There are many types and degrees of correlation. The following list shows some of the experiments that have taken place in the field of correlation. [1]

1) Correlation of English with other fields through incidental references and isolated projects.

2) An English course based on correlation with other fields but not implying the modification of courses or the cooperation of other subject teachers.

3) A fusion of English with other subjects.

4) A fusion of a group of subjects.

5) A curriculum based on the integration of all educational subjects.

Justification of the Use of Correlation

The following reasons, listed in the Correlated Curriculum,[2] might be considered a philosophy of correlation.

The specialization of industrial, commercial, and professional activity usually causes a person to deal with little outside his own specialty and even then only within a specialized fraction of his field. If a student is to view life as a whole he must do so in school because as an actual wage-earner he will center his eye upon only a microscopic part.

A second reason for integrating the curriculum is the increasing mobility of our population. For the children of families constantly shifted from neighborhood to neighborhood

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[1] Weeks, op. cit., p.5.

[2] Ibid, pp.2, 3.

from town to town, and from state to state, life is just a stream of scattered impressions. If they are ever to see a connected picture it must be in the school course.

A third factor which demands the integration of education is the noise, confusion and distraction of urban life. If education is to make any impression on a population so assaulted in every by the distractions of current life, it will have to be an education whose basic import stands out in clear and simple outline. The school course must say something in a simple, obvious and definite manner, and every subject studied must be so chosen and so presented as to be a clause in this great educational statement.

A fourth reason for an integrated curriculum is the magnitude of civic and political indifference on the part of our citizenry. Politics is the science of planning cooperatively the conditions requisite to a satisfactory life. Only by an integrated education can we reanimate politics, using the premise that life is a logical whole for which cooperative planning can be profitably undertaken.

Another fact cries even more loudly for educational synthesis. The compounding of new knowledge especially in science has seemed to undermine the old bases of moral and religious sanctions. The breakdown of the old formulae has not broken down the eternal verities those formulae attempt to express. We gain a larger view of the truths which previous ages could only glimpse. These philosophical implications of the new learning must be clear if we are not to leave students visionless among the facts presented in our courses. The scientific, esthetic, philosophical and ethical branches of our curriculum must therefore be in some manner integrated to prevent students from viewing the world with purposeless despair.

J.N. Hook [3] in discussing correlation, particularly literature and history, admits that history throws light on literature and demonstrates the fact that literature is inevitably an outgrowth of the social, economic and political climate and does make history more lifelike, but points out

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[3] Hook, J.N., The Teaching of High School English, p.141, The Ronald Press Company, New York, 1950.

some of the weaknesses of this type of correlation. Some of the great periods of history produced little or no literature of merit. Such a method of correlation, because of the nature of the literature studied, limits the history to countries whose literature normally comes within the scope of the curriculum. Another possible weakness is the need for a teacher whose interest and knowledge in both history and literature are balanced.

Language Arts Concepts that can be used in Correlation [4]

1) Pupils may use as expressional material for composition assignments, subject matter taught in other fields.

2) English courses may include as a part of the regular work such correlative experiences, projects, or units as are helpful in enriching, illustrating, or extending their principles to other fields of knowledge. Explanatory units may include such projects as the study of a piece of polyphonic music by Palestrina or Monteverde or its later development in the contrapuntal fugues of Bach, to explain Milton's lines about music in L'Allegro. Study of the famous English cathederals and their stained glass, together with the Puritan attitude toward them, could help explain the famous cathederal passage in Il Penseroso.

3) English courses may develop and enlarge the scope of literary study. Readings drawn from other subject fields as in units in which the literature of science, of history and of vocations are made the basis of English study.

4) Appropriate literature classes may parallel courses in English or American history by readings illustrative of the period under study.

5) The English department may suggest the election of courses in related subjects to furnish background material needed for English work.

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[4] Weeks, op. cit., pp.62, 63.

Concepts of the Social Studies that may be used in Correlation[5]

1) The enormous age of human culture and the extreme recency of most things - railroads, telegraphy, telephones, automobiles - that are conspicuous in our civilization.

2) The unity of man with the rest of living nature and his subjection to the same fundamental law.

3) The concept of change, involving the idea of progress and especially the progressive humanization of man.

4) The essentials of man's heredity.

5) The fact that all men have some culture of their own and that many excel in particular activities.

6) The need for the sympathetic consideration of alien groups.

7) The history of the foundation of various races, particularly those of the white race.

8) The composition of and anthropological developments in the American people.

9) The idea of history as representing what Hegel calls the ultimate design of the world.

10) The relation of great personalities to the total social situation of their respective ages.

11) The concept of contingencies and choices that have been made.

12) The causes of human conflict.

13) The encouragement of the scientific method in social affairs and the value of analysis and statistical measurement in studying social culture and social change.

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[5] Ibid, p.15.

Suggested Correlation of English with History [6]

1) Definition of simple social concepts and literary forms with respect to their origin, development and present significance may be reenforced through a study of the types of literature to increase appreciation of the diversity of contemporary life and literature.

2) Connected history, either social or literary, may be used as the backbone of the course or as collateral reading. Hitherto disconnected incidents, personalities and ideals may be woven into a pattern where their proportion and relationship to the modern world are revealed by a consideration of historical perspective. There should result some measure of tolerance for change and adjustment in both society and letters; a growing attitude of skepticism toward propaganda which seeks to distort the records of the past in the interest of a group; and a disposition to relate past developments to future progress through the operation of social intelligence.

3) Reading exercises suitable for correlation may include: practice in interpreting instructions; finding specific information in scattered sources; mastering the thought of the author; and translating experience. Possible results might include a more enlightened attitude toward the syllabi, bibliographies, references, textbooks and treatises, as well as toward literature. Habits of analysis, definition of terms and documentation by means of cards should be extended.

4) Projects should increase skills in handling chronological and logical order; in location of space and time; in comparison and contrast; in causal sequence in relation to temporal; in reasons for a point of view; and in inference from fact.

Standards for the Appraisal of Units

As this project attempts to correlate the Language Arts and the social studies it might be well to consider some of the criteria used in judging the effectiveness of the Billett type unit.

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[6] Ibid, pp.62, 63.

This plan in a broad sense consists of illustrative material arranged around a topic,[7] which in a sense is also a definition of correlation.

The following are the standards used in judging the effectiveness of this type of unit:[8]

a) "Is the unit described in a definite, declarative statement representing the learning product or products to be acquired by the pupil?

b) Is it worth the time and money of pupils, teachers and society to be spent acquiring it by the experience route?

1) Has it important probable applications to the life situations which the pupil is meeting, or will probably meet later as an individual and as a member of social groups?

2) Will the values accruing to the individual and to others make the efforts necessary for its acquisition a good investment when compared with other values attainable with the same time and effort?

c) Is the unit definitely related to the pupils' level and the area of mental growth and experience?

1) Does it grow naturally out of the preceeding unit of the course and lead naturally to the next?

2) Is it part of a sequence of units which makes possible and contributes to integration and reintegration of the products of pupil experience as the course proceeds?

3) Is it related wherever possible to the work which the pupil is doing in other school subjects, in the extra-curriculum, and in his out of school environs?

4) Is it stated in terms of the vocabulary which pupils might be expected to possess on completing the advance represented by this unit?

d) Does the unit represent an advance in some concept or skill which from the standpoint of pupils' probable rate of

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[7] Billett, op. cit., p.505.

[8] Ibid, pp.140, 141.

growth is neither so slight as to be trivial nor so great as to lead to vagueness or uncertaintyon the part of either teacher or pupil?

e) Does the unit represent an advance in some concept or skill distinctly recognizable with reasonable objectivity by present methods of controlling observation or testing?

Is the unit as stated sufficiently flexible to provide for the aims, different aptitudes, abilities, interests and needs of the pupils for whom it is intended? Is it analyzed into the lesser learning products (advances in capacity for behavior) on which the major learning product in part depends? Has the analysis of the unit been delimited to indicate the learning products expected of all pupils, and ones that are optional for pupils on the basis of aptitudes, abilities, interests, aims or needs?

Have the probable indirect learning products in the form primarily of ideals, attitudes, and appreciations to be achieved when working on the unit, been anticipated so far as possible and listed?"

CHAPTER III

Geography of New England

New England is 66,424 square miles of mountains, valleys, hills and lowland politically divided into the states of Maine, New Hampshire, Vermont, Rhode Island, Connecticut and the Commonwealth of Massachusetts. It is a region of physical contrasts; of mountains and low, sandy capes; of rocky coastlines and peaceful upland villages; of metropolitan areas and small fishing ports; of highly centralized industrial regions and small handicraft shops.

At a varying distance offshore the ocean floor rises abruptly and levels off in plateau fashion at a depth of 72 fathoms. Planing upward until it emerges at the tideline, this continental shelf is important to New England as the source of the fishing industry.

From the tideline the land continues to rise, gently at first but more noticeably as the coastal lowlands meet the hilly belt sometimes called the Eastern Upland, which attains a height of 2,000 feet. Rising from this upland is a northern extension of the Appalachian mountain system, the White Mountain Range which boasts the only true timberline in the eastern part of the United States.

To the West the land drops and then rises again to the dissected upland of the Litchfield and Berkshire Hills in Connecticut and Massachusetts. The Green Mountains cap this upland from a point slightly south of the Vermont border,

northward through Vermont into Canada. The approximate mean elevation of New England is 633 feet above sea-level.

The rivers of New England are characteristically short and unsuited for navigation. Rising in the mountains at no great distance from the sea they flow down gradients too steep for shipping. This seeming disadvantage is really a resource as it provides the hydrostatic head necessary for hydroelectric power.

The drainage pattern of New England is generally dendritic, or branchlike, except in the watershed of the salt rivers in eastern Massachusetts.[1] Here during the era of Pleistocene glaciation the "great river of Massachusetts" was dammed by glacial moraines and sought a new outlet to the sea at Newburyport, Massachusetts, causing a confused drainage pattern in the eastern part of the state.

The hydrography includes thousands of lakes and ponds, the largest of which are Moosehead Lake in Maine and Lake Champlain on the Vermont border. The main river systems are the Kennebec and the Penobscot in Maine; the Merrimac in New Hampshire and Massachusetts; the Connecticut, draining parts of New Hampshire, Vermont, Massachusetts and Connecticut; the Blackstone in Rhode Island; and the Thames and Naugatuck in Connecticut.

The poorness of the soil and a short growing season

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[1] Howe, Henry F., Salt Rivers Of The Massachusetts Shore, p.9, Rinehart And Company Inc., New York, 1951.

There is in New England a lack of native raw material for use in local factories. Countering this are the many hydroelectric power sites which provide inexpensive power for industry. Coupled with this is a reservoir of manpower trained in the Yankee tradition and augmented, in the past, by the influx of immigrants. Factors detrimental to industry are discriminatory freight rates, decline of the Port of Boston, and the shifting of factories to the cheaper labor zones of the south and of Puerto Rico.

The metal industry is confined to the fabrication of smaller items. A large portion of the nation's textile and shoe machinery,[4] hand tools, firearms, and jewelry are made in Massachusetts, Connecticut and Rhode Island.

In 1955 thirty-eight percent of the shoe output of the United States, having a value of almost $714 million was produced in New England.[5]

Massachusetts, first in leather production,[6] also ranked first in shoe production. New Hampshire and Maine rank fifth and sixth nationally. One-fourth of the shoe making industry of the United States is centered in eastern Massachusetts.[7]

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[4] Ibid, p.234.

[5] Boston Daily Globe, Feb. 8, 1956, p.27.

[6] Whitbeck, op. cit., p.195.

[7] Ibid, p.197.

varying from 120 days in the north to 180 days in the south limit the agricultural potential in New England. The majority of crops, suitable to both soil and climate, are foodstuffs that find ready markets in the urban centers. Market gardening is therefore one of the most important agricultural activities.

The moist cool climate, which is detrimental to most types of farming, is responsible for the rapid growth of silage crops on the rocky hillsides and marginal lands which are otherwise unsuited to cultivation and fosters a thriving dairy industry which provides New England with milk and dairy products valued at over $100 million annually. [2]

Soil and climate in Aroostook County, Maine, are favorable to the cultivation of potatoes. Here the average yield is 275 barrels per acre. Over 40, 000 carloads are shipped yearly. [3]

Cranberries are a specialized product of the coastal lowlands of southeastern Massachusetts. The average annual crop of this sandy region is over 40,000 barrels, making Massachusetts the leading cranberry producer of the United States.

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[2] Whitbeck, R.H. and Finch, V.C., Economic Geography, p.172, McGraw-Hill Book Company, Inc., New York, 1941.

[3] Ibid, p.82.

In former times New England led the country in both the cotton and woolen branches of the important textile industry, but the development of the cotton industry in the South and the decline in the demand for wool have cut deeply into the production of textiles in New England.

Recent technological advances have contributed to the industrial future of New England. Noteworthy is the growth in the electronics field. Also to be considered is the proposed building of an atomic powered plant in Rowe, Massachusetts.

History of New England

"Being thus constrained (by religious persecution) to leave their native soil, ... their lands and livings, and all their friends and familiar acquaintances," [8] the Pilgrims sailed from Hull to Amsterdam where they lived for a while before moving to Leyden. In Holland life for many reasons was difficult enough for the Pilgrims to again consider moving.

William Bradford, a Pilgrim who was later to become Governor of Plymouth Plantation, lists four reasons for their further removal to the New World.[9] In a country as densely populated as the Netherlands immigration was limited and employment of immigrants was limited to the more menial tasks. The difficulty of living in the Netherlands was taking its

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[8] Bradford, William, Of Plymouth Plantation 1620-1647, p.5, Alfred A. Knopf, New York, 1952.

[9] Ibid, p.23.

toll; many of the older Pilgrims were dying before their time. The temptations and distractions of life in an alien community were weakening the religious fervor of the younger Pilgrims. The final reason for departure was their missionary zeal; their desire to spread their gospel.

When the voyage to the American coast was completed the Pilgrims drew up the following document, the rather broad statement that is called the Mayflower Compact.

"In The Name Of God, Amen
We whose names are underwritten, the loyal subjects of our dread Sovereign Lord King James, by the Grace of God, King of Great Britain, France and Ireland, Defender of the Faith, etc.

Having undertaken, for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and of another, Covenant and Combine ourselves together into a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shallbe thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the reign of our sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620." [10]

The first winter at Plymouth was rigorous. Only fifty-six of the original one hundred-two Mayflower passengers survived but with the arrival of Spring, land was cleared and crops planted. Seeds brought from England failed to germinate

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[10] Ibid, pp.75, 76.

but Indian corn sown in the native manner flourished. When the ship, Fortune, sailed from the colony the next year she carried as part payment of the indebtedness of the Pilgrims, clapboards, beaver and otter skins.[11] By 1624, Plymouth had paid off her debt and had established herself as a self-governing community.

The Massachusetts Bay Company was founded in 1628 for the purpose of colonization in the New World. This well equipped migration differed vastly from that of the Pilgrims as is evidenced by a portion of John Winthrop's Letter of March 28, 1630, to his wife, Margaret.[12]

"The wind hath been against us this week and more; but this day is come fair to the north, so as (by God's assistance) we are preparing to set sail in the morning. We have only four ships ready and some two or three Hollanders to go along with us. The rest of our ships (being seven ships) will not be ready this sennight."

During 1630 and the decade following a total of fourteen thousand people, part of the great migration, settled in the Boston Bay area. These people, while holding the same religious tenets , were more prosperous than the Pilgrims.

William Holmes and a group of workmen sailed from Plymouth to Connecticut and established a trading post at Windsor in spite of threats from the Dutch and warlike

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[11] Ibid, p.94.

[12] Hubbell, Jay B., American Life in Literature, vol. 1, p.20, Harper and Brothers, New York, 1936.

displays by the Indians.[13] Thomas Hooker, minister of the church in Cambridge, also settled in Connecticut with most of his congregation.

An arrival of the year 1631, Roger Williams, whom Bradford characterizes as "a man godly and zealous....but very unsettled in his judgment." [14] was exiled from Massachusetts Bay Colony in 1636 and fled to Narragansett Bay where he founded the first settlement of present day Rhode Island.

Settlers from Massachusetts, of whom the most notable was John Wheelwright, settled in the Piscataqua Valley in such numbers that a Royal Charter was granted to New Hampshire in 1679.

The villages of New England were similar to their English counterparts. Each village had its own white-spired church and village green. The thatched cottages resembled those in England save for their smaller size and wooden construction.

Indian troubles came with the damming of streams for millsites, depriving the Indians of fish; and with the destruction of forests and hunting grounds. The hostility of the natives flared up during the Pequot and King Phillip Wars. Life in the frontier communities was difficult and hazardous.

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13 Bradford, op. cit., pp.258, 259.

14 Ibid, p.257.

The danger and tension might be illustrated by this incident which occurred during the King Phillip War. [15]

"At Nagog Pond, near the deserted Praying Indian village of Nashoba, Isaac Shepard, with his brother Abraham, was threshing grain in the barn. News of the attack on Lancaster had increased the household's caution. To warn of danger, the men posted their fourteen-year old sister, Mary, on a boulder part way up the snow-covered hillside behind the house.

But the pounding of the flails drowned the girl's shriek. A moment later, Isaac Shepard sprawled in death near the musket he had not time to fire; his brother Abraham lay unconscious near him. From the barricaded house, the two men's wives saw the Indians make off with the girl.

Abraham Shepard rallied enough to set out through the snow with his dead brother's wife, his own wife, and his wife's small baby, for refuge at Concord."

When the Indian menace had passed and with New England assuming a more settled character, friction arose over governmental power, appointment of officials, and taxation. Laws restricting trade, manufacturing and banking added fuel to the smouldering fires of American indigation and resentment. The Boston Massacre and the Boston Tea Party fanned these fires into open revolt.

During its first year, the Revolutionary War was a localized affair with the main actions taking place in or near Boston. But, symbolically perhaps, then the story of New England begins to merge with the history of the nation. To be sure, New England's men were fighting, but not on their own soil. They fought, not as in the past to defend their homes, but to form a new country.

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[15] Scudder, Townsend, Concord: American Town, p.30, Little, Brown and Company, Boston, 1947.

With the birth pangs of revolt and the growing pains of Confederation past, the country began to push its frontier the Appalachians. Driven by some restless urge, New Englanders shared in this westward march. Large groups from from Danvers and Hartford moved to Marietta, Ohio; from Plymouth, Connecticut to Plymouth, Ohio. Others moved to Michigan.[16]

Those who remained at home were not idle. The sea frontiers were pushed back by Yankee clippers and whalers. The industrial revolution, long delayed by English law, reached the new nation. The first cotton mill was built in Beverly, Massachusetts. In 1790, Samuel Slater built carding and spinning machines at Pawtucket, Rhode Island. Boston had a population of 136,000,less than New York and Philadelphia. While Boston was still an important seaport, it ranked behind New York, Baltimore, Philadelphia, and New Orleans in the volume of trade handled.

With the end of the Civil War, New England began to change; the Yankee economy which was built to some extent on trade, lagged with the advent of the steamship and the decline of the clipper trade. The petroleum industry slowly choked the whaling fleets. The last sailing of the last whaler, the barque, Josephine, from New Bedford in 1903 marked the death of the New England whaling industry.

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[16] Bridgman, Howard Allen, New England in the Life of the World, pp.43, 63.

As the whole concept of national economy changed from agriculture to industry New England kept pace with the change. Immigration swelled the cities, supplying the manpower needed for factories. New England took the lead in the manufacture of shoes and cotton and woolen textiles. More and more the course of New England became indistinguishable from that of the United States. Modern New England is basically the same as any section of industrial America. Some of the older textile industries have moved southward but newer industries of the electronic-atomic technology have replaced them.

Literary History of New England

History is the chronicle of mankind; of the flaring of wars and the building of empires, that is contrasted and softened by the social developments of peace. Being dynamic rather than static, history highlights times of war and national effort. Literature grows during periods of calmness. Pilgrims and pioneers were too busy planting crops and fighting Indians to acquire the culture and spend the time needed for the finer arts.

The story of New England's literature had subtle beginnings; a seed casually planted . Without national feeling, literature was imitative and the Seventeenth Century produced little save journals, letters, and religious works.

William Bradford might be considered the father of New England literature in that his journal, Of Plimouth Plantation, is the earliest and one of the best extant accounts of early

settlement. The first best-seller was perhaps The Day of Doom, a rhymed version of Calvinistic theology, written by the Malden minister, Michael Wigglesworth. The Wonders of the Invisible World, Essays To Do Good, and Magnalia Christi Americana were the chief works of another and more famous minister, Cotton Mather. The most famous of the theological writers was Jonathan Edwards, author of Freedom of the Will.

The Eighteenth Century produced little writing of any kind in New England as its chief stimulis, religion, lost its dominant position in the area. Such writing as did appear was mainly political, having greater historical than literary significance. Benjamin Franklin, if he can be claimed by New England, was the greatest writer of the century.

With the secure feeling of newly won independence, New England looked ahead.

> "The old dream of a Puritan commonwealth, a true city of God, lingered in the New England mind, and it seemed as if the appointed hour had come. Cotton Mather had foretold this hour. Jonathan Edwards, on his lonely rides over the forest hills of leafy Stockbridge, had seen the millenium approaching. Bishop Berkely, on his farm at Newport, had prophesied the golden age. The hard conditions of life in the earlier days had yielded to more propitious circumstances. The time was surely ripe;" [17]

Suddenly the long dormant seed of literature blossomed. During the two centuries of waiting the roots had become extensive and virile. The plant towered skyward, dwarfing all

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[17] Brooks, Van Wyck, The Flowering of New England 1815-1865, p.5, The Modern Library, New York, 1936.

others. The branches were strong; Longfellow, Holmes, Whittier, Lowell, Hawthorne, Tuckerman, Emerson, Melville, Thoreau. Fertilization and cultivation came from New England enjoying its "Golden Age".

The dominance of New England ended with the Civil War and literature which drew its inspiration from the local scene faded.

> "Over-intelligent, fragile, cautious and doubtful, (it) loses the self-confidence and joy that have marked its early development -- it is filled with a presentiment of the end; and ... surrenders ... What has once been vital becomes provincial: and the sense that one belongs to a dying race dominates and poisons the creative mind." [18]

To fade of course is not to die. Victorian New England produced its share of writers in Emily Dickinson, Sarah Orne Jewett and Mary Wilkins Freeman. Modern New England has produced the greatest American poet of the century; one has a choice, either Frost or Robinson.

The unity and heterogenous character of New England have passed. The "newer races" have mixed with the Yankee. The agricultural and commercial economy has been replaced by industrialization. When New England assumes an homogenous unity the pendulum may swing toward another "Golden Age" and there will be no need for:

> "This, this is our land, this is our people,
> This that is neither a land nor a race. We must reap
> The wind here in the grass for our soul's harvest:

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[18] Ibid, p.527.

Here we must eat our salt or our bones starve.
Here we must live or live only as shadows.
This is our race, we that have none, that have had
Neither the old walls nor the voices around us,
This is our land, this is our ancient ground --
The raw earth, the mixed bloods, and the strangers,
The different eyes, the wind, and the heart's
change.
These we will not leave though the old call us.
This is our country-earth, our blood, our kind.
Here we will live our years
till the earth blind us--"

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[19] From American Letter by Archibald MacLeish.

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Unit A: Rural New England

General Statement

Although the farms of New England are much the same as they were 300 years ago; (the soil is still rocky, the acreage small,) New England has grown and matured politically. The Pilgrims were subjects of the British king; their descendants are free citizens in a republic. The purpose of this unit is to show part of the inter-relationship of land and people as they grew into a nation. Evidence of the coming of age may be seen in the writings and documents of that era.

Delimitation

1. The Pilgrims were driven from England by religious persecution.
2. The Pilgrims landed at Plymouth, Massachusetts in 1620 after drafting the Mayflower Compact.
3. Other settlers landed; coastal settlements were established; more adventurous settlers pushed into the interior.
4. New England became a settled region with local customs and habits.
5. As New Englanders achieved a measure of political maturity through local self-government, they began as part of a national movement to seek the right of total self-government.
6. This right of self-government was fought for and won in the Revolutionary War.
7. The coastal and Connecticut lowlands, the eastern and western uplands, the Taconic, White and Green Mountains are the major land features of New England.

8. Truck farming, market gardening, poultry raising and dairying are the chief agricultural pursuits of New England.

Probable Indirect Learning Products

1. Agricultural possibilities in New England are limited by the climate and the nature of the soil.

2. The Pilgrims, having fled England to avoid religious persecution, were intolerant themselves.

3. Pupils will become aware that there is much literature, written during and about the period under study, available for their use.

Study Guide

Each pupil will receive an outline of the Core Activities and the following items which are not included in the Core.

1. In your history text or other appropriate book find the location and founding dates of the early New England settlements.

2. Be prepared to discuss how glaciation effected New England.

3. Home life in colonial New England was quite different from that of today. Can you name some of the ways? What colonial customs do we retain today?

4. While New England is not primarily an agricultural region, agriculture plays an important part in our economy. How? Why?

Suggested Introductory Activities

1. Show the film, New England Calling.[20]

2. Pretest. (See Evaluation section.)

3. Discussion of the topic, "New England Origins". Emphasis will be placed on who, when, where and why.

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[20] New England Calling, (film), Colonial Beacon Oil Company, Boston, Massachusetts.

4. Explanation of the unit:
   a) The time, 1620 to 1782.
   b) The study of rural New England.
   c) The topography of New England.

Suggested Core Activities; tentative time allotment, 3 weeks.

1. A block-diagrammatic map of New England will be drawn on the board and the names and locations of the major land forms will be studied. A discussion of some of the advantages and disadvantages of the terrain of New England will follow.

2. The class will discuss and contrast the religious situation, giving special emphasis to the period about 1610, the Established Church, the Puritans and the Dissenters.

3. Two distinct types of reading material, one a recipe, the other a page from a detective novel, will be read aloud by members of the class. The use of varying reading speeds for different types of material will be discussed.

4. The teacher will discuss with the class the remainder of the unit in terms of probable pupil outcomes in both the social studies and the Language Arts. This discussion may follow two patterns. It may be led by the teacher or it may be a free discussion whose results will be compared with the Delimitation.

5. This unit could be called a "read about" unit. From a discussion on the various types of books about New England the class will draw up a check list to aid in the selection of books.

6. The class will choose a committeeeto investigate and report on sources of information other than books. This report, due at a later date, may be in the form of a check list.

7. Reading for the main idea will be introduced by the reading of a newspaper article. The pupils will be asked to make up their own headlines. These headlines will be compared with the actual one from the paper. Following this the pupils will be asked to think of an appropriate headline for a paragraph on the explorations of Myles Standish which will be read by the teacher. The manner in which these main ideas can be used to make an outline will be explained by the teacher.

8. Using the diagram map on the blackboard, the following New England rivers will be located:
   a) Connecticut
   b) Merrimac
   c) Kennebec
   d) Penobscot
   e) Androscoggin
   Their potential for transportation and waterpower will be discussed.

9. Skimming and its use in locating a particular bit of information will be reviewed. Practice in this skill will be provided by having the pupils find the names of the leaders of the early New England settlements.

10. The committee appointed to find other sources of information on New England will report. The class will discuss the committee findings and their possible use in this unit.

11. Practice in skimming will be provided by the use of geography texts as an aid in finding how glaciation has effected New England agriculture.

12. Drawing from the members of the class who have not served on committees, three committees will be chosen by by the class. The first will compile a list of books on New England that may be found in the school library; the second committee will do the same for the public library. The third committee will make an annotated list of material to be found in class texts.

13. The teacher will list on the blackboard main ideas found in the texts in paragraphs on Salem, Boston and Providence. The pupils will find the paragraphs to which these main ideas refer.

14. From the geography text section on New England agriculture, the class will determine which two sentences best describe the natural obstacles that a farmer faces. A discussion of these obstacles will follow.

15. Using any references they wish, the class will write paragraphs on the home, the town, and the industries of colonial New England.

16. Pooling the information gathered for #15, the class will discuss how the town of Concord, Mass. probably looked in the year 1700.

17. The salient points made in the preceeding discussion will be listed on the blackboard and used as the main

points of a class composition on colonial Concord. Unity, emphasis and coherence will be reviewed after the composition has been written.

18. The film strip, Colonial America,[21] will be shown and compared with the information gathered by reading and discussion.

19. Review of the unit thus far; Test. (See Evaluation.)

20. The necessity of farming, the type of crops grown and the natural limitations to farming in New England will be used as the focal points of a discussion on farming in colonial New England.

21. The difference between the index and the table of contents will be explained. After a brief discussion the class will practice by locating Boston, Salem, pioneers, religion, agriculture and industry in the index.

22. Map reading will be introduced by the teacher's asking for the definition of the word "map". A discussion of the various uses of maps and the ways in which they may aid in the social studies will follow.

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23. A discussion of some of the factors that make one book more popular than another will be motivated by having each pupil give the name of the book which he considers to be the best he has ever read, together with some of the reasons for such a choice.

24. The class will discuss book reviews and list standards in the form of a checklist for classroom book reports.

25. As a drill in skimming the class will list as many New England grown vegetables as they can find and be prepared to state generally the markets to which these vegetables are shipped.

26. The booklisting committees will report to the class and their findings will be posted on the bulletin board for reference. Each pupil will select a book and prepare a report according to the class checklist.

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[21] Colonial America, (film strip), A.B. Ryder, Boston, Massachusetts.

27. The film, Early Settlers in New England,[22] will be shown. Pupils are to note the ways in which living conditions differ from our own.

28. From the history text, the class will find the main idea in the section which deals with the town meeting and use these ideas as a basis for a discussion on the "New England Town Meeting".

29. Book reports.

30. Display of optional related activities.

31. Final test. (See Evaluation.)

32. As a suggested culminating activity the class will conduct a town meeting protesting the closing of Boston Harbor by the British.

Optional Related Activities

1. Drawings, paintings and posters.

2. Model making in soap, clay, wood or cardboard.

3. Letter writing.

4. Dramatization.

5. Book reviews.

6. Note books and scrapbooks.

7. Vocabulary work.

8. Writing plays, stories, songs or poems.

9. Trips to New England towns.

10. Snapshots or movies of New England.

11. Conversations with people who live in the country.

12. Map making.

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[22] Early Settlers of New England, (film), Encyclopedia Britainica, Chicago, Illinois.

13. Collections of pictures. (Farms, Pilgrims, etc.)

14. Reports on topics covered by the unit.

15. Memorization of such important documents as the Declaration of Independence, Preamble of the Constitution, or the Bill of Rights.

16. Reading and reporting, oral or in writing.

17. If there is another type of activity that you would like to try, consult the teacher.

Evaluation Section

Pretest:

1) What is New England?
2) Who first settled in New England?
3) Give the name of a mountain range in New England.
4) List five products of New England farms.

Progress Test (See #19 in Core.)

1) America became independent on July 4, (1776).
2) The Pilgrims' charter of self-government was the (Mayflower Compact).
3) Poor soil and climate limit (agriculture) in New England.
4) A sentence that tells what the paragraph is about is called a (topic) sentence.
5) Reading quickly for a particular bit of information is called (skimming).
6) Write a paragraph on home life in colonial New England.

Final Test

1) Name the two main New England mountain ranges.
2) What is the longest river in New England?
3) How did the Great Ice Sheet effect present day farming?
4) What is the difference between Pilgrims and Puritans?
5) What is hydroelectric power?
6) List ten agricultural products.
7) When was Boston settled?
8) What was the Boston Tea Party?
9) Who were the Minute Men?
10) What document declared us to be free from England?

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NEW ENGLAND : BLOCK MAP

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Unit B: Coastal New England

Unit B: Coastal New England

General Statement

Today the New England coast is famous for its Summer resorts. In the past, however, its fame was due to the sailing ship, the clipper and the whaling barque. The discovery of petroleum spelled doom for the whaling industry; the invention of the steam engine for the clipper ship.

Delimitation

1. The irregular coastline of New England affords many fine natural harbors.
2. The early settlers needed ships for fishing and trading.
3. The forests of New England provided lumber for shipbuilding.
4. New England ships sailed the seas of the world carrying New England products.
5. New port facilities were constructed and seaports prospered with New England's increasing commerce.
6. The home ports of the whaling fleet were centered on the southern coast of Massachusetts and on the islands of Nantucket and Martha's Vineyard.
7. A shipbuilding industry grew with the demand for ships.
8. The fishing industry, which was to make Boston the nation's leading fishing port, sent large fleets to the George's and Grand Banks.
9. Coastal fishing has been pursued intensively since the time of the Pilgrims.

Probable Indirect Learning Products

1. The invention of the steam engine ended the era of the sailing ship.

2. Many New England businesses owe their start to capital gained in trading.

3. New England is considered by some as having reached its peak during the period between the War of 1812 and the Civil War.

Probable Incidental Learning Products

1. An appreciation that New England has a tradition and heritage of the sea.

2. An awareness that the steamship will be replaced in time by atomic-powered ships.

Suggested Introductory Activities

1. One of the following films will be shown;

   a) Harvesting the Deep [23]
   b) New England Fisheries [24]
   c) New England Fisherman [25]
   d) Shell Fishing [26]

2. A discussion will follow the film that has been shown.

3. After the teacher has read Roadways by John Masefield, the class will discuss the following lines:

   a) "A road without the earth roads' dust"
   b) "My road calls me, lures me
      West, east, south and north:"
   c) "A wet road heaving, shining
      And wild with seagulls' cries,"

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[23] Harvesting The Deep, Y.M.C.A. Picture Bureau, New York.

[24] New England Fisheries, Eastman Kodak, New York.

[25] New England Fisherman, Encyclopedia Britainica, Chicago.

[26] Shell Fishing, Encyclopedia Britainica, Chicago.

4. After drawing pictures of a ketch, sloop, schooner, yawl and barque, the teacher will ask the class if they recognize any of the types. A discussion will follow. The focal point of this discussion will be the fact that these olden sailing types are used in the present day as pleasure yachts.

5. The class could plan a trip to the Boston waterfront or to the display of model sailing ships at the Museum of Fine Arts in Boston.

Core Activities

1. List and discuss the places on the New England coast that have been visited by the members of the class. From this draw the conclusions that there many cities located on the coast which in itself has a great variety of capes, bays, estuaries and headlands.

2. Summarize the points made in the preceeding activity and use them as a basis for a class composition on the New England coastline. This composition will be written on the blackboard. Note in this composition the form desired in future compositions.

3. The class will hold a discussion contrasting our form of government with a dictatorship and a monarchy. Discussion outline;
   a) Name three countries having the different forms of government.
   b) The United States once was ruled by a king. How did we change our form of government?
   c) What duty do we have in maintaining our form of government?

4. The class will write sentences explaining; king, dictator, democracy and freedom.

5. A discussion of the climate of New England, covering the following points will be held;
   a) Variety
   b) Effect on people
   c) Effect on agriculture
   d) Effect of the ocean on the climate of New England.

6. Each pupil will write two sentences on the climate of New England. The teacher will copy some of these sentences on the blackboard for the purpose of discussion. From this discussion the class will

select criteria to be used in the writing and judging of sentences.

7. The study of unity in paragraphs will be introduced in the following manner. By questioning, the teacher will find the name of the favorite beach of several of the students. Then the teacher will ask why it is their favorite beach. After writing their reasons on the board, the teacher will go on to explain the principles of paragraph unity.

8. A discussion of forests will be held by the class. The following outline is for teacher use;
   a) The surface of New England is mainly forested.
   b) The majority are in the northern area.
   c) Forests have scenic and recreatory value.
   d) Forests have commercial value as evidenced by the output of timber and pulp.
   e) Conservation is important. Some of the advantages of conservation are:
      1) Prevents erosion
      2) Prevents floods
      3) Assures continuous tree supply.

9. After reviewing the principles of unity and the discussion on forests, each pupil will write a composition on the forests of New England.

10. The class will discuss the relationship of forests and shipping in colonial times. The teacher may guide the discussion with the following questions and comments;
   a) The Pilgrims had an ocean in front of them and a forest at their backs. How could they combine these two factors and achieve an important result?
   b) Where did the Pilgrims get their supplies?
   c) Did they have anything to trade?
   d) Is there any food in the sea?
   e) How could the Pilgrims build their ships?

11. Mimeographed outline maps of New England will be distributed. The class will mark on these maps the places that they think would make good seaports. Comparison with existing seaports will be made on the wall map. Pupils will give reasons for their choices and a discussion of the qualities of a good port will follow.

12. The history of the United States up to 1800 will be reviewed. The Articles of Confederation and the necessity of their revision will be stressed.

13. The teacher will read the Preamble to the Constitution and the Bill of Rights:

Preamble to the Constitution;

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The Bill of Rights

Article 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of the press; or the right of the people peacefully to assemble and to petition the government for a redress of grievances.

Article 2

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Article 3

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

Article 4

The right of the people to be secure in their persons, houses, papers and effects against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but on probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article 5

No person shall be held to answer for a capital or other infamous crime unless on a presentment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty or

property, without due process of law; nor shall private property be taken for public use without just compensation.

Article 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district where the crime shall have been committed, which districts shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with witnesses against him, to have cumpulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Article 7

In all suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved and no fact tried by the jury shall otherwise be examined in any court of the United States than according to the rules of common law.

Article 8

Excessive bail shall not be required nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article 9

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Article 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively or to the people.

14. Short test (see Evaluation) will follow discussion of the Bill of Rights.

15. For the purpose of further acquainting the class with the different facets of the ocean, the film, Voice of the Sea,[27] will be shown.

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[27] Voice of the Sea, Walter O. Gutlohn Incorporated, New York.

16. The class will write an outline of the Bill of Rights.

17. The class will be prepared to report orally on their reading assignment on the fishing industry.

18. The reading assignment on the Civil War will be discussed and summarized.

19. The culminating activity will be the publication of a newspaper purported to be written in Boston in the year 1820. Committees will be chosen to collect and evaluate material; to edit and arrange the format; and to publish the paper.

20. Presentation of Optional Related Activities.

21. Final unit test. (See Evaluation.)

22. Distribution of the "1820" paper to members of the class as the culminating activity.

Optional Related Activities

1. Antiques; photograph or bring to class furnishings used in the early Nineteenth Century.

2. Art work; drawings, paintings or posters.

3. Book reviews.

4. Carvings, models.

5. Dramatizations.

6. Essays on the history or geography covered.

7. Memorization.

8. Music appropriate to the unit.

9. Notebooks and scrapbooks.

10. Reading; oral, or silent with reports to the class.

11. Reports on topics covered by the unit.

12. Writing plays, poems or stories.

13. Vocabulary work.

14. Snapshots or home movies.

15. Trips to spots mentioned.

16. Conversations with sailors or commercial fishermen.

17. Ships.

18. Forests and conservation; the Weyerhauser Lumber Company's advertisements are very good for this activity.

19. Whaling.

20. Collections.

Study Guide

Each pupil will be given a mimeographed copy of the Study Guide which will include in addition to the outline of the Core activities, the following items:

1. Read and memorize one of John Masefield's sea poems.

2. Find the meaning of sloop, schooner and steamer.

3. Find the meaning of the word "Constitution".

4. Readabout and be prepared to discuss the Civil War and the fishing industry.

Evaluation

Quiz on the Bill of Rights.

1. What is the Bill of Rights?

2. Why was it added to the Constitution?

3. What five rights does Article One specifically guarantee?

Final Test.

1. The (whaling) industry was centered on Nantucket and Martha's Vineyard.

2. (Boston), Mass. was the leading fishing port in the United States.

3. New England has a very (irregular) coastline.

4. The (clipper) ship was the most famous type built in New England.

5. Our government is a (democracy).

6. The Civil War was fought to preserve the (Union).

7. (Conservation) prevents erosion and floods.

8. The first ten amendments to the Constitution are called the (Bill of Rights).

9. A (sentence) tells a complete thought.

10. A group of sentences telling about one topic is called a (paragraph).

11. Cape Cod is located in (Massachusetts).

12. The chief fishing grounds of New England are the Georges and (Grand) Banks.

13. New England's chief seaport is (Boston).

14. The (Cape Cod) Canal shortens the distance between Boston and New York.

15. How did forests aid in New England's rise as a shipbuilding center?

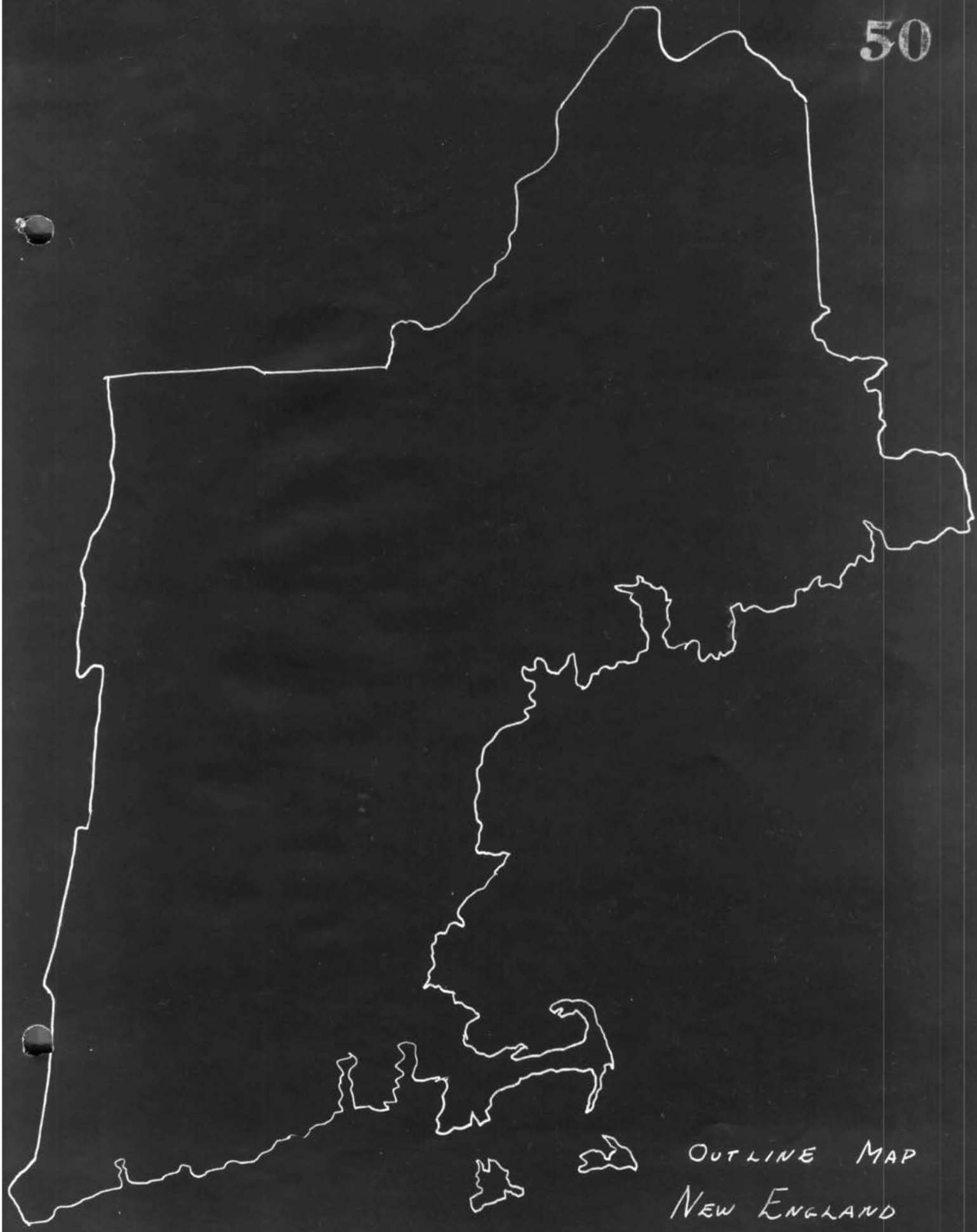
16. What is meant by Conservation?

17. How does the New England coastline aid the tourist industry?

18. Why are the first ten amendments to the Constitution called the Bill of Rights?

19. What were the causes of the Civil War?

20. Why is there not a whaling industry in New England at the present time?



OUTLINE MAP
NEW ENGLAND

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Unit C: Urban New England

Unit C: Urban New England

General Statement

In New England the city is usually an industrial center which grew with the introduction of new industries and new industrial methods. This urban growth occurred mainly during the Nineteenth Century, especially during the period following the Civil War when the influx of immigrants was at its peak. Modern New England, faced with the loss of some of its older industries because of the distance from raw materials, is using its reservoir of manpower and experience to maintain its position as a leader in the newer industries of the present day.

Delimitation

1. No large cities existed in New England prior to 1800.
2. Such cities as did exist owed their existence to geographical location which made them shipping and trading centers.
3. Between 1750 and 1800 the inventions of Arkwright, Cartwright, Watt and Hargreaves, changed British industrial methods.
4. War and prohibitive legislation delayed the spread of these inventions to America.
5. The Patent Law was passed in 1790 to encourage American inventors.
6. Samuel Slater built the first power-driven textile machine in the United States at Pawtucket in 1790.
7. Eli Whitney invented the cotton gin in 1792.
8. Francis Lowell built the first power loom in the United States in 1830.

9. Cyrus McCormick invented the reaper in 1831.

10. Charles Goodyear vulcanized rubber in 1844.

11. Elias Howe invented the sewing machine in 1845.

12. In 1846 William Kelley invented the steel converter.

13. With these inventions as an industrial base and with immigration supplying the manpower, the cities of New England began to expand.

14. With the industrial development of the South, a part of the local cotton industry moved southward, closer to the source of the raw cotton.

15. The introduction of synthetic fibers as orlon, dacron, rayon and nylon, has caused a drop in the demand for wool thus curtailing production.

16. The expansion of the electronic industry found in New England an area with trained manpower and a desire for new industries to replace the lagging textile industry.

Probable Indirect Learning Products

1. New England has a vast reserve of technical skills and a long handicraft tradition.

2. New England must constantly better itself or it will not be able to maintain its industrial standing.

3. New England must rely on highly complex industries requiring small amounts of raw materials and a great deal of skill.

Probable Incidental Learning Products

1. An appreciation that New England owes much to the inventions of other countries and to the immigrants from many lands.

2. A knowledge that in the space of a hundred years New England has grown from a wilderness to a highly industrialized society.

Suggested Introductory Activities

1. The film, New England,[28] will be shown. Following the film the class will discuss;
   a) What is New England?
   b) What did you see in the film?
   c) What reminded you of the city in which you live?

2. Pretest. (See Evaluation.)

3. Using a world map, ask the class to point out some of the world's largest cities. Follow this up with the question, "Why do cities grow?" If this stimulates discussion draw from the class the factors responsible for urban growth.

4. Draw an outline map of New England on the board. (Colored chalk moistened slightly will provide a long lasting map which may be removed with a sponge when the unit is completed.) Explain to the class that they may complete this map by finding the name and location of the products that are manufactured in New England. The name of the product, printed on a slip of paper, may be scotch-taped in its approximate location.

Suggested Core Activities

1. Giving directions: The teacher will give two sets of directions concerning an errand that must be done. The first set of directions will be purposely made confusing. This will be followed by a detailed set given in logical order. Ask for class comments on the different sets of directions. Call attention to the checklist for giving directions in the Study Guide.

   Using a wall map of New England, the teacher will show the driving route from Boston to Montpelier and write the directions for the trip on the blackboard.

   Have the class give sets of directions for travelling between any two cities listed in the Study Guide. A road map will be placed on the bulletin board for

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[28] New England, March of Time, New York.

this purpose.

2. Explanation by the teacher of the difference between hearing and listening. Example: If an airplane flies overhead you hear it and don't pay much attention to it. If you hear a plane with its motor sputtering you listen to it, wondering if it will crash.

3. As the class spends a great deal of time listening, ask them if they know any ways in which they can become better listeners. Use this discussion as a basis for a class-made checklist. Compare it with the one found in the Study Guide.

4. Appoint a person to note the class listening habits as they listen to the class secretary reading the minutes of the last class meeting.

5. Using the class-made checklist for explaining clearly, the teacher will give an outline of the process by which a sweater is made; covering the following points, shearing, transportation, spinning and weaving.

6. With activity #5 as a model, each pupil will prepare an outline of one of the following processes;
   a) How trees become paper.
   b) How cotton becomes a shirt.
   c) How leather becomes a shoe.
   d) How milk comes to our house.

7. Ask the class the meaning of the word "revolution". Use dictionaries if necessary. Ask how many revolutions we have had in the United States. If the Industrial Revolution is mentioned, highlight it. If it is not mentioned, ask the class if they have ever heard of it. Find the meaning of the word, "industrial". Ask for the meaning of Industrial Revolution.

8. Have the class explain the differences before and after the Industrial Revolution. (See Study Guide.)

9. The class will discuss the inventions that contributed to the Industrial Revolution in New England. (See Study Guide and Delimitation.)

10. With the help of the class prepare a chart showing the various products manufactured in New England. By counting the number of times each product is

mentioned in the Study Guide and noting the number beside the product, an approximate rank order listing of manufactured products will be made.

11. Because of the interrelationship of commerce and manufacturing, the class will discuss how a good highway system and good port facilities would aid New England industry.

12. An appraisal of this discussion will be held. Reference may be made to some of the discussion type programs on radio and television. A checklist noting the points of a good discussion will be drawn up by the class. Compare this with the discussion checklist in the Study Guide.

13. Objective test on standards for listening, giving directions, explaining and discussing. (See Evaluation.)

14. Have the class discuss the following on the basis of their reading assignments: (See Study Guide.)
    a) Hydroelectric power
    b) Markets
    c) Power sites
    d) Imports
    e) Textiles
    f) Immigrants

15. The teacher will lead the class in a discussion of the requirements for manufacturing. If the following points are not made in the discussion, the teacher will include them in the summary.
    a) Raw materials are necessary.
    b) Some type of power must be available.
    c) There must be workers to run machines.
    d) There must be a market for the disposal of the manufactured product.

16. Written compositions on one of the requirements for manufacturing as it effects one of the cities on the Study Guide list will be prepared by the class. Example: Lowell and power or Providence and markets.

17. The class will divide itself into three committees. Each group will be given a topic to report on at a later date. Class time will be allotted for

preparation. The topics;
a) Changes in the workers' life.
b) Iron and steel industries.
c) Foreign trade.

18. Discussion on the topic, "If coal and iron were discovered in New England." The following points are for teacher use.
a) Present sources of coal and iron.
b) Uses of coal and iron.
c) Transportation of coal and iron into this area.
d) Lack of heavy industry in New England.
e) What could be made in New England if there was a local steel supply?
f) Would it change the type of product that New England manufactures?

19. Mimeographed checklists will be distributed for self-evaluation of listening habits. (See Study Guide.)

20. Using the principles of a good discussion learned earlier in the unit, each pupil will explain why he likes living in New England, or perhaps why he would prefer living elsewhere.

21. Class time for committee work.

22. Explain to the class that they are to give individual talks on the topics listed in the study guide. Stimulate discussion on the qualities of a good individual talk and formulate a checklist for use in class.

23. Class time for committee work.

24. Demonstration by the teacher of an individual talk; outlining of an individual talk; and the use of the 3x5 card as an aid.

25. Question time on Optional Related Activities. These activities are generally self-explanatory but a class discussion sometimes brings out new ideas and stimulates interest.

26. Choric reading of Robert Frost's <u>Birches</u> by the class. Very short discussion of the poem as a whole.

27. Committee reports.

28. Individual talks. The class will score each speaker using the checklist.

29. Presentation of the Optional Related Activities.

30. Objective test on the unit. (See Evaluation.)

31. Discussion of the suggested Culminating Activity: the New England Council is having as a guest at one of its luncheon meetings, a manufacturer who is going to build a jewelery factory but is undecided as to location. The New England Council members, using all the arguments at their command, are trying to persuade him to locate in New England.

32. Class time for the preparation of the Culminating Activity.

33. Presentation of the Culminating Activity, possibly in the school cafeteria.

Optional Related Activities

1. List 25 New England cities, giving location and important products.

2. Collect newspaper articles dealing with local union activities.

3. List some of the different nationalities that live in your city.

4. Visit a local factory and make a report to the class.

5. Collect different articles manufactured in your city.

6. Find how goods and materials are transported to and from your city.

Keeping the topic CITY in mind, you might like to do one of the following activities:

7. Drawings, paintings, posters.

8. Model making.

9. Dramatizations.

10. Book reports and reviews.

11. Notebooks and scrapbooks.

12. Writing articles, plays and stories.

13. Snapshots.

14. Conversations and interviews.

15. Collections.

16. More intensive reports on topics covered in this unit.

17. If there is any other pertinent activity that you would like to try, consult teacher.

Evaluation

Pretest;

Which of the following are in New England?

( ) Massachusetts
( ) Virginia
( ) Maine
( ) New Jersey
( ) Chicago
( ) Rhode Island
( ) New Hampshire
( ) Vermont
( ) Connecticut
( ) New Brunswick

The longest river in New England is the;

( ) Ohio
( ) Connecticut
( ) Charles

New England was first settled by the;

( ) Italians
( ) Pilgrims
( ) Irish

Which of the following are important products of New England?

( ) coal
( ) steel
( ) Textiles
( ) paper
( ) machinery

Which of the following are cities of New England?

( ) Vermont
( ) Boston
( ) Aroostook
( ) Salem
( ) Hartford
( ) Albany

Explanation Checklist

1. Be well acquainted with what you are saying.
2. Organize in your mind what you are going to say.
3. Give accurate and definite information.
4. Omit all unnecessary details.
5. Tell one step at a time and give the steps in the their right order.
6. Use a simple map, chart, model or diagram to make your meaning clear.

Good Listening Checklist

1. Have desks clear, sit in a comfortable position with eyes on the speaker.
2. Show by expressive faces that you are "with" the speaker.
3. Be patient if he has difficulty.
4. Be able to offer intelligent criticism.
5. Do not interrupt the speaker.
6. Listen to others as you would have them listen to you.

Discussion Checklist

1. Let the discussion center around one topic.
2. Talk over the topic with others so that you might be prepared to take an intelligent part.
3. Organize your facts without preparing a speech. Be prepared to add at least one new idea in an interesting way.
4. Make your contribution without monopolizing the time, for others wish to express their views also.
5. Speak in a clear, pleasant voice.
6. Be courteous in giving conflicting opinions.

Checklist for Giving Directions

1. Suit your explanation to the inquirer's present knowledge of the situation.

2. Make your directions simple.

3. Tell them in good order, using the fewest possible steps and the fewest possible words.

4. Mention prominent landmarks and use other helpful devices for making directions clear.

Short Quiz on Checklists

In giving directions:
(T) (F) Make your directions elaborate.
(T) (F) Give the directions in order.

In holding a discussion:
(T) (F) Always prepare a speech.
(T) (F) If you have something to say, take all the time you need.

While listening:
(T) (F) Do not look at the speaker as this might annoy him.
(T) (F) Be patient and courteous, especially if the speaker makes a mistake.

In an explanation:
(T) (F) A diagram is helpful in giving an explanation.
(T) (F) Explain only one step at a time.

Study Guide

In addition to the following items, each pupil will be given a mimeographed outline of the Core Activities.

1. In your geography texts find the meanings of:
   a) hydroelectric power
   b) power sites
   c) imports
   d) markets
   e) textiles
   f) immigrants

2. In your history texts, read about the following so that you will be able to discuss them intelligently:
   a) immigration
   b) labor
   c) World Wars One and Two
   d) Industrial Revolution
   e) important inventions since 1800

3. The following is a list of important cities to be studied in this unit:

Boston; shoes, clothing, machinery
Lynn; shoes, electronic equipment
Brockton; shoes
Waltham; electronic equipment
Quincy; granite, ships
Somerville; meat products
Haverhill; shoes
Everett; iron
New Bedford; cotton textiles
Fall River; cotton textiles
Taunton; cotton textiles
Lowell; cotton textiles
Lawerence; woolen textiles,
Worcester; woolen textiles, textile machinery
Attleboro; silverware, jewelry
Fitchburg; paper
Springfield; firearms
Holyoke; paper
Pittsfield; electrical equipment, textiles
Hartford; machine and foundry products
New Haven; machine and foundry products
Bridgeport; electrical machinery, firearms
Waterbury; brass products
New Britain; hardware
South Manchester; silk textiles
Danbury; hats
Providence; textiles, machinery
Pawtucket; textiles, machinery
Woonsocket; textiles, machinery
Burlington; lumber
Rutland; marble
Barre; marble, stone working tools
Montpelier; granite
Manchester; cotton textiles
Nashua; cotton textiles
Concord; granite

Berlin; wood pulp
Portland; wood pulp, paper products
Millinocket; wood pulp
Bangor; lumber
Waterville; woolen textiles
Augusta; woolen textiles
Rumford; wood pulp
Auburn; shoes

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APPENDIX C

	UNIT A: RURAL NEW ENGLAND	UNIT B: COASTAL NEW ENGLAND	UNIT C: URBAN NEW ENGLAND
GEOGRAPHY	1) Topography 2) Glaciation 3) Farming a) soil, climate b) supply crops c) market crops d) dairying	1) Climate 2) Lumbering and conservation 3) Shipping 4) Fishing industry	1) Cities of New England 2) Manufacturing potential a) tradition b) manpower c) transportation d) power 3) Kinds of Manufacturing a) textiles b) shoes c) light metal goods d) electronics
HISTORY	1) Religious troubles in England 2) Settlement of New England 3) Life in New England a) home b) town c) occupations 4) Revolution	1) The founding of our Government a) Articles of Confederation b) Constitution 2) Industrial Revolution a) foreign inventions b) American inventions c) trade and commerce 3) Civil War	1) Growth of the city a) immigration b) industrial development 2) Modern New England a) industry b) farming and fishing 3) World Wars I and II
ENGLISH	<u>Reading</u> 1) skimming 2) building vocabulary 3) drawing conclusions 4) finding central thought <u>Writing</u> 1) organization of facts into written paragraphs <u>Speaking</u> and <u>Listening</u> 1) taking part in class discussions	<u>Writing</u> 1) Description and interest in composition 2) Outlining and summarizing 3) Writing for fun <u>Reading</u> 1) Finding central thought 2) Finding additional details 3) Differentiation between fact and opinion <u>Speaking</u> and <u>Listening</u> 1) Taking part in class discussions	<u>Listening</u> 1) To add information 2) To improve skills 3) To improve thinking <u>Speaking</u> 1) Giving directions 2) Giving explanations 3) Giving individual talks <u>Reading</u> 1) Drawing conclusions 2) Finding additional information