



Where To, What Next?

Grade(s): Third-Fifth Grade

Curriculum Goals Supported:

National Education Standards:

Language Arts (NL-ENG.K-12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.9, 12.10, 12.11, 12.12)

Social Science—U.S. History K-4 (NSS-USH.K- 4.5)

North Carolina Standard Course of Study:

Third Grade: Social Studies (7.01) English

Language Arts (2.01, 2.03, 2.04, 2.04, 4.03, 4.09)

Fourth Grade: Social Studies (4.05), English Language Arts (1.04, 2.03, 2.09, 4.07)

Fifth Grade: Social Studies (4.03), English Language Arts (1.03, 2.03, 2.09, 4.07)



Essential Questions:

- ✓ How do early experiences influence or affect people?
- ✓ How does growing up in American culture shape people's values or beliefs?
- ✓ How did Charles Sandburg the boy, become Carl Sandburg the famous writer?

Key Vocabulary:

Genre: a distinctive type or category of literature.

Biography: a written history of a person's life written by someone else.

Autobiography: a written history of your life written by you.

How To Use This Curriculum

"Where to, What Next?" is comprised of three segments: 1- Pre-visit lessons 2- On-site Field Trip, 3- Post-visit lessons. The lesson plans have been designed to meet education standards while creating an interactive and educational environment for students to learn about the life of the Famous American Poet, Carl Sandburg. Teachers are encouraged to complete Pre-Activities in the classroom prior to visiting the Carl Sandburg Home NHS in order to better prepare students for the trip. During the on-site visit students will tour the home where Carl Sandburg spent the last 22 years of his life. Students will also tour Connemara Farms where Mrs. Sandburg raised goats. Post-Activities are to be completed in the classroom upon returning from the on-site field trip. If you would like to visit the Carl Sandburg Home National Historic Site with your class please make a reservation with the **Park's Education Office by calling 828-693-4178.**

Pre-Visit Lesson 1: Growing up

Lesson Length: 45 minutes (not including reading assignments)

Lesson Objectives

- ✓ Learn about Carl Sandburg as a young man growing up in Illinois.
- ✓ Be able to define autobiography.
- ✓ Determine aspects of personal life to include in own autobiography.
- ✓ Make connection between self and Carl Sandburg.

Materials Needed

Book: *Prairie Town Boy* By: Carl Sandburg
White board for modeling exercise
Writing instruments
Unlined paper

Pre-Lesson Reading: *Prairie Town Boy* by Carl Sandburg

Suggested Procedure:

1. Conduct a brief mini-lesson to define autobiography.
2. Read the autobiography *Prairie-Town Boy* or an excerpt from the book. If possible read the entire book so students get a thorough understanding of Carl Sandburg's life as a young man. (Note: If purchasing a class set of novels is not feasible, the teacher can read a chapter or two a day to students.) There are many historical words in the book that students will need assistance comprehending. If only reading an excerpt, chapter four "Hungry to Learn" is a good choice.
3. Teacher models making a personal timeline on the board. Write your birth date on one end of the board and the present date at the other. Mark your model timeline with important life events. Narrate your timeline to the class and let the students ask questions.
4. Students make individual timelines for their lives.
5. In class, ask students to choose and point to one life event on their time-line. Ask students to close their eyes, and relax. Ask them to remember the time and place of their chosen life event. Lead students through a memory journey of the senses, what sights do they see? Sounds heard? Smells noticed? Tastes remembered? What sensations do they feel? What people do they remember at that time? What emotion colored those moments? Ask students to "come back to class" and open their eyes slowly after taking five final deep breaths.
6. Ask students to free write about their moment from personal history, getting down all those sensory details from their imaging exercise.
7. Ask volunteers to share their life-writing and make connections between their details and those in *Prairie Town Boy*.

Pre-Visit Lesson 2: Adventures of a Poet!

Lesson Length: 45-60 minutes

Lesson Objectives:

- ✓ Learn about Carl Sandburg through biographical information.
- ✓ Be exposed to the poetry and prose of Carl Sandburg
- ✓ Be able to define the term biography.

Materials Needed:

Book: *Carl Sandburg: Adventures of a Poet* by: Penelope Niven

Handout- Carl Sandburg: Adventures of a Poet Notes (included)

Pre-Activity Reading: *Carl Sandburg: Adventures of a Poet* by: Penelope Niven

Suggested Procedure:

1. Conduct a mini-lesson on defining the term biography.
2. Read to the class *Carl Sandburg: Adventures of a Poet*. This is a fantastic book! The author gives background biographical information about Carl Sandburg and then pairs the information with a Sandburg poem. Make sure students can also see the beautiful illustrations that accompany this book. One possible way to do this is by using an ELMO projector. Look at the illustrations as you read the book to students and have them identify what they are seeing. They will need this information as they tour the Carl Sandburg Home and complete an activity afterwards.
3. Give each student the attached handout Carl Sandburg: Adventures of a Poet Notes. As an entire class, re-read each biographical section of the book. Have students decide what the class should list for the notes about Carl Sandburg. Teacher will model this for students on the overhead, white board, or SmartBoard.

On-Site Lesson: From Prairie Town Boy to Famous Writer

Lesson Length: House tour 30 minutes per tour
Post tour lesson 20 minutes

On-Site Objectives:

- ✓ Students will have classroom learning come to life through an on-site experiential learning opportunity.
- ✓ Make connections between Carl Sandburg's youth and adulthood.
- ✓ Identify objects in the home that Carl Sandburg owned in his later years and make connections about the objects as pertaining to his youth and early life influences.

Materials Needed

Activity Handout- From Prairie Town Boy to Famous Writer
Pencils

Suggested Procedure:

1. Take a tour of the Carl Sandburg Home with a tour guide.
2. After the tour, gather students in the garage next to the house. Have them sit on the floor. Pass around a simple object like a rock or leaf. Would this object have been special to the Sandburg family? Why?
3. Read a couple of poems by Carl Sandburg to the students. *The Sandburg Treasury: Poetry and Prose for Young People* is a good resource to choose from. A few choices might be "Bug Spots", "Spring Grass", and "Bubbles".
4. Remind students they just read the autobiographical book (or excerpt) *Prairie-Town Boy* by Carl Sandburg. Have a student in the class remind everyone what an autobiography is. Have students share a few things they remember about Carl Sandburg as a boy.
5. Remind students that Carl Sandburg moved to Connemara at age 67. Ask students if they can think of anything they saw in the home or learned from the tour that reminded them of Carl Sandburg as a young boy.
6. Pass out the activity sheet From Prairie Town Boy to Famous Writer and pencils. Have students work with a partner matching an item from the house to a quote from *Prairie-Town Boy*.
7. After students are finished have students share which item they matched with which quote. Collect papers and pencils

Post-Visit Lesson 1: Growing up (Part II)

Lesson length: 30-40 minutes

Lesson Objectives:

- ✓ Students will be able to write their own autobiography poem
- ✓ Students will illustrate their poem.

Materials Needed:

Poem "Plowboy" by Carl Sandburg

Drawing paper, pencils, crayons, markers

Student's free-write autobiography from pre-visit lesson 1

Autobiography Poem Template (included)

Suggested Procedure

1. Read students "Plowboy" by Carl Sandburg or other poem that is evidently tied to his youth.
 2. Have students identify which part of Carl Sandburg's life would have him witnessing people plowing fields. Have students remember parts of *Prairie-Town Boy* where Carl Sandburg saw the countryside with farmers working and fields of crops. Re-read to students on pg. 192 the section where Carl Sandburg is describing seeing the land of the Great Plains.
 3. Next have students re-read from the pre-visit lesson their free write on a personal moment from their history.
 4. Have students compose a poem, either using the Autobiography Poem format or their own creation. Students may sometimes find it difficult to compose poems even though they have been reassured that "free verse" is a great form to use. The Autobiography Poem format can be used instead to give students support when first composing poetry based on personal narrative.
 5. Have students draw an illustration based on their poem.
 6. Have students share poem and illustration with a partner. Have students volunteer to share with the class. Display poems and illustrations on a bulletin board.
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Post Lesson Evaluation Questions for Students:

1. Was the process easy or difficult?
2. Do you believe this activity improved your writing? Explain.
3. Did you like or dislike this approach? Why or why not?

4. How do you feel about yourself as a writer?

Post-Visit Lesson 2: Adventures of a Poet! (Part II)

Lesson length: 30 minutes

Lesson Objectives:

- ✓ Students will compose a Biography Poem about Carl Sandburg
- ✓ Students will illustrate their poems

Materials Needed:

Carl Sandburg: Adventures of a Poet Notes (included)

Bio Poem Template (not included)

Drawing paper




Pencils, Crayons, Markers etc...




Suggested Procedure

1. Review with students what they have learned about Carl Sandburg and have them share thoughts about visiting the Carl Sandburg Home.
2. Pass back to students their Carl Sandburg: Adventures of a Poet Notes from the pre-visit lesson 2. Have students write a Bio Poem about Carl Sandburg. Templates are easily found on-line.
3. Have students illustrate their poems. Encourage students to be creative. Illustrations could include an object of Carl Sandburg's, a portrait of Sandburg, or a scene from the Carl Sandburg National Historic Site.
4. Have students share their Bio Poems and illustrations with a partner.
5. Display Bio Poems and illustrations on a bulletin board.




On-Site Lesson 1: From Prairie Town Boy to Famous Writer (Answer key for teachers)




Match the correct quote from *Prairie-Town Boy* with the correct picture from the Carl Sandburg Home National Historic Site.

<p>This picture goes with quote number 3.</p>	 <p>12,000 volumes of books in the house</p>	<p>1</p>	<p>"The date was January 6, 1878, a little after midnight... I was a welcome man-child." p.10</p> <p>"In the Sandburg family the first three children, Mary, Carl August, and Martin Godfrey, learned Swedish fairly well." p. 21</p>
<p>This picture goes with quote number 2.</p>	 <p>Sandburg subscribed to many newspapers and magazines</p>	<p>2</p>	<p>"...office of the Galesburg Republican-Register, to which we carrier boys went as soon as school let out at half-past three... I learned how to cross-fold a paper so it could be thrown spang against a front door." p. 114</p> <p>"I bought a Chicago Record everyday and read in the wagon going back to the farm the two-column series of lectures by University of Chicago professors on literature, history, politics, and government." p. 205-206</p>
<p>This picture goes with quote number 1.</p>	 <p>The Sandburg's sign CARL 27017</p>	<p>3</p>	<p>"I had books I didn't have to take back to the Seventh Ward school or the Public Library. I was a bookowner." p. 60</p>

<p>This picture goes with quote number 5.</p>	 <p>Biographer of Lincoln CARL 30267</p>	<p>4</p>	<p>"They put in a new Edison phonograph with a lot of cylinder records and I never got tired of hearing "Poet and Peasant." p. 177</p>
<p>This picture goes with quote number 6.</p>	 <p>Guitar for playing music CARL 3392</p>	<p>5</p>	<p>"At the north front of Old Main many times I read on a bronze plate words spoken by Lincoln and by Douglas. They stayed with me, and sometimes I would stop to read those words only, what Lincoln said to twenty thousand people on a cold windy October day:" p.172</p>
<p>This picture goes with quote number 4.</p>	 <p>Phonograph for listening to music CARL 1327</p>	<p>6</p>	<p>"Then came a two-dollar banjo from Mr. Gumbiner. This was a honey and from Willis I learned the chords. From the gracious Mrs. Schwartz on Ferris Street I had three banjo lessons at twenty-five cents a lesson." p. 106</p>

On-Site Lesson 1: From Prairie Town Boy to Famous Writer Activity Sheet

Match the correct quote from <i>Prairie-Town Boy</i> with the correct picture from the Carl Sandburg Home National Historic Site.			
<p>This picture goes with quote number ____.</p>	 <p>12,000 volumes of books in the house</p>	<p>1</p>	<p>"The date was January 6, 1878, a little after midnight... I was a welcome man-child." p.10</p> <p>"In the Sandburg family the first three children, Mary, Carl August, and Martin Godfrey, learned Swedish fairly well." p. 21</p>
<p>This picture goes with quote number ____.</p>	 <p>Sandburg subscribed to many newspapers and magazines</p>	<p>2</p>	<p>"...office of the Galesburg Republican-Register, to which we carrier boys went as soon as school let out at half-past three... I learned how to cross-fold a paper so it could be thrown spang against a front door." p. 114</p> <p>"I bought a Chicago Record everyday and read in the wagon going back to the farm the two-column series of lectures by University of Chicago professors on literature, history, politics, and government." p. 205-206</p>
<p>This picture goes with quote number ____.</p>	 <p>The Sandburg's sign CARL 27017</p>	<p>3</p>	<p>"I had books I didn't have to take back to the Seventh Ward school or the Public Library. I was a bookowner." p. 60</p>

<p>This picture goes with quote number _____.</p>	 <p>Biographer of Lincoln CARL 30267</p>	<p>4</p>	<p>“They put in a new Edison phonograph with a lot of cylinder records and I never got tired of hearing “Poet and Peasant.” p. 177</p>
<p>This picture goes with quote number _____.</p>	 <p>Guitar for playing music CARL 3392</p>	<p>5</p>	<p>“At the north front of Old Main many times I read on a bronze plate words spoken by Lincoln and by Douglas. They stayed with me, and sometimes I would stop to read those words only, what Lincoln said to twenty thousand people on a cold windy October day:” p.172</p>
<p>This picture goes with quote number _____.</p>	 <p>Phonograph for listening to music CARL 1327</p>	<p>6</p>	<p>“Then came a two-dollar banjo from Mr. Gumbiner. This was a honey and from Willis I learned the chords. From the gracious Mrs. Schwartz on Ferris Street I had three banjo lessons at twenty-five cents a lesson.” p. 106</p>

Pre-Visit Lesson 2: Adventures of a Poet Notes

List things you have learned about Carl Sandburg in each of the appropriate boxes below.

EXAMPLE: A New American

- His Mother and Father were from a different country called Sweden.

Vagabond- Traveler

Soldier

Journalist- Newspaper Man

Minstrel- plays and sings music

Family Man

Storyteller

Historian- learns and writes about the past

Poet

Post Visit Lesson 1: Autobiography Poem Template

Line 1: *First Name*

Line 2: *Four descriptive traits*

Line 3: *Sibling of...*

Line 4: *Lover of*

Line 5: *Who fears (3 things)*

Line 6: *Who needs (3 things)*

Line 7: *Who gives (3 things)*

Line 8: *Who would like to see (3 things)*

Line 9: *Resident of...*

Line 10: *Last Name*

Modifications for students with disabilities or ELL: Create pictures for each line in boxes then have students write words underneath to complete poem.