



Life on the Farm

Grade(s): K-Third

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)

North Carolina Standard Course of Study:

Kindergarten: Science (1.01, 1.02, 1.03, 1.04, 1.05)

Visual Arts (1.01, 2.03, 4.01, 5.05)

First Grade: Science (1.02, 1.03, 1.04) Visual Arts: (1.04, 1.05, 4.03, 6.05)

Second Grade: Social Studies (7.03), Science (1.01)

Third Grade: English Language Arts (1.04, 2.02, 2.03, 2.04, 3.01, 3.05, 4.07), Social Studies (2.02)



Essential Questions:

- ✓ What is a farm and what does one typically find on a farm?
- ✓ How are farms important to our lives?
- ✓ Who were Carl and Lilian "Paula" Sandburg?
- ✓ Describe what the Sandburg's lives were like living on a farm.

Key Vocabulary:

Dairy farm: a place where milk is gathered from a milk producing animal such as goats or cows. The milk is used by the family or sold to make milk based products.

Nubian: A breed of goat native to Asian, African and European. Large in size, long floppy ears, colorful markings

Saanen: A breed of goat native to Switzerland. Medium to large in size, white in color.

Toggenburg: A breed of goat native to Switzerland. Medium in size, light brown to dark brown in color, white stripes on face, white ears.

How to Use This Curriculum

Life on the Farm 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 and to create an interactive environment for students to learn about the life of Carl Sandburg and his family while living at Connemara. Teachers are encouraged to complete pre-visit lessons in the classroom prior to visiting the Carl Sandburg Home NHS. During the on-site visit students will tour Connemara Farms where Mrs. Sandburg raised goats. Post-visit lessons 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 Coordinator by calling 828-693-4178.***

Pre-Visit Lesson 1: Farm Life (K-1st grade)

Lesson Length: 2/20 minute time periods

Lesson Objectives:

- ✓ Students define the term farm.
- ✓ Students name two things that typically can be found on a farm.
- ✓ Students identify a goat and parts of a goat.

Materials Needed:

Photos of a farm and things found on a farm. (i.e. Barn, silo, animals etc.)
Goat anatomy activity sheet

Key Vocabulary:

Eyes, ears, mouth, nose, neck, shoulders, chest, back, hips, tail, legs, hooves, udder

Suggested Procedures:

1. Brainstorm with students what they think a farm is and what they think would be found on a farm.
2. Share photos with students when such items are mentioned; share other aspects of a farm if more need to be mentioned (be sure to include dairy goats!)
3. Pass out activity sheets of a goat. Go over goat vocabulary; have students color the goat and identify different parts of a goat.

Pre-Visit Lesson 2: Moving to Connemara (2nd-3rd grade)

Lesson Length: 45-60 minutes

Lesson Objectives

- ✓ Students will be able to share information about what life was like at Connemara
- ✓ Students will be able to share facts about Mrs. Sandburg's goat dairy.
- ✓ Students will be able to identify three types of goats raised by Mrs. Sandburg

Materials Needed

Carl Sandburg Home Official Map and Guide brochure (class set)

Web graphic organizer (included)

Carl Sandburg Home: A Place to Raise Goats brochure (class set)

Pictures of goat breeds (included)

Photograph: CARL12732 Mrs. Sandburg with goats in front of barn.

Suggested Procedure

Part 1

1. Pass out the Carl Sandburg Home Official Map and Guide brochure. Have students explore the brochure independently for about five minutes.
2. As a class read the section "A Place to Write". Point out accompanying pictures as the brochure is read.
3. In pairs, have students fill out a web graphic organizer about the key points just read about Carl Sandburg and his family.
4. As a class, have students volunteer to share one of the key points they put on the web graphic organizer.

Part 2

1. Display the photograph CARL12732 Mrs. Sandburg with goats in front of barn using overhead or LCD projector. As a class, have students share observations about the photograph. Record the observations on the white board etc.
2. Next, share with students that this is Carl Sandburg's wife Lilian (Paula) Sandburg. Tell students that she raised prize-winning goats, and the goats at the Carl Sandburg Home are descended or family members of her goats.
3. As a whole class activity, read the brochure "A Place to Raise Goats". Point out accompanying pictures as the brochure is read.
4. Have students copy guided presentation notes from the overhead as you go over each type of goat breed represented at Mrs. Sandburg's goat farm. During the guided presentation, show pictures of the three different breeds of goats, identifying the different colors and markings on each.

On-Site Lesson: Life on the Farm

Lesson Length: Barn Tour 30 minutes per group

On-site Objectives

- ✓ Students will identify the different breeds of goats
- ✓ Students will identify various body parts of the goats
- ✓ Students will identify at least fifteen adjectives to describe the scene at Connemara Farms.
- ✓ Students will record what they are experiencing at the Carl Sandburg Home National Historic Site on guided field notes.

Materials Needed

Pencils

Goat anatomy pictures (provided)

Goat Diary: Adjective sheet, Guided field notes, Breed identification sheet

Suggested Procedure:

1. When you arrive at the barn at your assigned time please find the volunteer staff to assist you with your visit.
2. Hold up a picture of a goat, ask the students to look for a goat that matches the goat in the picture and point to it in the pasture. Do the same with the other breeds. Have the students repeat the breed names of the goats.
3. Ask students to identify the differences and similarities between each goat breed: color, size, shape, eyes, ears, udders, etc.
4. Give students the opportunity to spend time with the goats and to observe goat behavior and eating habits. What is needed to care for a goat?

Extension: (For 2nd-3rd grade)

1. There are five different areas to visit on the farm (Barn Garage, Goat Petting, Barn, Milk House Exhibit and A Home for Champions sign). Make sure students visit each of the five areas either with the volunteer or with their chaperone.
2. When they have visited all areas have each student choose an observation place outside of the fenced in area. Have students complete the guided field notes, adjective sheet & breed identification sheet.
3. With any remaining time, allow students to interact with goats and classmates.

Post-Visit Lesson 1: Food for Thought (K-1st grade)

Lesson Length: 30-40 minutes

Lesson Objectives:

- ✓ Students will be able to name two products that are made by goats that people eat.
- ✓ Students will be able to identify which food category these products belong to.

Materials needed:

Pencils
Food for Thought Worksheet

Suggested Procedures:

1. Discuss with students why people raise different animals and introduce to them the reason why Mrs. Sandburg raised goats.
2. Ask students if they know of anything they eat that is made from milk.
3. As students share what they know, display the product packages or photos; share other items you have prepared if they are not brought up by the students.
4. Have students complete the Food for Thought worksheet individually or display worksheet using the ELMO and complete activity as a group.

Extension: Continue to learn about food groups and healthy eating by visiting www.mypyramid.gov/teachers/.

Post-Visit Lesson 2: The Right Word (2nd -3rd grade)

Lesson Length: 30-45 minutes

Lesson Objectives:

- ✓ Students will create a poem with at least three stanzas or a short story with at least three paragraphs about their experience at Connemara Farms.
- ✓ Students will learn the role of adjectives in a poem.
- ✓ At least three students will share their poem with their classmates.

Materials Needed:

Pencils & Paper

Poem: Lesson by Carl Sandburg

Completed guided field notes and adjective list (from on-site lesson)

Suggested Procedure:

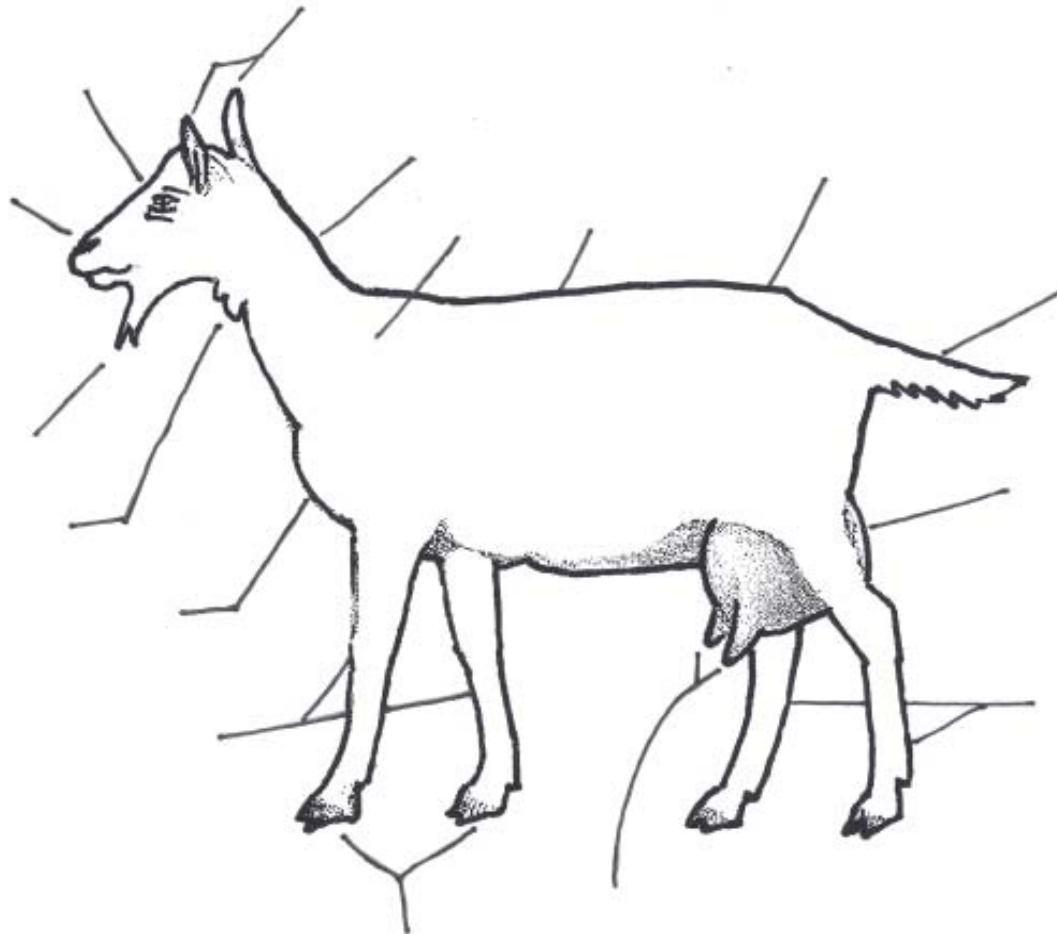
1. Using their guided field notes and adjective list from the on-site lesson, have each student write a poem with at least three stanzas or a short story with at least three paragraphs about their Connemara Farms experience.
2. Have students share their poem or short story with a partner. Have students volunteer to share with the entire class.
3. Display writing on a bulletin board in the hallway.
4. Distribute copies of the poem "Lesson" by Carl Sandburg to the students. Be sure to adhere to fair use guidelines. Read the poem to the students.
5. Have the students circle all the adjectives in the poem. Once completed have students share which adjectives they circled.
6. After sharing, ask the following questions:
 - Do you think Carl Sandburg enjoyed spending time outdoors? (yes)
 - Which parts of the poem make you think he does?
 - Which senses does Sandburg use during the poem? (sight, smell, touch, hear)
 - Give examples from the poem of the senses used.

Extension:

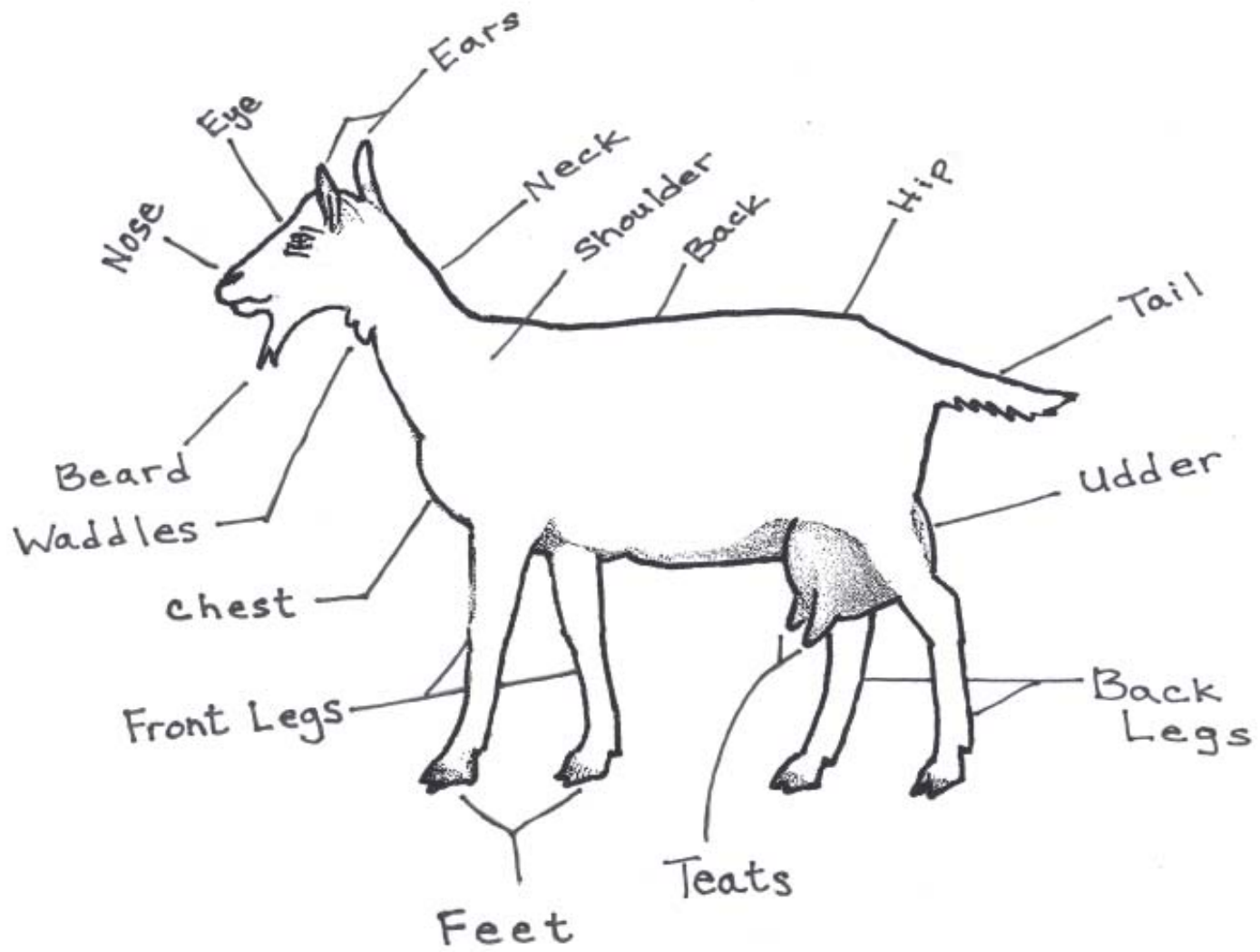
After writing poems and short stories, have each student partner with another student. Have each student highlight each adjective in the poem or story. Challenge the author to choose another word that more accurately describes what they meant to say. Go back and forth this way until each student is certain that they have chosen the "right" word.

Visit Carl Sandburg Home NHS education website *Imagine It!* and participate in the *The Right Word* activity: <http://www.nps.gov/archive/carl/activity/05/word.htm>

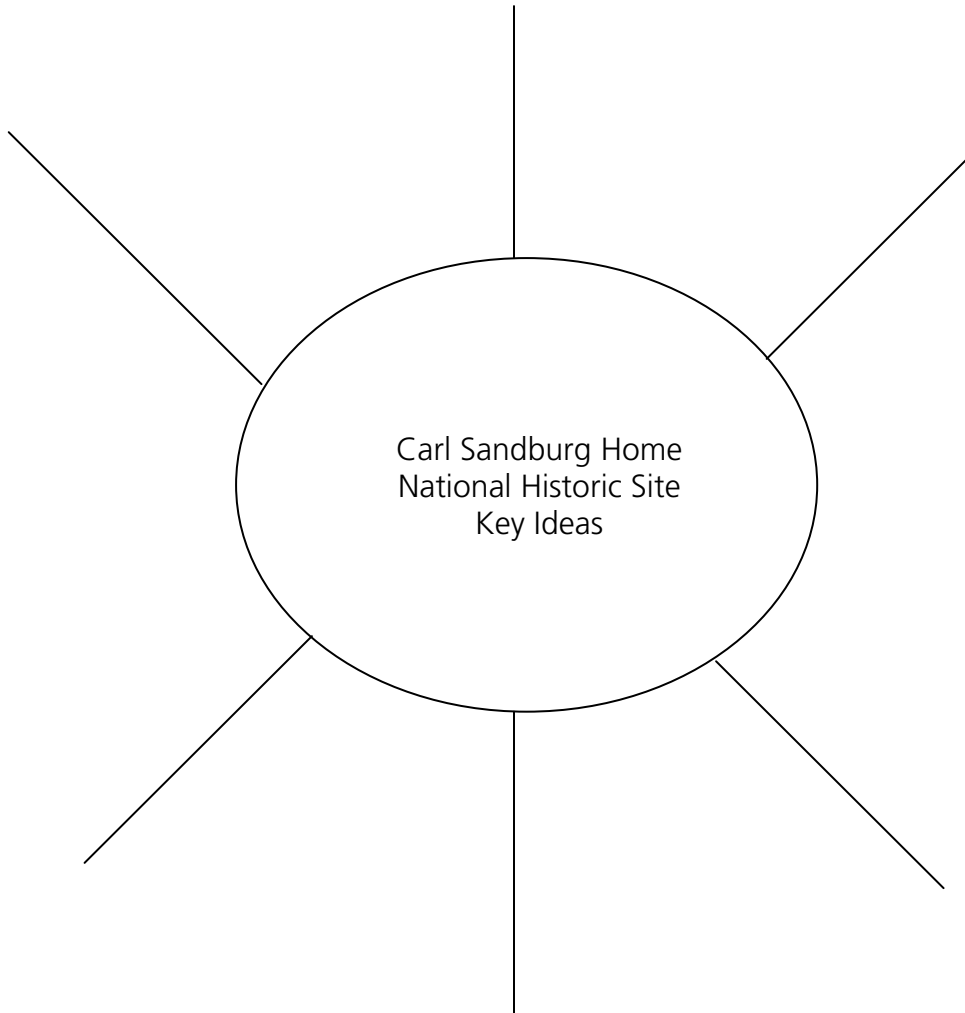
Goat Anatomy Activity Sheet



Goat Anatomy Activity Sheet
(Answer sheet for teachers)



Web Graphic Organizer




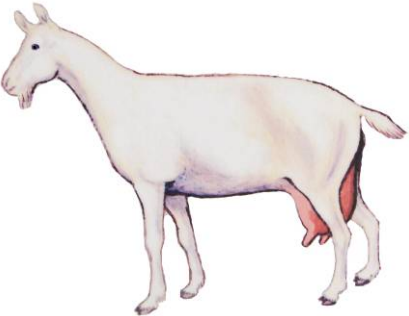
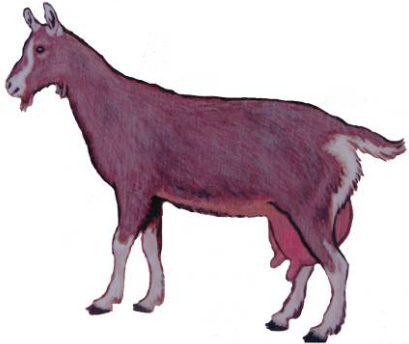
Connemara Farms Goat Diary Adjective Sheet

An adjective is a word that describes a thing. For example in the sentence: The blue sky is pretty. The word blue is describing the sky. Circle at least fifteen adjectives that describes what you are seeing and experiencing.

excited beautiful rainy peaceful big sweet
blue new peaceful bright
gentle old
chilly quiet nice sad breezy
smelly noisy brown
rainy silly brown wonderful
white funny green
friendly soft green dry
pretty red prickly
soft happy bright
dark warm fuzzy
perfect slow tasty

**Connemara Farms Goat Diary
Breed Identification**

You have been learning about the three different types of goats Mrs. Sandburg had on her dairy goat farm: Saanen, Nubian, and Toggenburg goats. Below is a picture of each of the goats and a clue. Fill in the missing letters to properly identify the name of each goat breed.

Goat	Clue	Which one?
	Long ears	___ U ___ ___ N
	Only white	___ ___ A ___ ___ N
	White ears and white stripes on face	___ ___ ___ G ___ N ___ ___ ___ G

Lesson

In early April the trees
end their winter waiting
with a creep of green on branches.

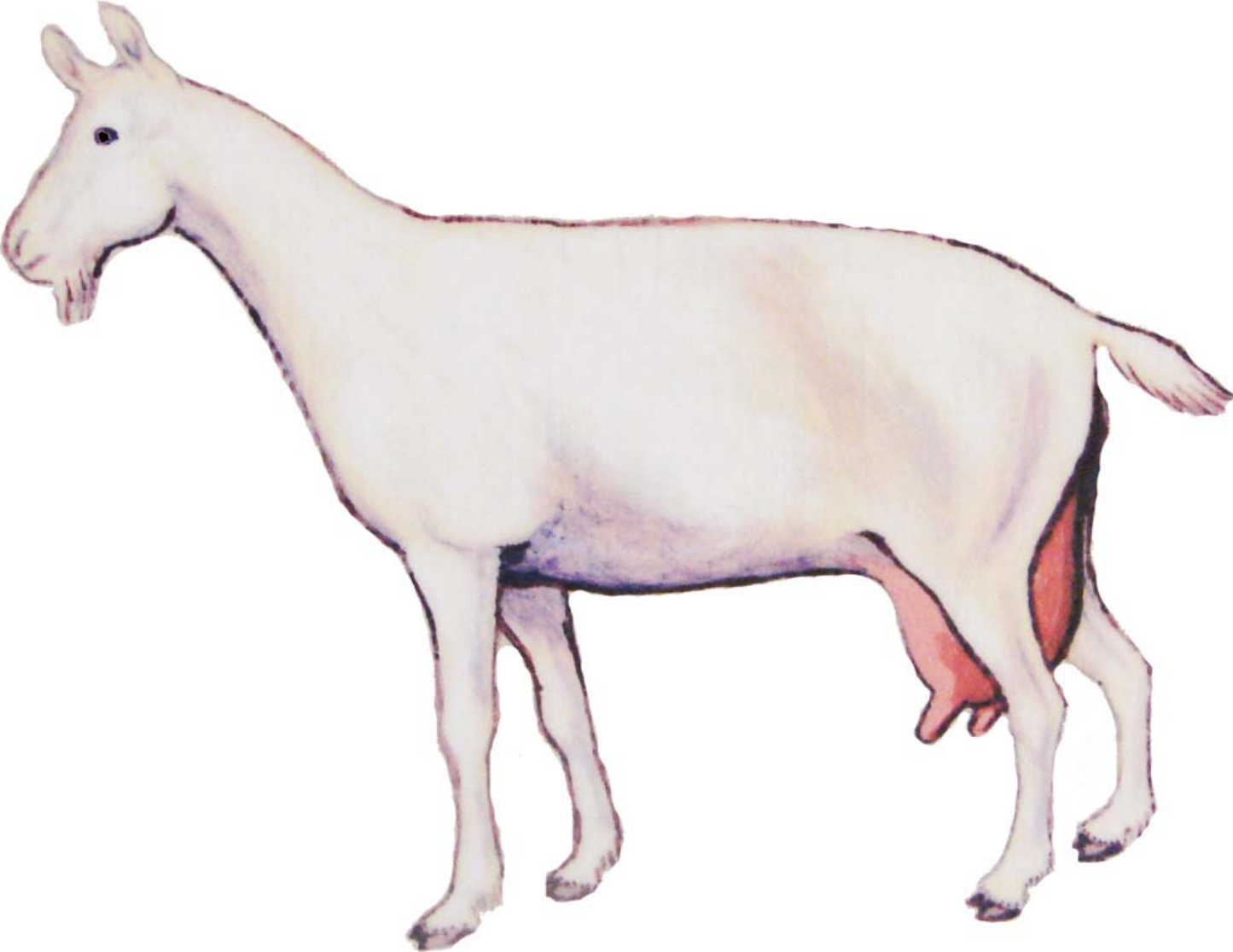
In early October the trees
listen for a wind crying,
for leaves whirling.

The face of the river by night
holds a scatter of stars
and the silence of summer blossoms
falling to the moving water.

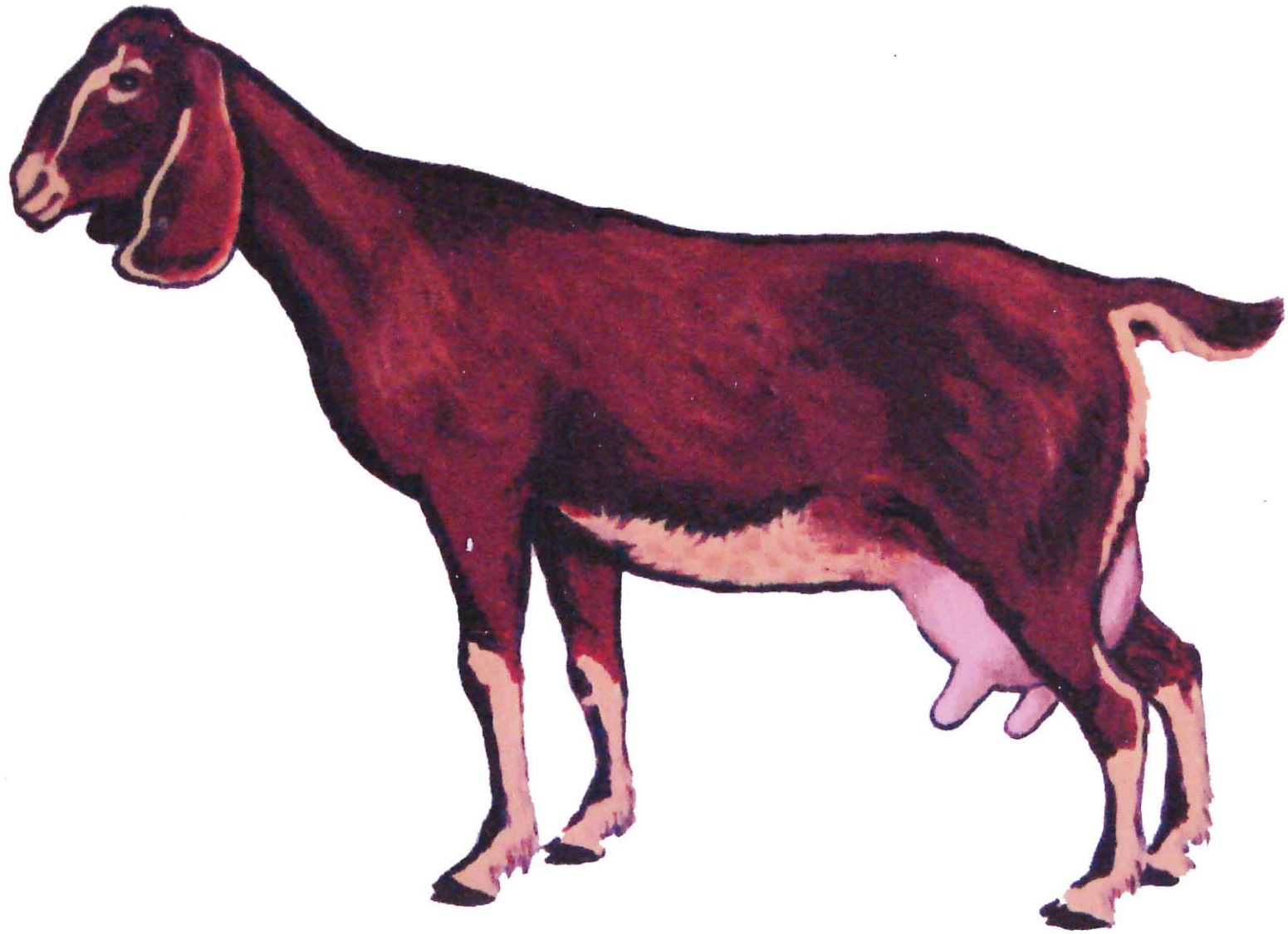
Come clean with a child heart.
Laugh as peaches in the summer wind.
Let the rain on a house roof be a song,
Let the writing on your face
be a smell of apple orchards in late June.

*Carl Sandburg
Honey and Salt, 1953*

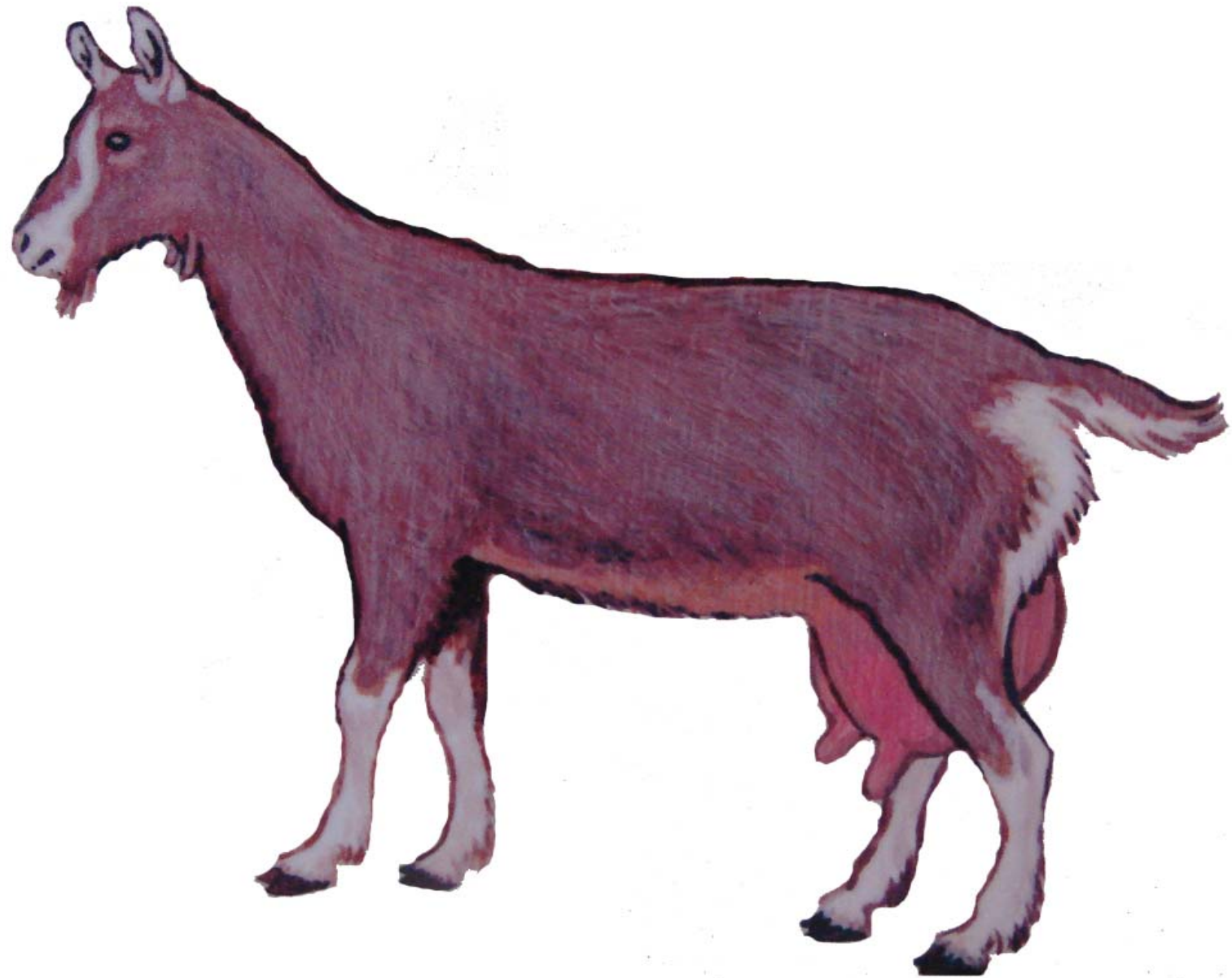
Saanen



Nubian



Toggenburg



Food for Thought Worksheet

The Sandburg family had many choices of food products at Connemara. They grew their own fruits and vegetables in their garden and regularly made their own dairy products. Circle the foods that the Sandburg's might have made from their goat's milk.

