Charles Ives  
*Three Places in New England*  
II. Putnam’s Camp, Redding, Connecticut

**BACKGROUND:**  
*Three Places in New England* has three movements, the second of which we will hear on our program. The first is titled "The 'St. Gaudens' in Boston Common (Col. Shaw and his Colored Regiment)." Ives was inspired by the bas-relief depicting an African-American Civil War regiment that is found on the Boston Common. The third is called "The Housatonic at Stockbridge" and is a musical tribute to the Housatonic River.

“Putnam’s Camp, Redding Connecticut” is the second movement. We might imagine that it captures Ives’s boyhood thoughts, memories and fantasies as he surveys a Revolutionary War memorial at an old campsite. For he wrote, in the preface to the score:

> Near Redding Center, Conn., is a small park preserved as a Revolutionary Memorial; for here General Israel Putnam's soldiers had their winter quarters in 1778-1779. Long rows of stone camp fire-places still remain to stir a child's imagination. The hardships which the soldiers endured, and the agitation of a few hot-heads to break camp and march to the Hartford Assembly for relief, is a part of Redding history.

> Once upon a '4th of July," some time ago, so the story goes, a child went there on a picnic, held under the auspices of the First Church and the Village Cornet Band. Wandering away from the rest of the children past the campground into the woods, he hopes to catch a glimpse of some of the old soldiers. As he rests on the hillside of laurel and hickories, the tunes of the band of the songs of the children grow fainter and fainter; -when-"mirabile dictu"-over the trees on the crest of the hill he sees a tall woman standing. She reminds him of a picture he has of the Goddess of Liberty, -but the face is sorrowful-she is pleading with the soldiers not to forget their "cause" and the great sacrifices they have made for it. But they march out of camp with fife and drum to a popular tune of the day. Suddenly a new national note is heard. Putnam is coming over the hills from the center -the soldiers turn back and cheer. The little boy awakes, he hears the children's songs and runs down past the monument to "listen to the band" and join in the games and dances.

**OBJECTIVE:**  
Students will use a place (perhaps of historical importance) they have visited and write about their memories and impressions of this place. They will also consider any musical associations with the place. They will explore and experiment with overlapping tunes and songs, just as Ives has done in his composition.

**MATERIALS:**  
paper and pens or pencils

**ACTIVITY:**  
Students should think of a place that they have visited that has special meaning for them - especially if they have visited a place that has historical significance. They should write a list of any memories they have of visiting this place, any thoughts they had then, or that they have now, about this place. Next, ask students if there is any
music that they associate with this place? Is there any music going on in this place? Does it make them think of any songs or tunes? If no music comes up, this is okay - but ask students to think deeply about the kind of music that seems to “go with” this place.

In small groups (so there are 3 or more groups total), then have the students share their places and the memories and music associated with them. Each group should then select one song or tune from the ones that were mentioned, and try singing or humming it together.

By now, there should be several small groups - and each group should feel comfortable singing or humming one tune all together. Have the groups placed in different parts of the room.

The teacher may act as the first conductor. Have the first group begin and keep going with their tune, while the conductor starts another group singing another song - and then another group. All the different songs will be overlapping at the same time! (Don’t worry if it falls a part the first time - that’s part of the exploration! Try it again and see if each group can really hold to their tune.)

Ask the students what that felt like to perform? Could they hear the other songs? Was it difficult to stick to their own tune?

Try this several times, inviting student conductors to start the groups at different times. It would be very important to have some designated listeners, during at least one of the performances. They can stand in the middle to listen to the effect of all the songs together - and report back to the large group about what they hear. Try not to shy away from the dissonance and the strange effects created by these overlapping tunes.

Now, the students are ready to listen to “Putnam’s Camp”. Do they hear anything in Ives’ music that was like their classroom experiments? This is a wonderful moment to share with students the historical information about the experiments that Ives and his father tried when he was a young boy (see the Ives biography for this information) - as well as the information about Putnam Camp itself. Instead of a photo album - this is Ives’ way of recording how he felt and what he was thinking when he visited this historic place.

Adapting for Younger Grades:

OBJECTIVE:
To understand the concept of overlapping.

ACTIVITY ADAPTATION:
Starting with cut out shapes, or any classroom objects - display them to the students in the following ways:
1. Separate from each other
2. Next to each other (maybe even touching)
3. Overlapping each other (on top of)
Have children describe the difference among these arrangements. They may be learning the word **overlap** for the first time!

Explain that it is possible to do the same thing with music! Have the entire class sing a song that they know - that comes from a memory of a place. Then sing another song they know - making it separate from the first one, with space in between. They sing the two songs right next to each other - one right after the other. Finally - try overlapping the songs! What happens now? If overlapping with singing is too difficult, it is also possible to use a CD. After they start singing, play a CD or tape of another song at the same time - overlapping. Encourage the students to keep singing their song while another one plays. Ask them what they heard? What they noticed? What was happening to those two songs? Now listen to “Putnam Camp”. Is there anything in this music that is like what they just did? Do they hear any overlapping of different songs?