



3. Discuss the following questions. The DISCUSSION DIRECTOR should lead your group in talking about each one and also write down your answers.

A. According to the author, what is an important business to the people of Germantown? (hint: see line 4 of the poem)

B. According to the author, what is used to make "good paper"? (hint: see lines 11 and 23)

C. The author calls linen weaving and papermaking "brother[s]" in line 10. How could they be like brothers?

D. Lines 12 and 13 of the poem read:

"The first trade keeps the second alive;  
Without the first the second cannot be..."

(1) Which trade (or business) does the author consider to be the first?

(2) Which is the second?

(3) Why couldn't the second business exist without the first one?

E. Why do you think Rittenhouse located his paper mill in Germantown, Pennsylvania? (Hint: think about think about what is needed to make paper.)

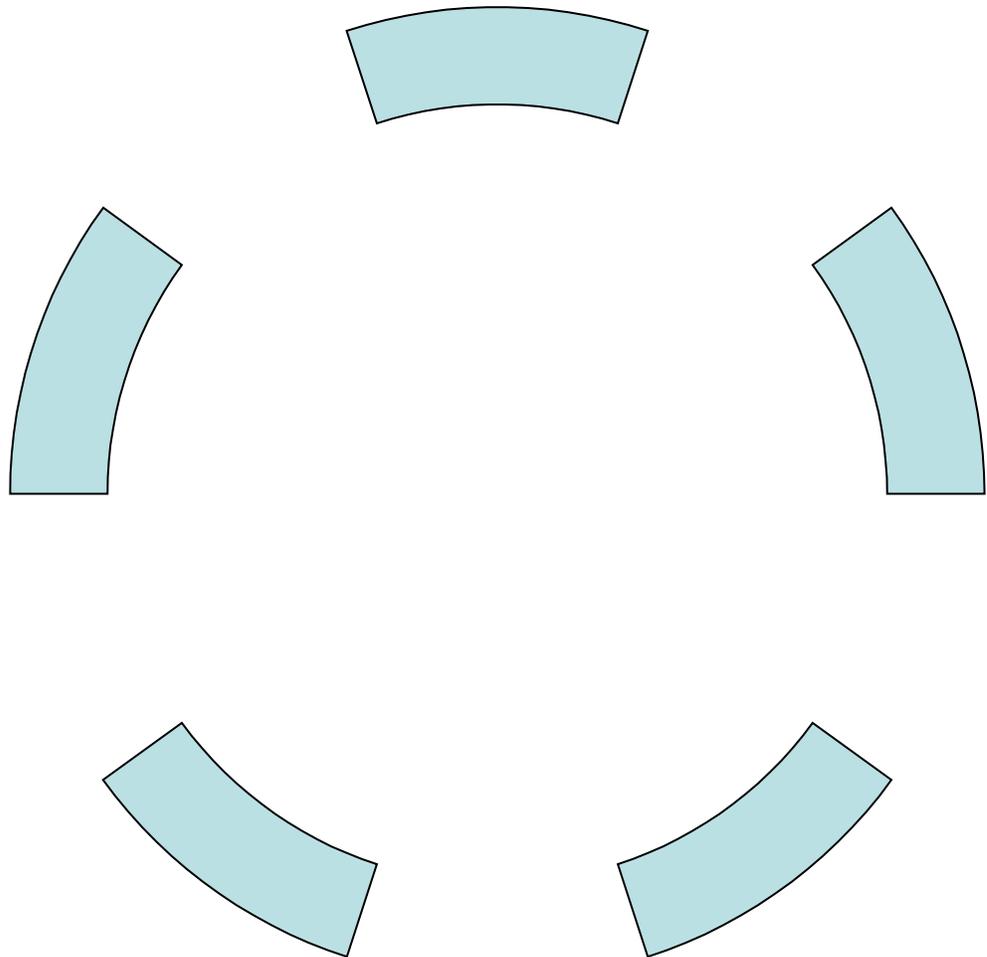
F. Lines 18 to 26 describe the cycle of the materials used in papermaking. Read the descriptions below. Then, write the number beside each statement that shows where it belongs in the cycle illustrated below.

\_\_\_\_\_ Paper is used, gets old, and returns to the earth

\_\_\_\_\_ Yarn is woven to cloth or clothes

\_\_\_\_\_ Flax is spun into yarn

\_\_\_\_\_ Cloth is worn to rags which are used to make paper



Part B: Excerpt of a Poem by John Holme (1696)

4. The READER should read aloud the following background of the poem:

In the year 1696, William Bradford, a printer and one of the business partners of William Rittenhouse, decided to leave Philadelphia and move to New York. In exchange for his share of the paper making company, he arranged to get several reams of printing and writing paper from the mill each year (a “ream” is about 500 sheets of paper). The excerpt of a poem on STUDENT HANDOUT 2 is about Bradford.

Now the READER should read aloud Part B: Excerpt of a Poem by John Holme (1696) from Student Handout 1: Poems about Papermaking all the way through one time.

5. Like the previous poem, this one has some words that sound a little strange today. What words are unfamiliar to your group? The READER should read Part B from Student Handout 1 again, and this time the VOCABULARY ENRICHER should underline any words that are unfamiliar to your group. This includes words that you might know in another context, but seem to have a different meaning in this passage. The VOCABULARY ENRICHER should look the words up in a dictionary and pick the meaning that makes the most sense in this context. Write the words and the definitions you looked up in the space below.
6. Even after looking up some words you didn't know, your group still might not understand some of the phrases or lines of the poem. The SYNTAX SPECIALIST should write the phrases or lines of the poem in the space below. The class will discuss what these mean later in the period.

