



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 5th grade Sandburg Satchel Lesson Plan: *The Great Carl Sandburg* 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. As you begin to introduce your students to Sandburg, you will also be discovering 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 whose literary career told of the American experience – its struggles and dreams. Sandburg captured America's epic traditions 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 the exploited. The social issues we continue to grapple with today were the issues Sandburg brought to the forefront.

Today the National Park Service serves as the steward of the now 264-acre farm and all of its buildings, rock walls and trails and as the keeper of the stories and memories of Carl Sandburg. This site is truly an American Legacy and through preservation, education and stewardship will be available for the enjoyment 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,

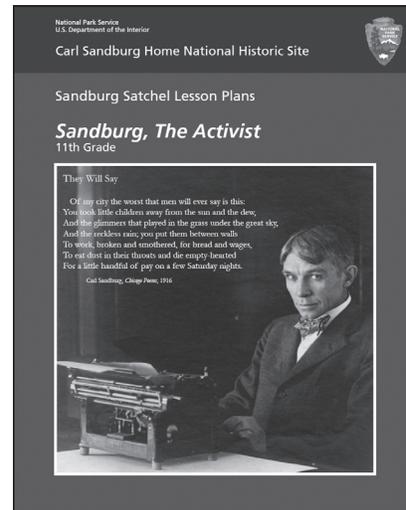
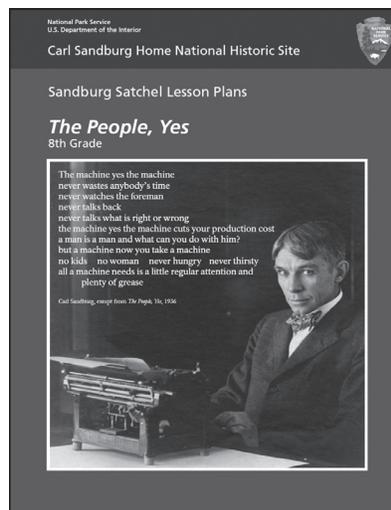
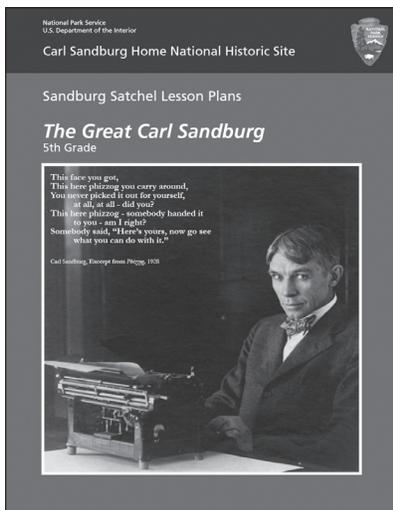
Park Superintendent

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 form to use with a document camera.

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.



NATIONAL
ENDOWMENT
FOR THE ARTS

This satchel was made possible by an award from the National Endowment for the Arts.

Special thanks to the Friends of Carl Sandburg at Connemara.

More opportunities to learn about Carl Sandburg:

On-Site Visit

Where to, What Next?

Explore the life of Carl Sandburg from being a prairie town boy in Galesburg IL to a famous American Poet in Flat Rock, NC. Program will include house tour, barn tour as well as a chance to watch a video of Edward R Murrow interviewing Carl Sandburg.

Grades: 3-5th

Group size: Max 80 individuals

Program Length: 2-3 hours depending on group size

Virtual Museum Exhibit

The 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. It highlights the last 22 years of his life residing 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 his 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 on the park’s home page by clicking on Virtual Museum Exhibit.

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

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Lesson One: **The National Park Idea**

Lesson Length:

Two 60 minute sessions

Objectives:

- Students will gain understanding of the features of nonfiction texts.
- Students will use features of nonfiction text to create and expand knowledge of the National Park Service.

Materials Included:

- Junior Ranger Gazette (5 copies)
- Laminated copy of the Junior Ranger Gazette with articles covered so that only the name of the paper, the headings and subheadings, and any captions and illustrations are visible.

Materials Needed:

- Large piece of butcher paper or flip chart paper
- 11x17 sheets of paper
- Markers, pencils, pens, crayons

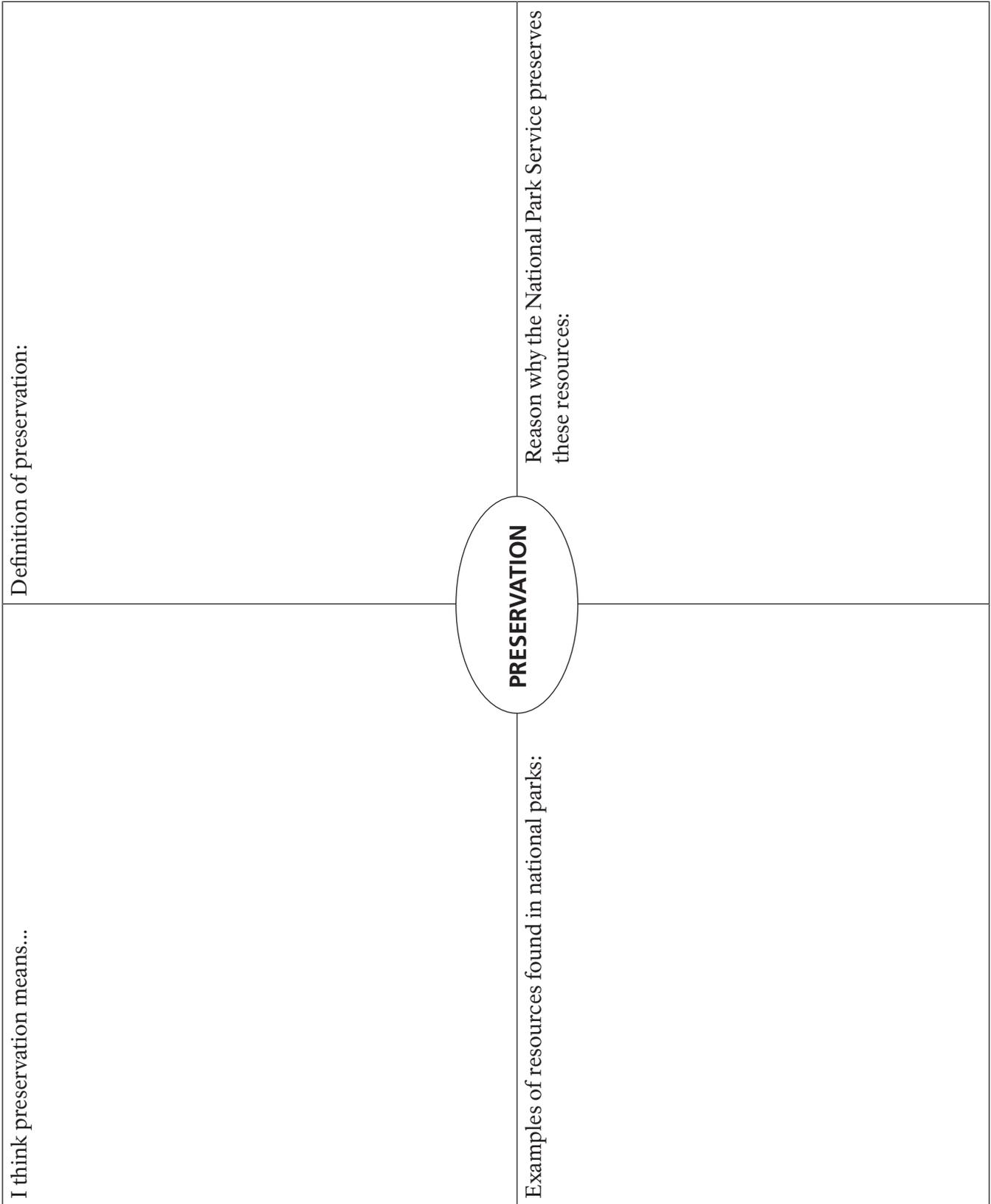
Procedure:

1. Before class begins, tape butcher paper to board in front of classroom and create a thinking map or graphic organizer as an example for students to follow later during independent work. The map or organizer should be in three sections labeled: What we know about nonfiction texts, What questions we have about the text, and What we learned about the text.
2. Explain to students that the focus for the day is to examine a piece of nonfiction writing and think about the piece like an expert reader. The map/organizer will help them think together as a class about what they will read together. Explain that the response section is where an expert reader would put his or her own thoughts about what was read.
3. Ask students to explain the similarities and differences between fiction and nonfiction texts.
4. Display the laminated copy of the Junior Ranger Gazette paper that has the article text covered.





End of Lesson One





End of Lesson Two



Lesson 3: Flat Sandburg Visits America's National Parks

Lesson Length:

60 minutes (initial)

5 weeks (mailing)

Objective:

Students will gather information about various National Parks by sending Flat Sandburg on a Hobo adventure!

Materials Included:

- Flat Sandburg Cut Out
- Flat Sandburg Coloring Sheet on CD
- Flat Sandburg Travel Journal on CD
- NPS Map
- Choose a park laminated cards

Materials Needed:

- Mailing envelopes and stamps
- Crayons, markers, colored pencils
- Document Camera or LCD Projector

Procedure:

1. Using a document camera, display the NPS map for the class and tell students that there are 392 places protected by the National Park Service.
2. Identify the state you live in and have students count how many NPS sites exist in their state. Ask the students if they have been to any of these sites.
3. Have a discussion about how National Parks represent "America" from places where Native Americans lived to President's homes to natural wonders, battlefields and even memorials.
4. Using a document camera share the laminated photos of different National Parks with the students. Make sure to show Carl Sandburg Home NHS last.
5. Identify who Carl Sandburg was and why this site is important.
6. Discuss how Sandburg spent some time travelling as a hobo when he was a young man.





7. Define the term “hobo” for class.

Hobo - A term that refers to a subculture of wandering homeless people, particularly those who make a habit of hopping freight trains. The iconic image of a hobo was solidified in American culture during the Great Depression. Hobos differentiate themselves as travelers who are homeless and willing to do work, whereas a tramp travels but will not work and a bum does neither.

8. Show students the Flat Sandburg cut out and explain that they will be sending Flat Sandburg on a hobo adventure. Flat Sandburg will be travelling all over the country visiting our national parks.

9. Give each student a Flat Sandburg to color.

10. Give each student a Flat Sandburg travel journal. Have the students read and complete page one of the travel journal.

11. While students are coloring, tape the laminated park photos on the wall or lay them out on a table.

12. As students complete their work, give them an envelope and have them select a park from the “Choose a Park” cards. This will be Flat Sandburg’s first stop! Students should write the park’s address in the appropriate place on the envelope.

13. Mail the envelopes as soon as possible (make sure both Flat Sandburg and Travel Journal are enclosed) so that Flat Sandburg will have time to travel as much as he can.

14. When Flat Sandburg returns to your school have the class share where their Flat Sandburg has been. Extension: Have students select one of the parks where their Flat Sandburg travelled and complete a report about that Park unit.

Teacher’s Note:

Flat Sandburg is a modified version of the Flat Stanley program. Flat Sandburg’s should arrive back at your school within 5 weeks. Flat Sandburg’s final Park will be Carl Sandburg Home NHS. If your Flat Sandburg’s have not returned please contact the Education Program Coordinator at Carl Sandburg Home NHS.

Lined writing area for student responses.





Lesson Four: An Introduction to the Great Carl Sandburg

Lesson Length:

Two class periods or two hours

Objective:

Students will learn about the many characteristics and life experiences of Carl Sandburg

Materials Included:

- 5 bandanas
- 5 bowties
- How to Read an Object Chart
- Carl Sandburg: Adventures of a Poet* vocabulary worksheet
- Book: *Carl Sandburg: Adventures of a Poet* by Penelope Niven

Materials Needed:

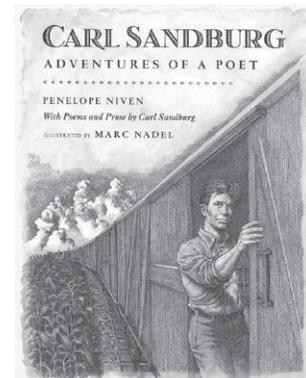
- Blank paper
- Markers, pencils, crayons etc...
- Computer
- Document Camera or LCD Projector

Teacher Notes:

This unit plan employs the use of primary source materials. Preteaching analysis skills may be beneficial if students are not familiar with primary source analysis.

Procedure:

1. Introduce The Great Carl Sandburg by walking to the front of the classroom carrying the satchel. Explain to students that this satchel was “used” by a very famous American, Carl Sandburg. Pull a bandana and a bowtie out of the satchel.
2. Tell students they will be analyzing and examining an object and completing an observation chart about the object.



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?	



Observe, Deduce and Infer What you can find out by looking closely at the object	
Properties of an Object Questions to ask and answer Design and Decoration Does the design suit its purpose? 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?	
Context and History What can the object tell us about the society in which it was made? 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?	
Value How was it valued? 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?	

What else would have been helpful to complete your investigation?



Lesson Four: Adventures of a Poet Vocabulary Worksheet

Define each word as it pertains to Carl Sandburg.

A New American	
Vagabond	
Soldier	
Journalist	
Minstrel	
Family Man	
Storyteller	
Historirian	
Pen Pal	
Dreamer	
Poet	





End of Lesson Four



Lesson Five: Carl Sandburg the Hobo

Lesson Length:

Three class periods or three hours

Objectives:

- Students will learn general information on how hobos lived in the late 1800's and early 1900's.
- Students will learn about Carl Sandburg's experiences as a hobo and how this influenced him as a person

Materials Included:

- Hobo Jargon sheet with answer key
- Hobo Mad Libs: The Jungle and Freight Hopping
- Hobo Signs and Hobo Symbols
- Discovery Storytelling: The Adventures of a Hobo
- A Brief History of Hobos and Their Signs
- Prairie Town Boy excerpt located in *The Sandburg Treasury: Prose and Poetry for Young People*
- Primary source photographs for Discovery Storytelling activity
- CD: *Carl Sandburg: Songs of America*

Materials Needed:

- Computer with internet connection
- Imagine It! website section Hobo Days: <http://www.nps.gov/archive/carl/activity/02/hobo.htm>
- Document Camera or LCD Projector
- CD player
- Blank paper
- Art supplies
- Tape

Procedure:

1. Have the following Carl Sandburg quote written on the board or overhead projector and have students write about what they think the quote means.

“The word more detestable than any other word in the English language is the word exclusive. When you're exclusive you shut out more or less a large range of humanity from your heart, from your understanding of them.” ~ Carl Sandburg

2. Ask students to define and think of examples of exclusiveness. List these ideas on the board.



Hobo Learning Centers:

These learning centers will provide students with fun ways to learn more about hobos and Carl Sandburg's experience as a hobo. Students will be rotating to four different learning centers. Have the classroom sectioned into four learning centers. Divide students into four groups. (Note: If possible, having more than two computer stations would be ideal. The computer activities will take longer than the other activities so to keep the flow going it would be best to have more than two computers.) Some of the centers will need a handout copy for each student and other centers will need only one master copy of directions to follow.

The teacher will need to decide how to collect the handouts and products for each center. For Discovery Storytelling the teacher will need to prepare an area of the classroom for groups to hang their pictures and stories once completed.

1. Hobo Mad Libs: Telling Funny Stories

A fun rendition of everyone's favorite word game! There are two stories so students will need to pair up in their groups and each person will have a chance to create their zany story. (need handout copies for each student)

2. Hobo Signs and Symbols

Students will look over about 30 known hobo signs and symbols, pick out six of their favorites, and create a personal symbol to use with friends. Students will also listen to a song about a hobo sung by Carl Sandburg. (need handout copies for each student, a CD player and *Songs of America* CD)

3. Discovery Storytelling: The Adventures of a Hobo

Students will choose five or six photographs and then write a story based on what is seen in the photographs. This makes a great display to hang up as well. (need one master copy of instruction, copies of laminated primary source photographs included, need tape and blank paper)

4. Imagine It! Website

Hobo Days from the Carl Sandburg Home National Historic Site website. (need handout copies for each student)

Students will explore this website and answer questions.

Hobo Jargon Skit

After students have rotated through each of the four centers have them stay in the their learning center group and write a skit about life as a hobo. Students should use hobo jargon, hobo symbols, and background information learned.



Unit Three: Hobo Jargon Worksheet

In the space below, write the translation for the hobo word using Carl Sandburg's *Prairie Town Boy* as a guide.

Benny	
Bum	
Bumpers	
Gat	
Gaycat	
Goat	
Hobo	
Hobo Jungle	
Horstyle	
Jug	
Knowledge Box	
Lump	
Section Gang	
Shack	
Sit Down	
Scoff	
Tramp	
Vag	



Unit Three: Hobo Jargon Answer Key

Benny	overcoat
Bum	a vagrant drinker and conman
Bumpers	narrow platforms between train cars
Gat	six-shooter (gun)
Gaycat	a hobo who searches for work and intends on finding permanent work.
Goat	a Catholic priest
Hobo	Those who rode the rails illegally and worked on farms or in the mines and cities.
Hobo Jungle	Area near a railroad stop where hobos stay temporarily.
Horstyle	hostile
Jug	to arrest
Knowledge Box	school house
Lump	a hand out of food
Section Gang	a work crew for one section of railroad track
Shack	railroad breakman
Sit Down	a meal where one is invited to site down and eat.
Scoff	to eat
Tramp	A dreamer and wanderer
Vag	vagrant, vagabond



Hobo Mad Libs: Freight Hopping

Two students should be paired together. One will ask for words to fill in the blanks, the other will provide the words. The student asking for words should not read the story out loud until all of the missing words have been filled in with the other student's responses. Mad Libs are supposed to be funny, zany stories! After all of the blank spaces have been filled in, read the story out loud. The result will be hilarious!

If students have problems thinking of an adjective or a verb, a list of common words has been provided for their use.

One _____ day, a hobo decided to _____ town. _____
 (adjective) (verb) (persons name)

_____ ed to find _____. The train whistle blew _____
 (verb with ed) (noun) (adverb)

and _____ decided to _____ on the train. He/ she _____
 (same persons name) (adjective) (action word)

and _____ into the boxcar. _____ ing in the corner of the boxcar was
 (action word) (verb with ing)

another hobo. He looked liked a(n) _____, _____ but he had some
 (adjective) (animal)

_____, _____. So we _____ and watched the _____
 (adjective) (type of food) (verb) (noun)

go by yelling _____ the whole way to the next town.
 (exclamation)



Hobo Signs

Hobos left signs for other hobos so they would know more about a place. Remember a hobo never stayed in one town for very long so these symbols were a guide. Look over the list of symbols and meanings. Choose six of the symbols that interest you. In the boxes below:

1. Draw the symbol.
2. Write the definition of the symbol.
3. Explain why the symbol would be useful to a hobo just entering a town.
4. Now think about a symbol you might use to tell your friends something. Create the symbol and write the definition on the back of this piece of paper. As you create your symbol, listen to track #10 on the Songs of America CD.

Symbol One	Symbol Two
Symbol Three	Symbol Four
Symbol Five	Symbol Six



Discovery Storytelling: The Adventures of a Hobo

With your group, you will be selecting photographs and composing a story based on the photographs.

1. Study all of the photographs laid out. (some photographs are duplicates)
2. Select five or six photographs that your group likes.
3. Arrange your photographs in a linear order that could tell a story and tape them together.
4. On a blank sheet of paper write a sentence or two to “script” the picture.
5. Do this for each of the pictures.
6. Tape the sentences underneath the accompanying picture.
7. If needed, you may tape a transitional phrase or sentence in between pictures.
8. When finished, hang your photographs and stories in the designated area.



Imagine It! Website Worksheet

Visit the Imagine It! website section on Sandburg's hobo experience:

<http://www.nps.gov/archive/carl/activity/02/hobo.htm> and complete the following activities:

Part 1: Hobo Days: Read the poem and information about Sandburg's days as a hobo and then explore the GoWest Files. Begin your exploration with the Map of Sandburg's Hobo Travels. Study the entire map and then write down five cities that Sandburg visited.

- 1.
- 2.
- 3.
- 4.
- 5.

Part 2: Return to the Go West Files and select Hobo Journal. Read thru the journal and answer the following questions.

1. During the summer of what year did Sandburg travel the American West and do odd jobs?
2. Where did Carl Sandburg work on a railroad section gang?
3. Name four jobs Sandburg worked while on his hobo journey.
4. What celebration did Sandburg enjoy in Rock Ford, Colorado?
5. What are bumpers?
6. How did Carl Sandburg almost die on his hobo journey?
7. How much did Sandburg get paid for washing dishes in Omaha at the Hotel Mercer?

Don't forget to take the Hobo Quiz!





Lesson Six: The Great Carl Sandburg - Songs of America

Lesson Length:

Two class periods or Two hours

Objectives:

- Students will learn about the cultural influence of folk songs in America
- Students will learn about Carl Sandburg as a collector and performer of folk songs

Materials Included:

- A Walk at Connemara Guided Listening Notes with answer key
- Figuring Out a Folk Song worksheet
- Thinking about Songs as Historical Artifacts worksheet
- The Great Carl Sandburg: Songs of America* CD
- Carl Sandburg: A Walk at Connemara* CD
- Dan Zane: Parades and Panoramas* CD
- The American Song Bag* by Carl Sandburg
- Carl Sandburg Playing the Guitar photograph

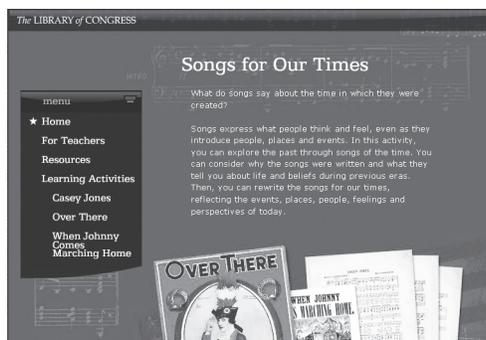
Materials Needed:

- CD player
- Document Camera or LCD Projector
- Computer
- LCD Projector
- Internet Connection

Web sites:

Library of Congress online activity: *Songs for Our Times*
http://frontiers.loc.gov/ammem/ndlpedu/features/songs_times/flash.html

Note: Library of congress web addresses change occasionally. If this link no longer works, search for “Songs for Our Times” from their home page.





12. Next lead students through the online flash exhibit about Casey Jones, listen to the songs, view the sheet music and pictures, read the historical background information, and then as a class re-write the lyrics to reflect a modern day issue. While the class is experiencing the exhibit, have students complete the Library of Congress' Thinking about Songs as Historical Artifacts worksheet.

13. Next show students a copy of *The American Songbag* and tell students that Carl Sandburg collected folk songs and then published them in this book. Students will now read lyrics of the songs that Sandburg collected and discover the stories contained within the songs.

14. Students will be divided into groups. Each group will receive lyrics of a folk song from the American Songbag and the corresponding background information provided by Carl Sandburg. Possible songs to use from *The American Songbag*: *John Henry* p. 24, *She'll Be Comin' Round the Mountain* p.372, *Hallelujah I'm a Bum* p.184, *Railroad Bill* p.384, *Wanderin'* p.188.

15. Groups are to read through the lyrics and analyze for meaning and interpretation. Have students complete Part A of Figuring out a Folk Song worksheet to assist with analysis and comprehension.

16. While students are working in groups have *The Great Carl Sandburg: Songs of America* CD playing in the background. Skip track # 1 & 15. *Note:* Please review the CD before playing for the class. The historical lyrics in some songs may be offensive to audiences.

17. Using a document camera show students the booklet from Dan Zane's *Parades and Panoramas: 25 Songs Collected by Carl Sandburg for the American Songbag*.

18. Listen to the *All Things Considered* broadcast article from NPR "Musician Resurrects Sandburg's 'Songbag'" (digital file of this broadcast is included) This 8 minutes long article provides valuable information about Dan Zane's *Parades and Panoramas* and Carl Sandburg.

19. Next listen to a few of Dan Zane's songs while students complete Part B of Figuring out a Folk Song.

Teacher's Note:

It would be really fun to team teach with the music teacher and have the students sing a few folk songs. Or invite a local musician into the classroom to perform folk songs and have the class participate as well.



A Walk at Connemara Guided Listening Notes

A Walk at Connemara Narrated by Paula Steichen

As you listen to Carl Sandburg's granddaughter, answer the following questions.

1. What was an everyday part of Carl Sandburg's life?
2. Did the entire family sing songs together?
3. At what age did Carl Sandburg leave home for the summer?
4. Whom did Carl Sandburg learn many songs and stories from the summer he traveled by train?
5. How did Carl Sandburg end his lectures?
6. In 1927, Carl Sandburg published a book called?



A Walk at Connemara Guided Listening Notes Answer Key

A Walk at Connemara Narrated by Paula Steichen

As you listen to Carl Sandburg's granddaughter, answer the following questions.

1. What was an everyday part of Carl Sandburg's life?

Music and song

2. Did the entire family sing songs together?

yes

3. At what age did Carl Sandburg leave home for the summer?

19

4. Whom did Carl Sandburg learn many songs and stories from the summer he traveled by train?

hobos

5. How did Carl Sandburg end his lectures?

By playing his guitar and singing

6. In 1927, Carl Sandburg published a book called?

The American Song Bag



Figuring Out a Folk Song

To be completed as a group using song lyrics from Carl Sandburg's *American Songbag*.

1. Name of your folk song:
2. Write a one or two sentence summary of Carl Sandburg's description of the folk song:
3. What does your group think the song is about? Do you agree with the group? Why or why not?
4. What is the theme of the song? What is the genre of the song?
5. Folklore reflects the culture in which it exists. What do these songs reveal about the people who composed and/or sang them? What does it tell you about the times in which it was popular?
6. Why would songs like these be important before television and radio were around?



Thinking About Songs

AS HISTORICAL ARTIFACTS

	ILLUSTRATION	LYRICS	MUSIC
<i>Looking at THE SONG</i>	<p><i>Look at the physical format and graphical elements.</i></p> <p><i>What do you see?</i></p>	<p><i>What people, places, and events are mentioned?</i></p>	<p><i>What do you notice about the music (fast, slow, catchy, dull)?</i></p>
<i>Responding to THE SONG</i>	<p><i>What are your personal reactions to the images?</i></p>	<p><i>What are your personal reactions to the lyrics?</i></p>	<p><i>What emotions might this song produce when sung or played?</i></p>
<i>Thinking about HISTORY</i>	<p><i>Why do you think the artist(s) wrote this song? What clues do you find to suggest this?</i></p> <p><i>For what audience was the song written?</i></p> <p><i>Why is the music important to this song?</i></p> <p><i>What does the song tell you about what life was like during this period in history?</i></p>		

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End of Lesson Six



Lesson Seven: Carl Sandburg the Poet

Lesson Length:

One class period or one hour

Objectives:

- Students will read and analyze the poetry of Carl Sandburg
- Students will comprehend the use of tone in poetry
- Students will be able to give an example of free verse poetry

Materials Included:

- Carl Sandburg the Poet worksheet and Venn diagram
- Books: *The Sandburg Treasury: Prose and Poetry for Young People*
- Copy of Carl Sandburg's Pulitzer Prize

Materials Needed:

- Blank paper
- Markers, pencils, crayons etc. . .
- Document Camera (optional)
- CD player or computer

Procedure:

1. Begin class with pulling out a DVD/CD with an audio visual clip of Carl Sandburg reading one of his poems.
2. Ask students to name what they have learned about Carl Sandburg. List them on the board.
3. Project the copy of Carl Sandburg's Pulitzer Prize using a document camera.
4. Tell students what a great honor it is to receive a Pulitzer Prize and share some brief background information on the prize.
5. Next show the audio and/or visual clip of Carl Sandburg reading his poetry.
6. As a class read the poem "Circles" p. 233 in *The Sandburg Treasury: Prose and Poetry for Young People*.
7. As the teacher reads the poem aloud have students follow along silently with a copy of the poem at their desk. (Please use fair use guidelines with copies.)

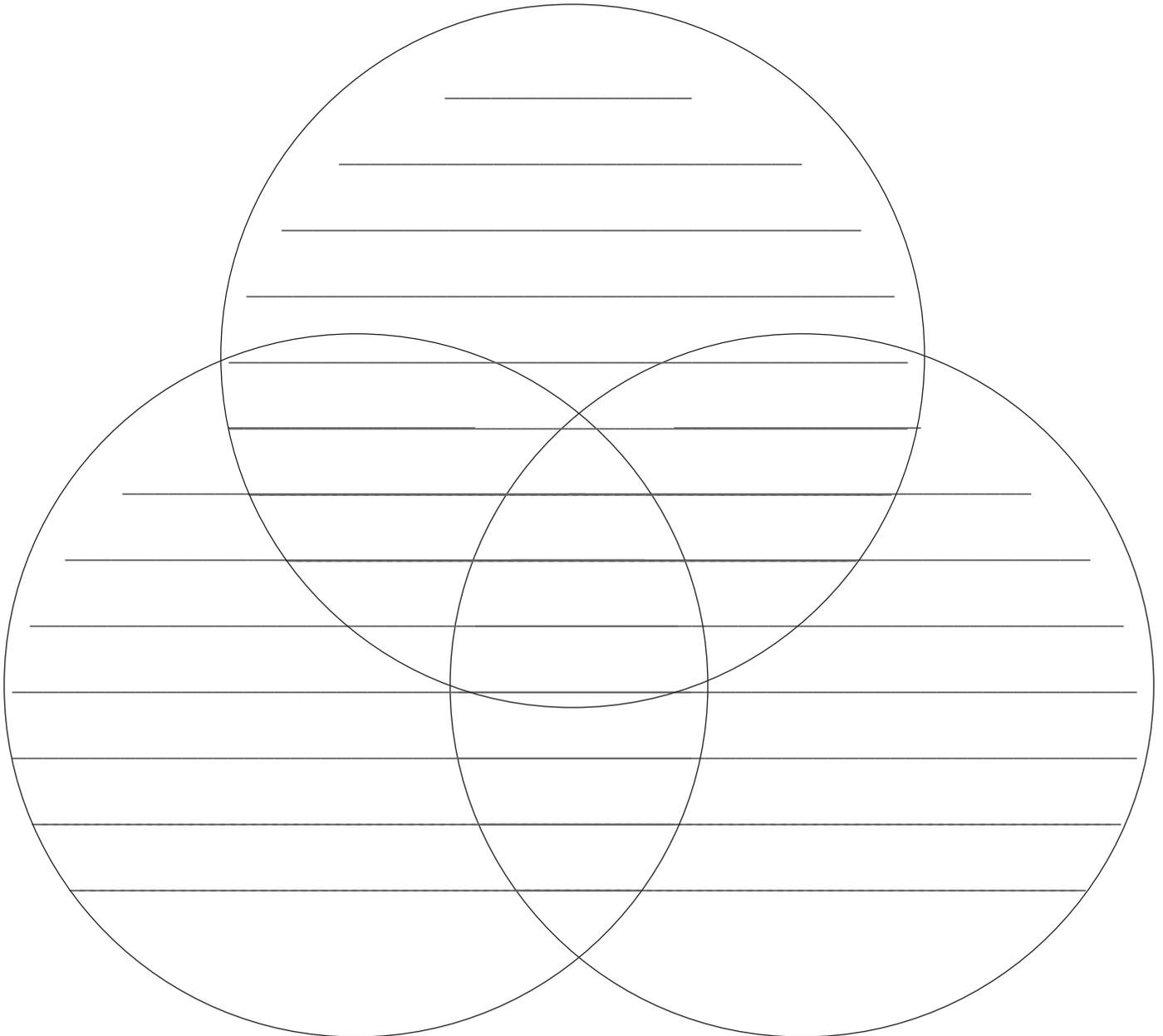


Venn Diagram

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: _____





Lesson Eight: Sandburg Performance

Lesson Length:

Two to three class periods or two to three hours

Objective:

To read Sandburg or other poetry out loud to gain a better understanding of how words spoken out loud can take on meanings not found when it is just read.

Materials Included:

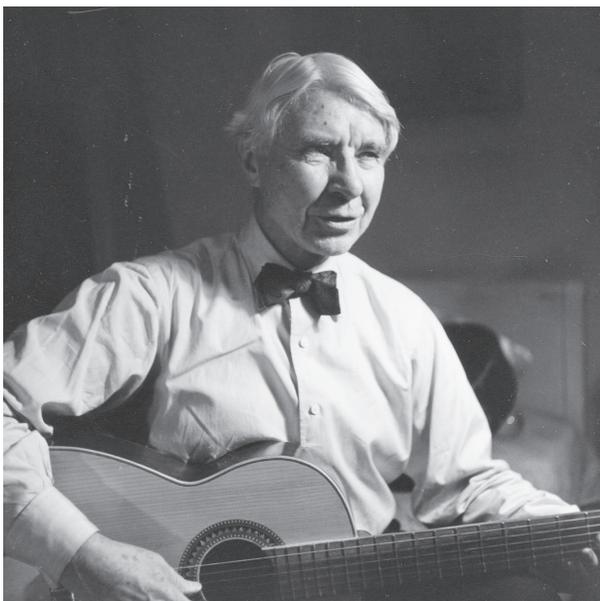
- Sandburg Recital Guidelines
- Sandburg lecture program covers
- Rubrics
- Sandburg Recital: Student Composed Poem
- Sandburg Recital: Poetry Recital and Hobo Skit (to be used twice)

Notes:

It is the teacher's discretion when to assign and announce the Sandburg Recital. At the time of assigning the project pass out the Sandburg Recital Guidelines and rubrics so students will have a clear understanding of what is expected. The Sandburg recital can be as elaborate or as simple as the teacher has time and resources for... Below are just suggestions and ideas.

Procedure:

Allow students a class period or two to prepare for the recital. Practice hobo skits, poetry readings and writing poem analysis.



Carl Sandburg performing on stage

Performance Space:

1. Create two separate stage areas :

Hobo Stage Area: When performing in the hobo area have students wear and use the bandanas in some way. This is where students will perform their hobo skits, sing a folk song etc...

Lecture Stage Area: Have students wear bowties. This is the area where students will read a Carl Sandburg poem and/or their own poem.

2. Create a program handout using one of Sandburg's lecture program covers as the front cover (included) and on the other side write a brief summary of what the class has been studying and the order of the show.



Sandburg Performance: Poetry Reading and Hobo Skit Rubric

Standard	Beginning = 1	Approaching = 2	Meeting = 3	Exceeding = 4
Creativity	Topic not clear; information included that does not support topic in any way	There is a great deal of information that is not clearly connected to the topic	Sufficient information that relates to topic;	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention
Speaking Skills	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone	Some mumbling; little eye contact; uneven rate; little or no expression	Clear articulation but not as polished	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence
Audience Response	Presented info was incoherent; audience lost interest	Mostly presented info with little or no imagination	Presented info with some interesting "twists"; held the audience's attention most of the time	Involved the audience in the presentation; info presented in creative way; held the audience's attention throughout
Props/ multimedia material	Little or no props/ multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another	Choppy use of props/ multimedia materials; lacks smooth transition from one medium to another; props/ multimedia not clearly connected to topic	Use of props/ multimedia not as varied and not as well connected to topic	Balanced use of props/ multimedia materials; properly used to develop topic; use of media is varied and appropriate



Sandburg Poetry Reading

Student name:

Score:

Grade:

Creativity	1	2	3	4
Speaking Skills	1	2	3	4
Audience Response	1	2	3	4
Props	1	2	3	4

Comments:

Hobo Skit

Student name:

Score:

Grade:

Creativity	1	2	3	4
Speaking Skills	1	2	3	4
Audience Response	1	2	3	4
Props	1	2	3	4

Comments:



Sandburg Performance: Student Composed Poem Rubric

Standard	Beginning = 1	Approaching = 2	Meeting = 3	Exceeding = 4
Content	poem is less than 7 lines long	poem is 7-9 lines long	poem is 10-12 lines long	poem is 12+ lines long
Writers Voice	poem has no colorful words, punctuation and work placement to convey meaning	poem has few colorful words, punctuation and work placement to convey meaning	poem has some colorful words, punctuation and work placement to convey meaning	poem has colorful words, punctuation and work placement to convey meaning
Word & Language Choice	poem is free verse style but has no sensory images	poem is free verse style and contains few sensory images	poem is free verse style and contains adequate sensory images	poem is free verse style and contains sensory images
Conventions	poem has 5+ grammatical errors	poem has 3-4 grammatical errors	poem has 1-2 grammatical errors	poem has no grammatical errors



Student Composed Poem

Student name:

Score:

Grade:

Content	1	2	3	4
Writer's Voice	1	2	3	4
Word and Language Choice	1	2	3	4
Conventions	1	2	3	4

Comments:

Student Composed Poem

Student name:

Score:

Grade:

Content	1	2	3	4
Writer's Voice	1	2	3	4
Word and Language Choice	1	2	3	4
Conventions	1	2	3	4

Comments:

