

Upper Housatonic Valley National Heritage Area Interpretive Theme Matrix

Creating a Cultural Center The power of nature to rejuvenate and inspire led the Upper Housatonic Valley to become a nationally recognized center for the literary, visual, and performing arts. Independent-minded artists at the forefront of their fields found homes among the scenic landscape, opportunity for experimentation, and sophisticated audiences for their works.	
Theme #1	
Concepts and Ideas	Topics and Stories
<ul style="list-style-type: none"> • Describe how this reinvention of the economic base generated new sectors of economic activity that emphasized the area’s natural beauty and a place for recreation, relaxation, and inspiration. • Explore and discuss the Upper Housatonic Valley’s contributions to and impact on American art and artists, the American identity, and national consciousness. Explore the history and artistry of the artists of the Upper Housatonic Valley. Put each into context and include notable works and performances • List notable artists who made their homes (full or part time) in the Upper Housatonic Valley who had significant impact on American art and culture, such as Herman Melville, Edith Wharton, Nathaniel Hawthorne, and Norman Rockwell. Describe why they were drawn to the area. • Explain the role of the Gilded Age cottage dwellers in creating an artistic hub as well as other forces. • Describe how the “living legacy” of art is both perpetuated and influenced through cultural festivals and programming (such as Tanglewood and Jacob’s Pillow) . • Explore the positive and negative impacts that art colonies have on the towns and permanent residents of the area. Describe the economic effects. • Describe how the basis for the local economy evolved from extractive industry to a culture and tourism based economy that uses natural, historical and scenic beauty as assets. • Describe how artists in the Upper Housatonic Valley had impacts on the American imagination and influenced American literature, painting, fashion, and folk art and the economy and financed homes, businesses, and public buildings, and influenced the local architecture and landscape. • How did paved roads, railroads, and the condition of late 19th century cities affect the development of the arts in the Upper Housatonic Valley? How did the arts affect landscape, land ownership, population, and economy? • Answer the question of why this place is a cultural center by describing the forces that have sustained it. 	<ul style="list-style-type: none"> • Writers: <ul style="list-style-type: none"> – Nathaniel Hawthorne – Herman Melville – Edith Wharton – Catharine Maria Sedgwick • Artists <ul style="list-style-type: none"> – Norman Rockwell – Jasper Johns – Daniel Chester French • Performing Arts Centers: <ul style="list-style-type: none"> – Tanglewood – Music Mountain – Norfolk Chamber Music festival – Jacob’s Pillow – Shakespeare & Company • Resort towns: <ul style="list-style-type: none"> – Stockbridge, MA – Lenox, MA • Influences of the arts festivals on music, dance, etc. in America an influences on the performing artists. • Artist-in-Residence programs • Connections to historic social, civic, patriotic, and conservation movements • Neighbors and community members who interacted with arts colonies • Local networks of workers and volunteers who exist to support the colonies. • Economic impact of the arts on the local area.

APPENDIX 3 continued

Connections to the Land	
The Upper Housatonic Valley has been devastated by centuries of extractive industry, but over time and through activism and dedicated conservation efforts, its reclaimed and restored historical, agricultural, and scenic landscapes are at the core of the region’s identity and economy. The restoration of the Housatonic River remains an ongoing struggle.	
Theme #2	
Concepts and Ideas	Topics and Stories
<ul style="list-style-type: none"> • Describe the state of natural resources, including plant, animal and aquatic life in the 18th and 19th centuries and the interplay between people and the environment. • Trace overland and riverside trails created by Native Americans which became horse and cart paths and some of today’s heavily traveled routes. • Trace the exploration and settlement patterns of the Dutch, English, and French in and around the Valley. What wildlife did they see and how has that changed? • Describe the New England town settlement patterns (common lands, village centers) • Explain how the Housatonic became polluted. Describe and illustrate the effect of polluted rivers and industrial waste on a population. • Track how recreation has contributed to the well-being of people, communities and the economy of the Upper Housatonic Valley. • Describe how, over time, people of the Upper Housatonic Valley have embraced and pioneered an environmental stewardship ethic and illustrate how appreciation is demonstrated. • List the authentic natural and built environments of the Upper Housatonic Valley and describe the ways that those landscapes are maintained. • Enumerate species that thrive in Valley ecosystems. Explain why this is significant. • Explain the geologic history of the region and the river. How did the river, rocky hills, veins of marble, and limestone outcroppings form. • Describe how industry altered settlement and town patterns and differentiated housing for types of workers. • Track the water power system from mill ponds to river dams to storage reservoirs and locate what remains today. • Illustrate the ways that historic structures have been preserved and describe their contributions to strengthening communities in the Upper Housatonic Valley. • Describe how early tourist roads and mountain preserves evolved. Relate the process by which scenery is monetized and becomes exclusive. • Describe the village improvement movement, its regional origins, and its effects on town politics, individual rights, and economic choices. • Explain the origins and ongoing the river protection initiatives applied to the Housatonic River. Describe the efforts and progress made to restore and protect the health and natural beauty of rivers. • Explain the social and economic values of clean, scenic waterways. 	<ul style="list-style-type: none"> • Source to Sound Paddle trip • Housatonic Valley Association (HVA) • Cleaning the Housatonic River • Use without overuse • Continental collision and separation • Glaciation and metamorphic rock • Water Quality Monitoring, • Flow Monitoring, • Storm Drain Awareness • Streamside Buffers • Water health index • Climate change • Invasive species (such as Zebra Mussels) • Western New England Marble Valley ecosystem • Berkshire Taconic Landscape • Lower Berkshire Hills ecosystem • Sweet water wetlands • Floodplain forests in CT • Fragile bogs • River Walk (town) • Appalachian Trail • Indian trails developed into modern transportation routes • Charcoal industry • Modern conservation movement • PCB’s in the Housatonic River • Jacob’s Ladder trail • Sustainable farming movement • Merino Sheep as industry • Dairy Industry • Laurel Hill Association • Berkshire Cottages land grab

APPENDIX 3 *continued*

<ul style="list-style-type: none">• Describe the founding and role of the Housatonic Valley Association and other environmental partners. Describe the role of the Upper Housatonic Valley and its full and part-time residents in the conservation movement. Describe the scope and scale of the task to protect and restore the Housatonic land and waters.• Describe the origins and continued impact of the Appalachian Trail on the Upper Housatonic Valley.• Explain the origins and activities of the Laurel Hill Association and what the organization was reacting against. Was there friction as the ideas spread? Is that same friction evident today?• Debate what the economic condition of the Upper Housatonic Valley may have been without conservation efforts of the late nineteenth and early twentieth century.• Describe the effect of extractive industries and their effects on the environmental degradation. Show the relevance of this to modern environmental issues in the US and the world.• Celebrate the conservation and recovery of the landscape. Explain how the land is different today than in 1700.• Describe the negative impact of transportation routes such as the Western Railroad in the 1830s and the Jacob's Ladder Trail in 1910 on the natural environment. Describe the environmental costs of progress, engineering marvels, and greater public access.• Describe the positive and negative impacts of the wealthy buying land from impoverished farmers and conserving and/or donating that land to public use.• Describe the modern sustainable farming movement and Community Supported Agriculture.• List the many challenges to maintaining a useful and scenic landscape, including affordable housing, rural sprawl, and need for economic development that doesn't mar the landscape or over use it.	
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Cradle of Industry

Innovation in the iron, wool, paper, and electricity generation industries led to prosperity as well as to exploitation of natural resources and pollution. The twenty first century ushered in an era of economic distress that has been partially relieved by the development of an economy based on artistic creativity and on the preservation and enjoyment of restored natural resources.

Theme #3

Concepts and Ideas

Topics and Stories

- Describe the pioneering role of individual industries and their effect on the Upper Housatonic region, the nation and the world. What role did locality, opportunity, problem-solving, and innovation play?
- Explain Native American technologies for food growing, processing, storage as well as tool, utensil, and building construction.
- Describe how—over time—the Upper Housatonic Valley fostered prosperity and furthered the evolution of capitalism through innovation, economic entrepreneurship, and use of natural resources. Compare with other industrial centers.
- Describe the negative impacts of early industry on the area’s natural resources and the movement to restore the natural environment through regulation and conservation measures.
- Explain how is charcoal produced and how it affects the land.
- Describe the use of water power and the effects on the environment.
- Discuss the lives of industry workers and their families. Contrast the stories and lives of the wealthy, working, and the poor in the Upper Housatonic; what was different and what did they share in common?
- Explain where lime is found and how it is extracted and used in industry.
- Trace the cycle from industrialization to deindustrialization and the effect that each had on the landscapes and people of the Upper Housatonic.
- Describe how the Upper Housatonic’s industries and agriculture supplied the Continental Army during the American Revolution, the Civil War, and World Wars I and II.
- Explain the significance of alternating current generation and transformers and how important this innovation was in harnessing electricity and transmitting power long distances to power industry and homes.
- Explore noteworthy industrial contributions of people like William Stanley (electricity) and Zenas Crane (paper). Explain the science and trace their careers and their accomplishments in business and to society.
- Explain how electricity is generated, the role of transformers, alternating current, and the manufacture and use of generators.
- Describe the impact that innovations such as the plastic, Lexan, had on military and industrial production and household use.
- Compare and contrast the Upper Housatonic’s industry and industrial development with other major industrial centers.

- Iron and blast furnaces and forges
- Paper Mills
- Electricity generation
- Marble, limestone, granite quarries
- Iron ore
- Cannon Works
- Smelting process
- Lime and use in manufacturing
- Plaster
- Glassmaking
- Alternating current transformer
- General Electric
- Plastics
- Pittsfield Plant
- Salisbury District
- Housatonic Railroad
- Supplying Continental Army
- Resort Communities
- Economic innovations in industries
- Significant architectural features, archival materials, and museum collections illustrative of this period.
- Industrialists such as:
 - William Stanley
 - George Westinghouse
 - Zenas Crane
- Tourism
- Recreation
- Conservation
- Labor
- Land Conservation
- Sustainable agriculture
- First telephone demonstration
- Industrial Memory
- Adaptive Reuse

APPENDIX 3 *continued*

<ul style="list-style-type: none">• Describe how the economic base for the Upper Housatonic region was re-imagined and shifted from an industrial and manufacturing base that used the natural resources to one that conserved resources.• List the effects of intensive industry on the natural resources of the Upper Housatonic Valley.• Discuss the image of industry in the Valley’s collective memory. How have adaptive reuse efforts affected that?	
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APPENDIX 3 *continued*

THE PURSUIT OF FREEDOM AND LIBERTY

Since before the founding of the nation, many nationally significant events that ushered in new eras of personal and political freedom, religious tolerance, enfranchisement, and civil rights took place in the Upper Housatonic Valley. In the eighteenth century, Valley inhabitants denied human rights to local Native Americans and to African Americans they enslaved.

Theme #4

Concepts and Ideas	Topics and Stories
<ul style="list-style-type: none"> • Describe economy, culture, and migratory patterns of Mohicans who lived in woodlands and along waterways in the Upper Housatonic. Discuss the archaeological record of the Mohicans and where they live today. • Describe hardships, contested visions, difficult choices, betrayals, and complicated alliances faced by American Indians regarding European settlement. Explore various American Indian alliances among tribes, Americans and British. • Explain the Sheffield Declaration, its sources and impact. • Explain the significance to the American Revolution of the August 1774 occupation of the courthouse in Great Barrington. • Trace the route and describe the ordeal of General Knox hauling cannon from Fort Ticonderoga across the Berkshires in winter to Boston. • Describe what economic and political conditions drove Daniel Shays and his followers toward “rebellion.” Trace its roots to earlier movements for liberty and describe the local and national consequences of their actions. • Describe how, in 1781, an enslaved woman named Bett (Elizabeth Freeman) used the natural rights argument to bring a lawsuit against owner John Ashley to gain her freedom. Explain how this milestone led to the end of slavery in Massachusetts. • Place Elizabeth Freeman’s story in context of stories of other African American women—free and enslaved—who worked to keep their families together, worked for personal rights, became activists and/or inspiration for others. Describe how pervasive slavery was in northern states. Contrast and compare slavery in New York and New England with enslavement in southern states. • Trace the history and influence of Massachusetts abolitionism by comparing and contrasting the Commonwealth’s efforts with surrounding states and the nation. • Explore stories Underground Railroad activity throughout the Upper Housatonic Valley and describe the historical evidence. • Explain the influences of a childhood in the Upper Housatonic Valley in the late nineteenth century on W.E.B. Du Bois, his life and work. Connect with his later years as a national and international figure. • Describe the role of Mass 54th chaplain Samuel Harrison in seeking equal payment for African American Civil War soldiers. Explain the influence of his writings on national efforts to fight racism and bigotry. • Describe the context for the establishment of the Hancock Community of Shakers in the 1790s, Explore the Community’s goals and purposes, its successes and failures. • Explain the development of the Hancock Community, its growth and connections to other Shaker communities within and outside of the religion. Trace the demise of the Shaker movement in New England and America as illustrated by the Hancock. 	<ul style="list-style-type: none"> • 218 archaeological sites of Mohican Indians in 33 communities • Stockbridge Indian Town • Elizabeth Freeman (“Mum Bett”) • Agrippa Hull • W.E.B. Du Bois • Daniel Shays and Shay’s Rebellion • Hancock Shaker community and later Village • Sheffield Declaration • Samuel Harrison House • Economic liberty • Economic and community development in the Berkshires • Berkshire Convention • Boycott of British goods • 1774 Resistance in Great Barrington • John Ashley • Intolerable Acts • Ethan Allen, Green Mountain Boys, • Ft Ticonderoga and the Knox Trail • Equal pay for African American soldiers • Salisbury iron • Economic depression after the American Revolution • Christian denominations: <ul style="list-style-type: none"> – Congregational Church – Puritans – Christian Indian Mission in Stockbridge – Stockbridge Indians – Methodists – Baptists – Shakers – Catholics: Jesuits and Franciscans, monasteries • Immigrants • Irish Catholic immigrants establish St. Joseph’s in Pittsfield in 1844 • 20th century health link to spirituality • Daniel Chester French and Lincoln sculpture • James Weldon Johnson • Photographer James VanderZee

APPENDIX 3 *continued*

<ul style="list-style-type: none">• Differentiate the Hancock Shaker community from other religious and utopian communities of the era in New England and in the United States.• Describe the influx of immigrants in the late 19th century and how they changed the workplace and public and religious institutions. Contrast 19th century immigrants with those of today.• Identify early civil rights leaders, explain early civil rights efforts in the Upper Housatonic, and why these ideas were born or took hold in the region. Explain the significance of W.E.B. Du Bois work.• Describe the scale, scope, and evolution of spiritual organizations in the Upper Housatonic from early Congregationalists and pan-Protestantism to modern spiritual retreats.• Describe how artists like Daniel Chester French and Norman Rockwell represented concepts of freedom and liberty in their artistic works, such as French's sculpture of Lincoln and Rockwell's civil rights painting <i>The Problem We All Live With</i>.• Speculate why independent and progressive thinkers in education, economics, and health have found fertile ground in the Valley.	<ul style="list-style-type: none">• First synagogue Pittsfield, 1869• Kent School• Berkshire School• Simon's Rock• Austen Riggs
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