



IN REPLY REFER TO:

United States Department of the Interior

National Park Service
Carl Sandburg Home National Historic Site
81 Carl Sandburg Lane
Flat Rock, North Carolina 28731-8635



Dear Teachers:

We are pleased that you have chosen to use the 11th grade Sandburg Satchel Lesson Plan: *Sandburg, The Activist* to enhance the learning experience of your students. It is our desire that you find these lessons to be an engaging and interactive learning experience for both you and your students. Not only are these lessons designed to help your students discover Sandburg, but also to help them discover more about America.

Carl Sandburg Home National Historic Site was authorized by Congress on October 17, 1968, as a unit within the Department of Interior's National Park Service. The site is located in Flat Rock, North Carolina, where Carl Sandburg spent the last 22 years of his life. The park was the first such site set aside in honor of an American poet.

Sandburg was one of America's most versatile and recognized writers and his literary career speaks to the American experience – its struggles and dreams. Sandburg captured America's traditions, grand and everyday, in his poetry, histories, biographies, novel and collection of folk songs.

Sandburg relentlessly advocated social justice and his writings reflect a deep respect for the lives of individual human beings, particularly those exploited into dangerous and unfair labor practices. Many social issues we continue to grapple with today were issues Sandburg brought to light in his writing.

Today the National Park Service serves as the steward of the now 264-acre farm and all of its buildings, rock walls and trails. It is the keeper of the stories and memories of Carl Sandburg.

This site is truly an American Legacy and through preservation, education and stewardship it will be available for the enjoyment and enrichment of future generations.

Best wishes for a rewarding experience as you teach the myriad of lessons in this teacher's guide. Thank you for your dedication to the education of our nation's young people.

Sincerely,

Park Superintendent

More opportunities to learn about Carl Sandburg:

On-Site Visit

Through the Eyes of a Poet

Carl Sandburg found his inspiration to write through the things which surrounded his life. He wrote about struggle, family, love and war. Learn how Sandburg was often a voice for those who felt they had none. The program will include house tour, barn tour, journaling session as well as a chance to watch a video of noted journalist Edward R. Murrow interviewing Carl Sandburg.

Grades: 9-12th

Group size: Max 60 individuals

Virtual Museum Exhibit

This virtual multi-media exhibit celebrates Carl Sandburg, “Poet of the People”. It examines his career as a poet, writer, historian, biographer of Abraham Lincoln and social activist. Also it highlights the last 22 years of his life when he resided at Connemara in Flat Rock, NC, including his wife, Paula Sandburg’s, contributions to the American dairy goat industry and her Grade A dairy operation. The family’s achievements are viewed through personal belongings, awards, photographs, and Sandburg’s writings.

Accompanying the exhibit are lesson plans created by teachers. Elementary, Middle and High School plans are available. The exhibit and lesson plans can be accessed by going to the park’s home page and clicking on Virtual Museum Exhibit. (see below for the park website)

Student Poetry Contest

The park’s annual student poetry contest celebrates the American poet, Carl Sandburg, while inspiring youth grades 3-12 to write their own original poems. Contest begins in January. See website for more details.

Additional Resources

The following links provide access to both park and National Park Service education resources.

Carl Sandburg Home National Historic Site Website

www.nps.gov/carl

Carl Sandburg Education Website Imagine It!

www.nps.gov/archive/carl/welcome.htm

Carl Sandburg Home Virtual Museum Exhibit

www.nps.gov/history/museum/exhibits/carl

NPS Teaching with Museum Collections

www.nps.gov/history/museum/tmc/tmc_links.html

National Park Service WebRangers

www.nps.gov/webrangers

National Park Service Teacher Resources

www.nps.gov/learn

How to Use Sandburg Satchels

Sandburg Satchels are travelling materials mailed to your school to make learning about Carl Sandburg engaging and interactive. Each satchel contains curriculum based lesson plans as well as various interactive materials such as photographs, books, and other items related to Carl Sandburg. Interactive materials provide an opportunity for students to learn in a hands-on environment. Teachers may request to borrow a Sandburg Satchel for a maximum period of one month.

The CD in the front cover contains a .pdf document of these lesson plans for you to use in making copies of activity sheets. All referenced images are also included on the CD as .jpegs or .pdf files. You may use them with a computer and LCD projector to display for your class when needed. The images are also included in laminated and transparency form to use with an overhead projector.

When returning the Satchel please ensure that all materials described on the packing list are included. You may keep the lesson plan booklet and CD for future use. For more educational and professional development opportunities please visit us online at www.nps.gov/carl/forteachers/index.htm. 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.

This satchel was made possible through the generous support of the National Endowment for the Arts. Special thanks to the Friends of Carl Sandburg at Connemara.

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Lesson One: **What is a National Park?**

Lesson Length:

Three Hours

Objective:

Students will gain knowledge about our National Parks and an understanding of why we protect these special places.

Materials Included:

- National Park System Map and Guide
- Pictures of various national park units on CD and printed
- Organic Act 1916 on CD and printed
- National Park Service Research worksheet

Materials Needed:

- Computers with internet access
- Projector (LCD or overhead)

Website:

www.nps.gov

Procedure:

1. Discuss the significance of national park units within our nation and how they represent our national treasures. What makes a person or place unique, nationally significant, and worthy of becoming a national park unit?
2. Using an LCD or overhead projector show the class a selection of pictures of various National Park Units. Have a discussion regarding why these places are special.
3. Next, display the NPS map and guide to the class to show them all 392 places protected by the National Park Service.
4. Display the Organic Act of 1916. Read it as a class and question students for comprehension. Define words as necessary.



National Park Service Research

The following questions need to be answered in order to have a complete and accurate report about your National Park Unit.

1. Name of the park unit:

2. Location of park:

3. Date authorized by Congress:

4. Primary features being protected (What makes this national park unit unique?):

5. Three stories being preserved and shared with visitors:
 - a.

 - b.

 - c.

6. Clearly explain one challenge this park has:

7. List three jobs of the Park Rangers at this park:
 - 1.

 - 2.

 - 3.





End of Lesson One



Lesson Two: Establishing a National Park Unit

Lesson Length:

2 Hours

Objective:

Students will understand how a National Park is established through the federal government’s legislative process.

Materials Included:

- Excerpt from Carl Sandburg Home NHS proposal
- House and Senate Discussion
- Worksheets (Visitor Services, Resource Management and Maintenance)

Background:

Today there are over 390 national park units across the nation and each one of them has unique circumstances on how it was presented to become a national park unit. All park units except national monuments have gone through the federal government’s legislative process. Whether introduced to the House of Representatives or the Senate, each potential park unit begins as a bill and must be passed by both the House and the Senate before it is authorized.

Carl Sandburg Home National Historic Site is a good example of how a bill is passed through the House of Representatives and the Senate before becoming public law. The bill was initially introduced to the House of Representatives, which in turn was referred to the appropriate committee, the House Committee on Interior and Insular Affairs, for consideration.

The committee made two simple changes to the proposed bill: (1) property lines were modified and (2) the word “farm” in the name of the bill became “home” before it was introduced to the full House. After much discussion regarding the significance of the proposed bill and the establishment of this new national historic site, the House of Representatives passed the bill and it was sent to the Senate for consideration.

The Senate agreed to the amendments and after discussion on the floor, passed the bill. Next President Johnson signed it and Public Law 90-592 authorized the establishment of Carl Sandburg Home National Historic Site on October 17, 1968.

The one exception which allows the authorization of a national park unit to bypass the legislative process is that of a national monument.

The Antiquities Act of 1906 was passed with provisions allowing the President to set aside historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest on public lands by proclaiming them national monuments.

The poet-writer-philosopher-farmer, Carl Sandburg needs no introduction; he was as uniquely American as was Abraham Lincoln or Will Rogers or Walt Whitman. He was a biographer of the American Scene whose roots never left the soil.

~ testimony to Congress on the proposal to establish Carl Sandburg Home as a National Historic Site.



Excerpt from Carl Sandburg Home NHS Proposal

CARL SANDBURG
HOUSE

90th CONGRESS
2d SESSION

STATEMENT OF WITNESS FOR THE DEPARTMENT OF THE INTERIOR BEFORE THE SUBCOMMITTEE ON NATIONAL PARKS AND RECREATION, HOUSE COMMITTEE ON INTERIOR AND INSULAR AFFAIRS IN SUPPORT OF H. R. 13099, A BILL TO AUTHORIZE THE ESTABLISHMENT OF THE CARL SANDBURG HOME NATIONAL HISTORIC SITE IN THE STATE OF NORTH CAROLINA.

JUNE 1968

Mr. Chairman and Members of the Committee, I am pleased to support this legislation to authorize the establishment of the Carl Sandburg Home as a National Historic Site. The site is located at Flat Rock, in the mountains of western North Carolina, and was, for the last 22 years of his life, the beloved “home place” of one of this country’s best-known writers, Carl Sandburg.

The poet-writer-philosopher-farmer, Carl Sandburg needs no introduction; he was as uniquely American as was Abraham Lincoln or Will Rogers or Walt Whitman. He was a biographer of the American Scene whose roots never left the soil.

Though known best as a man of the Midwest, Sandburg and his wife began the search in the early 1940’s for a farm home in the Appalachians. Circumstances led them to a 241-acre farm 20 miles from Asheville, North Carolina where they settled and where he continued to write. “Connemara”, his home, offered the opportunity for reflection and for walking, with the Blue Ridge clearly visible from his hilltops.

It is said that the land, the buildings and furnishings of “Connemara” embody the memory of Carl Sandburg more vividly than any other place with which he was associated.

Mr. Chairman, we recommend the enactment of H. R. 13099 which would authorize the preservation of the Sandburg Home as a living farm best reflecting the life and the times of Carl Sandburg. The legislation you are considering today would authorize acquisition of the Sandburg Farm together with adjacent or related properties required for the administration of the site—that is, an area of 279 acres.

We propose that in addition to the 241-acre farm the Historic Site should also include approximately 38 acres of adjacent land.

The remaining 32 of the 38 acres would be acquired so that access roads, parking areas and service facilities could be provided in a convenient location without encroaching upon the carefully developed and landscaped farm. A sensitive treatment of the Sandburg story calls for careful preservation of the pastoral atmosphere.

We would expect some 108,000 visitors to the Historic Site within the first year following its establishment.

There has been a most favorable reaction to the proposal from the Advisory Board on National Parks, Historic Sites, Buildings and Monuments. Following its 58th meeting during the past April, the Board advised that “the preservation and interpretation of the Sandburg farm and literary works and the continued management of the site which he loved as a living farm will lend great insight to future generations, through this one man’s example, into the whole chapter of American History experienced by his generation. The Board, therefore, heartily endorses the proposal to establish a Carl Sandburg Farm National Historic Site as a unit of the National Park System.”

Thank you Mr. Chairman. We will be happy to answer any questions you may have.



House and Senate Discussion

Imagine that someday that people don't write stories or poetry. All writing is created by computers. If this ever happens, what would be missing? Would it be important to have a place where people could come and see and learn about a poet and writer?

Work in your groups to discuss the following in order to make a recommendation for or against the establishment of the Carl Sandburg Home as a national park unit.

1. What do you like about this proposal?
2. What don't you like about this proposal?
3. What would make the Carl Sandburg Home significant to the United States of America?
4. What people or events make it unique?
5. Should this bill be passed to preserve this site for future generations?
6. If so, what changes to the proposal would make it better before you would vote for the bill?
7. What name will you recommend for this site as a national park unit?



Visitor Services

Your job is to tell the stories of your national historic site to other students, adults and visitors from all around the world. It is also to take care of people when they visit the site. Answer the following questions.

1. What are three stories you want to tell people who visit the site?

1.

2.

3.

2. Will you give them tours of the site? What will you show them? Why?

3. Make a brochure for your park unit. You can each write a section and either use a computer to make it or draw it out on paper with a pencil. You can take pictures or draw pictures for the brochure. Make sure everyone in your group is involved.



Resource Management

It is your job to take care of all the natural and cultural resources like the buildings, the landscapes, the books and all the other things that can be found at Carl Sandburg Home today. It is important that these things are preserved so people can see them and learn from them in the future. Answer the questions below.

1. The buildings are important to preserve because they will show kids in the future how buildings were used on the farm. List three of the buildings and how you can take care of them.

2. Find three important objects in the house that need to be preserved for future visitors and record the following information about them.

What is the object made of?

What is it used for?

Who uses it?

When was it made?

What story can be told about it?

3. How will you make sure those three objects are preserved?





End of Lesson Two



Lesson Three: Carl Sandburg and Early Twentieth Century America

Lesson Length:

90 min

Objectives:

- Students will gain background knowledge about Carl Sandburg.
- Students will gain background knowledge about early twentieth century America including the great migration, Chicago, WWI, labor conditions and the Chicago race riots of 1919.

Materials Included:

- Museum Object - Green Eyeshade
- How to Read an Object Chart worksheet
- Historical Sleuthing worksheet
- Carl Sandburg Files: primary documents, photographs and poems
- Carl Sandburg Files: bibliographic records
- Carl Sandburg Files: Resource Guide
- Carl Sandburg File Folders

Materials Needed:

- Projector (LCD or overhead)
- Computer

Websites:

Society of Professional Journalists
<http://www.spj.org>

Background:

This activity uses a similar item to an actual object owned by Carl Sandburg. The object is a green eyeshade or visor. Carl Sandburg often wore a green eyeshade or visor during his lifetime as a journalist and writer. The green eyeshade was often worn during the late 1800's and early 1900's by those who did detailed work like accountants, journalist, telegraphers etc. . . . to shade their eyes from the harsh electric light. The Society of Professional Journalists still holds a Green Eyeshade Awards Banquet to this day. This unit plan employs the use of primary source materials. Pre-teaching analysis skills may be beneficial if students are not familiar with primary source analysis.





8. Take the file folders out of the satchel and tell students that these files contain important background information about Carl Sandburg and a period of time in the United States. Note: There are six file folders; each file is numbered one-six. Each group will receive one file folder. Each file folder is different. The file folders contain primary source documents.

9. Students are to pretend they are detectives and investigate/analyze each “clue” located in the file to determine the label of the file. Each item in the file is given a number. The group is to look at each item starting with number one; the items begin with more abstract information and move towards concrete items. (Note: Each file has a different number of items.)

10. Students will record information about each item on the Historical Sleuthing worksheet.

11. After sufficient time is given to investigate and analyze have groups present observations and file label.

- Begin with file number one and work towards file number six.
- The teacher may want to have the resource guide and bibliographic records to reference during the students’ presentations.
- When presenting, have students show each item in the correct order, followed by the analysis, and then at the end have them share the correct file label.
- While each group is sharing have a digital image of the item projected using a LCD projector and a computer with Microsoft PowerPoint. A PowerPoint file is included with this lesson so the teacher can display each image (Carl Sandburg FileFolders.ppt). After each group has presented, the teacher may need to clarify or add further background information as needed for understanding.



How to Read an Object

Your group has a “source of information.” What can you learn from it and what does it tell you? Examine your ‘source’ closely, discuss each point with your group and answer the questions as best you can. Put a “y” next to the categories of information to which you have access. Where possible, support your response, and indicate ‘not available’ or ‘not known’ if appropriate.

Properties of an Object Questions to ask and answer		Observe, Deduce, and Infer What you can find out by looking closely at the object
Function What is it?	What is it called? What is or was it used for? Does it have more than one function? How has its use changed over time?	
Physical Features What does it look and feel like?	How big is it? What is its shape, smell and feel? What color is it? Is it complete? Has it been changed or repaired? Is it worn? Does it have identifying numbers? Are there markings on it?	
Materials	What’s it made of? What are the predominant materials?	
Construction How was it made?	Who made it? How was it made? Does it have parts? What does it tell you about the maker’s technical skill?	



<p>Properties of an Object Questions to ask and answer</p>	<p>Design and Decoration Does the design suit its purpose?</p> <p>How is it decorated? Is there a pattern, does it repeat, is it balanced, is there a sense of unity? Where is the emphasis in the piece? Does the design make it practical? What influenced its design and appearance?</p>	<p>Context and History What can the object tell us about the society in which it was made?</p> <p>When was it made? Where was it made? Where was it used? Who made it? Who used it? Who owned it? How has it changed over time? How does it compare to similar items from other cultures and time periods?</p>	<p>Value How was it valued?</p> <p>What kind of value did/does it have: monetary, spiritual, aesthetic, sentimental, and practical? To the people who made it? To the people who used it? To the people who keep it? How has the objects's meaning changed over time? How does the object reflect the person, community or culture at the time it was made? How does the object help you understand the period?</p>	<p>Observe, Deduce and Infer What you can find out by looking closely at the object</p>
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What else would have been helpful to complete your investigation?



Historical Sleuthing

Imagine that you have found a file folder in Carl Sandburg's satchel that contains artifacts from the life of Carl Sandburg and the past of the United States. Use your best sleuthing skills to figure out what these items tell us.

1. Examine each item carefully.
2. Answer the following questions for each item in the file.
 - What people and/or objects are shown?
 - What is the physical description and setting of the object?
 - What might be the purpose of this photograph or object?
 - What does this item tell us about Sandburg and the United States?
3. Make an educated guess/hypothesis about what theme these objects might relate to regarding the Sandburgs' home.
4. Have one person record the group's thoughts.
5. Create a label for this file. Make sure the label identifies the topic.

Item # 1	
Item # 2	
Item # 3	
Item # 4	



Historical Sleuthing (continued)

Item # 5	
Item #6	
Item # 7	
Item #8	
Item #9	
Item #10	





Lesson Four: Freedom of Voice, Part I

Lesson Length:

60 min

Objectives:

- Students will form working definitions of democracy and activism.
- Students will read Sandburg's *Chicago Race Riots of 1919* and form opinions and conclusions from the reading.

Materials Included:

- Book: *Chicago Race Riots July, 1919* by Carl Sandburg (6 copies)
- Photograph of Carl Sandburg with green eyeshade
on CD and printed
- The Chicago Race Riots of 1919 worksheet
- Venn Diagram worksheet

Materials Needed:

- Projector (LCD or overhead)
- Computer with Microsoft PowerPoint "Democracy Starts Here"
- Streamed video from National Archives Website

Websites:

- www.archives.gov for "Democracy Starts Here" Video
- Encyclopedia of Chicago: Chicago Race Riots
<http://www.encyclopedia.chicagohistory.org/pages/1032.html>
- Encyclopedia of Chicago: Carl Sandburg, The Chicago Race Riots, 1919
<http://www.encyclopedia.chicagohistory.org/pages/11045.html>

Background:

- Preface to *The Chicago Race Riots July, 1919*



Carl Sandburg at Chicago Daybook





Procedure (continued)

6. Have students remember as a class the “file labels” from the lesson three activity: Carl Sandburg, Chicago, Great Migration, WWI, Labor Conditions, and Chicago Race Riots of 1919.

7. Record each “file label” on the board. Explain to students that the connections between each “file label” are now going to become more apparent.

8. Briefly provide background information to the Chicago Race Riots of 1919. Pull out of the satchel Carl Sandburg’s collection of newspaper articles from the event, The Chicago Race Riots July, 1919.

9. Explain to students that during the race riots, Carl Sandburg was a reporter/journalist for the Daily News in Chicago. He had already written articles on racial tension before the riots took place. The articles that Sandburg wrote were republished in book form shortly afterwards because of their importance.

10. Divide the class into no more than 5 groups. The satchel contains six copies of the Chicago Race Riots July, 1919. One for the teacher and five for the class. Pass out one book per group.

11. Suggested readings:

I. The Chicago Race Riots (p.3-6)

II. The Background (p. 7-11)

III. The Negro Migration (p. 12-16)

VII. After Each Lynching (p.31-36)

XVI. For Federal Action (p.79-82)

12. Have students answer the questions on The Chicago Race Riots of 1919 worksheet.

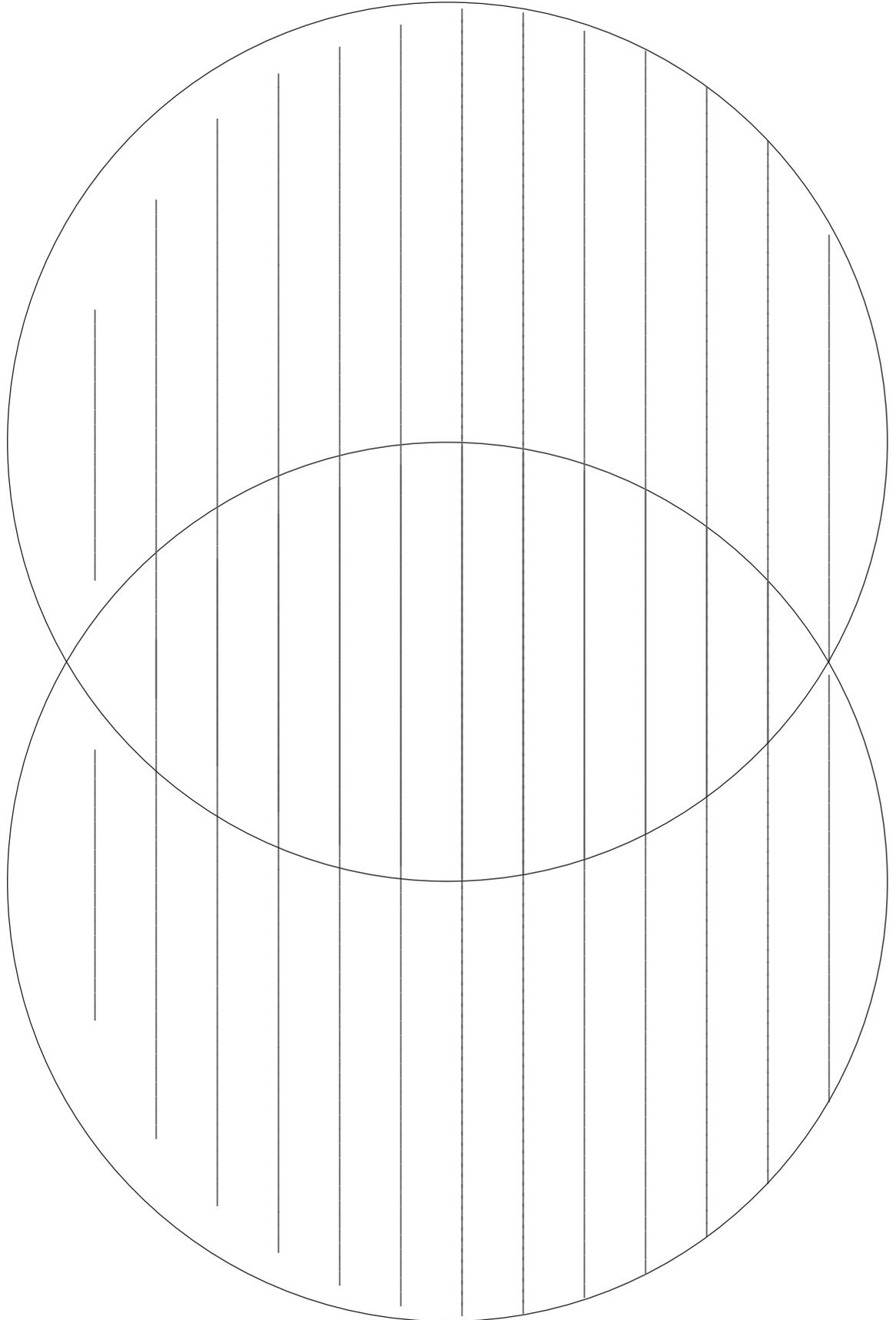


Venn Diagram

Write details that tell how the subjects are different in the outer circles.
Write details that tell how the subjects are alike where the circles overlap.

Democracy

Activism



The Chicago Race Riots of 1919

Read the assigned sections of Carl Sandburg's *The Chicago Race Riots of 1919*. When you finish reading the sections, complete the following questions. Reference the text when answering the questions. Answer on a separate sheet of paper.

1. On pg. 3 of the *Chicago Race Riots of 1919*, why did Sandburg use the term *imaginary* to describe the segregation line?
2. Why was the infant mortality rate higher in the black neighborhoods than in the white neighborhoods?
3. Sandburg accuses the policemen of being "ignorant of Lincoln, the Civil War, the Emancipation Proclamation, and a theory sanctioned and baptized in a storm of red blood." Explain why this knowledge would have changed the policemen's attitude and thoughts.
4. Summarize the three conditions that Sandburg felt gave rise to the *Chicago Race Riots of 1919*.
5. On pg. 9 what does Sandburg say that the black community wants? Why hasn't this want been realized?
6. Why is Chicago considered an all around liberal town?
7. Why does Carl Sandburg reference the boll weevil?
8. Describe the differences among African-American people who migrated North to Chicago.
9. What are the reasons African-Americans wanted to migrate to cities like Chicago?
10. Why did Sandburg choose to quote letters from people wanting to come North?
11. Why do you think the NAACP gave a lifetime membership award to Carl Sandburg?





End of Lesson Four



Lesson Five: Freedom of Voice Part II

Lesson Length:

60 min

Objectives:

- Students will review the elements of a political cartoon.
- Students will be able to identify the five elements of a political cartoon: symbolism, exaggeration, irony, labeling, and analogy.

Materials Included:

- Elements of Political Cartoons worksheet
- Laminated political cartoons - five (also on cd and transparency)

Materials Needed:

- Projector (LCD or overhead)
- Computer w/ internet access
- Visa-vi markers

Web Sites:

- Library of Congress: “It’s No Laughing Matter”
http://frontiers.loc.gov/ammem/ndlpedu/features/political_cartoon/index.html
- Library of Congress Online Exhibit: “Herblock’s History: Political Cartoons From the Crash to the Millennium”
<http://www.loc.gov/rr/print/swann/herblock/>

Background:

Political cartoons can be very funny, especially if you understand the issue that they’re commenting on. Their main purpose, though, is not to amuse you but to persuade you. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist’s point of view. The best political cartoonist can change your mind on an issue without you even realizing how he or she did it.

Cartoonists use several methods, or techniques, to get their point across. Not every cartoon includes all of these techniques, but most political cartoons include at least a few. Some of the techniques cartoonists use the most are symbolism, exaggeration, labeling, analogy, and irony.

Once you learn to spot these techniques, you’ll be able to see the cartoonist’s point more clearly. You should also be aware of any political slant, or bias, that he or she might have. When you know where the cartoonist is coming from, it’s easier to make up your own mind.



Elements of Political Cartoons

Read and look over the political cartoon. With a Visa-vi marker identify each of the five elements. Next to each term, state why your group thinks the area on the political cartoon represents the accompanying element.

<p>Symbolism: Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>	
<p>Exaggeration: Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>	
<p>Labeling: Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>	
<p>Analogy: An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>	
<p>Irony: Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>	

Worksheet courtesy Library of Congress "It's No Laughing Matter"





End of Lesson Five



Lesson Six: Rebel Poet

Lesson Length:

60-90 min

Objectives:

- Students will read and analyze the poetry of Carl Sandburg.
- Students will identify the use of satire in the poetry of Carl Sandburg.

Materials Included:

- Books: Chicago Poems (6 copies)
- CDs: *Carl Sandburg: A Walk at Connemara*
(Track 2 start at 1.10 and listen to the end of track 2.)
- Photograph of Willow chair on rock or Sandburg in chair
- Rebel Poet worksheet
- Venn Diagram worksheet

Materials Needed:

- Projector (LCD or overhead)
- Computer

Procedure:

1. Begin lesson with pulling a picture and book out of the satchel. Also have the picture of Carl Sandburg sitting in his oak chair projected with a projector and computer or a transparency on the overhead. Tell students the class will be reading the poems of Carl Sandburg.
2. While the picture is still being projected, play a track from *Carl Sandburg: A Walk at Connemara* CD. Play track 2 starting at 1.10. This part of the track has Sandburg's granddaughter discussing Sandburg as a poet and his daily activity of sitting on a rock outcropping in an oak chair, reading and writing while he lived at Connemara.
3. Pass out the Rebel Poet worksheet. Review with students the elements of free verse poetry and review the literary element of satire. Have each student complete a worksheet.



Rebel Poet

Read the following poems from the collection *Chicago Poems* by Carl Sandburg. For each poem briefly summarize what you feel the poem is about, make a connection to Sandburg and Twentieth Century America (remembering to include ideas on democracy and activism) and identify Sandburg's use of satire if any.

<i>Chicago</i> p.1	
<i>They Will Say</i> p.3	
<i>Halstead Street Car</i> p.4	
<i>The Right to Grief</i> p.10	
<i>Working Girls</i> p.14	
<i>Ready to Kill</i> p.27	



Rebel Poet (continued)

<i>Skyscraper</i> p.29	
<i>Killers</i> p.37	
<i>Buttons</i> p.41	
<i>Wars</i> p.43	
<i>Who Am I?</i> p.50	
<i>I am the People the Mob</i> p.75	
State which poem impacted you the most and explain why?	

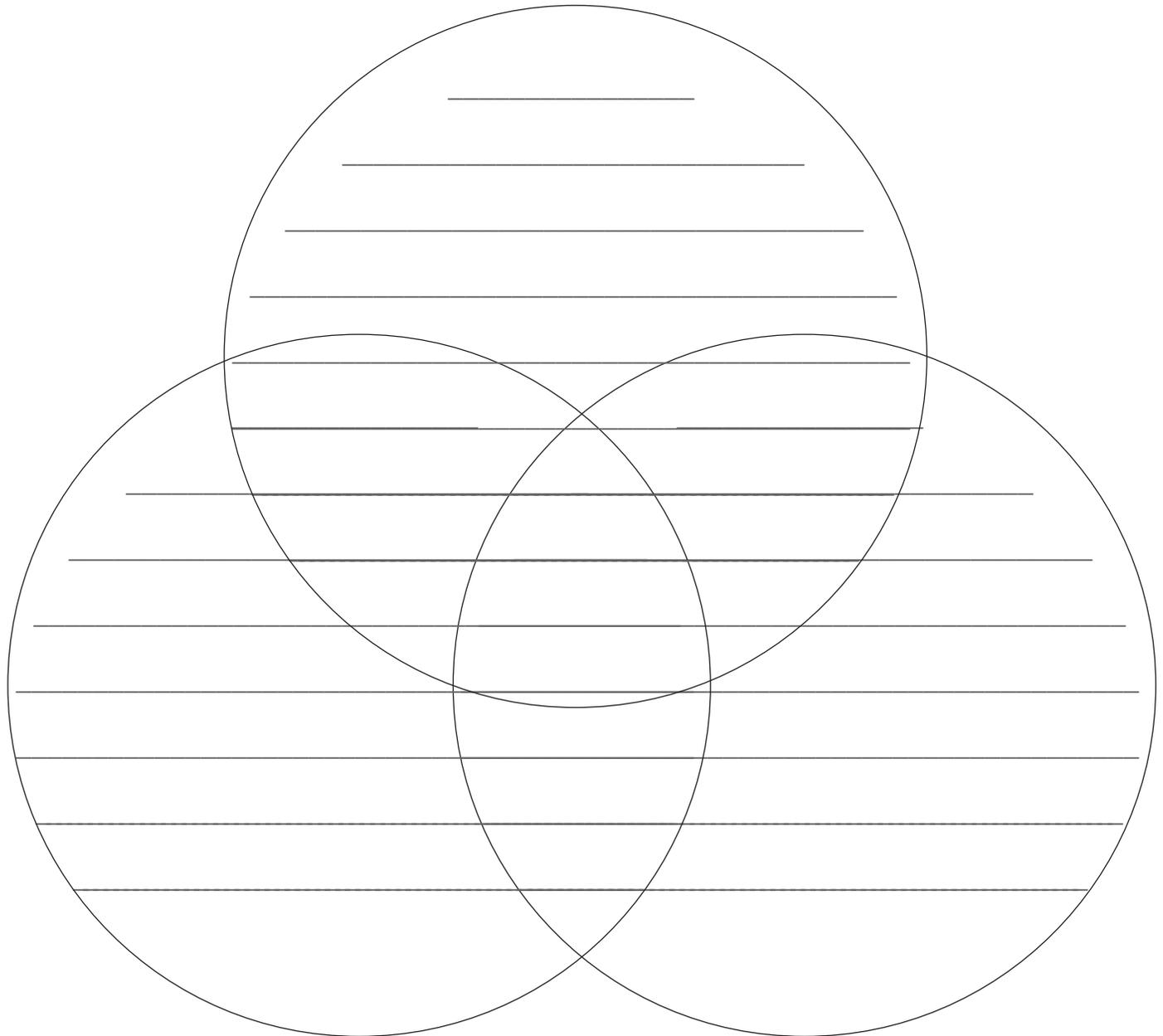


Venn Diagram

Write details that tell how the subjects are different in the outer circles.

Write details that tell how the subjects are alike where the circles overlap.

Poem: _____



Poem: _____

Poem: _____

