



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 8th grade Sandburg Satchel Lesson Plan: *The People, Yes* 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,

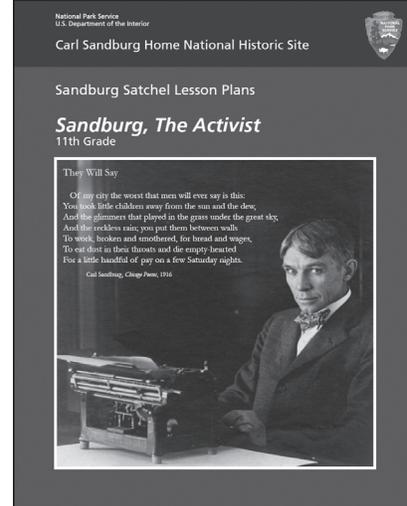
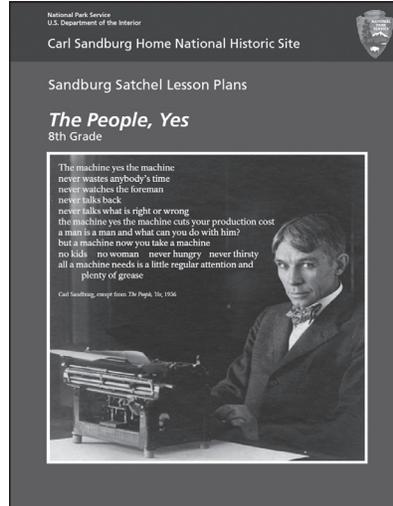
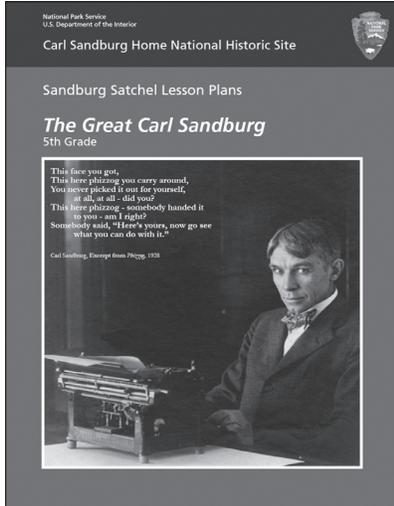
Park Superintendent

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

Something about Sandburg

This curriculum-based program allows students the opportunity to explore the Sandburg family through artifacts, literature, and science! Students step back in time on a tour of the Sandburg House, explore genetics while visiting the barn and reflect while reading, writing and acting poetry. Pre and post visit activities relate directly to the on-site activities at the park.

Grades: 6-8th

Group size: Max 60 individuals

Program Length: 3.5 hours

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. 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 by the park’s home page and 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*](http://www.nps.gov/carl)

Carl Sandburg Education Website Imagine It!

[*www.nps.gov/archive/carl/welcome.htm*](http://www.nps.gov/archive/carl/welcome.htm)

Carl Sandburg Home Virtual Museum Exhibit

[*www.nps.gov/history/museum/exhibits/carl*](http://www.nps.gov/history/museum/exhibits/carl)

NPS Teaching with Museum Collections

[*www.nps.gov/history/museum/tmc/tmc_links.html*](http://www.nps.gov/history/museum/tmc/tmc_links.html)

National Park Service WebRangers

[*www.nps.gov/webrangers*](http://www.nps.gov/webrangers)

National Park Service Teacher Resources

[*www.nps.gov/learn*](http://www.nps.gov/learn)

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Lesson 1: The National Park Emblem

Lesson Length:

45-60 minutes

Objectives:

- Students will gain knowledge about what our National Parks represent.
- Students will understand that National Parks protect the countries most prized and important cultural and natural heritage.

Materials Included:

- Laminated picture of Park Ranger
- 6 National Park Service Arrowhead patches
- National Park Service Map
- PBS DVD

Materials Needed:

- Writing paper and pencils
- TV and DVD player
- Document Camera or LCD Projector

Background:

The National Park Service Arrowhead is the symbol of all National Parks in our country. Every national park ranger across the country wears this symbol in the form of a patch on their shirts, jackets, sweaters and sometimes their hats! Each aspect of this logo is symbolic of the things which are protected in our national parks.

The shape of the logo (an arrowhead) represents the Native American people that lived on the lands of our National Parks. It also serves as a symbol for people, in general, from Abraham Lincoln to Carl Sandburg. Arrowheads are also part of the archeologic record and represents history.

The large tree in the arrowhead is a Giant Sequoia tree. This tree is the largest living thing in the world. It can live for over 2000 years. The seeds of this tree are about the size of a flake of oatmeal and are housed in a small serotinous cone. Only fire can open this cone. The tree trunk however is fire resistant and can withstand many fires. This tree is naturally adapted to deal with its environment. (see www.nps.gov/seki) Fire is a natural part of forest ecology and essential to many forests. A fire will burn the forest floor and replace it with rich nutrients essential for growing plants. A fire means rebirth!





The buffalo represents all animals in our National Parks. This massive and powerful animal once roamed all over the continent in the millions. Early pioneers hunted them almost to extinction but lucky they were saved in Yellowstone National Park and today the herds are slowly growing. (see www.nps.gov/yell for more details)

The buffalo symbolize life as well as the mistakes made by humans. However they are also a preservation success story. The mountain represents not only all mountains but all rock forms in our National Parks. From canyons to lava flows this powerful mountain image is symbolic of the Earth and the Earth's geologic cycles: Earthquakes, Plate tectonic movements, mountain making, erosion etc. Lakes are wide spread throughout our national parks and serve as a good symbol for all forms of water. The lake in the arrowhead could symbolize geysers, hot springs, waterfalls, oceans etc. Water means life and no living thing could survive without it.



Procedure:

1. Show the class the "Mapping the Parks" segment of the Ken Burns "America's Best Idea" Educators DVD.
2. Discuss with the class what they think a National Park is and what it isn't. Ask them to name some of the National Park units they know of or have been to.
3. Share with the students the National Park Service map which displays all 392+ Park units across the country.
4. Ask students what they think is special about the places they just named. If they have been to that site ask them what they remember about their visit.
5. Question the students about who owns and who protects our National Parks? (They own the parks! The American People own them and our government and park employees protect it).
6. Ask students to name different things they might find in a national park. Write their answers on the board. Make sure there are at least 20 different answers on the board and be sure to include things like historic homes, monuments, battlefields etc.
7. Break students up into small groups of 4-5 individuals. Give each group a laminated "Park Categories" card. There should be four categories: Scenery, Fauna, Flora and People.

Horizontal lines for student writing.





8. On a piece of paper have the students write down all the answers on the board that could fit into their category.

9. Have each group share their category with the class and name at least three things which fall into their category.

10. Ask students why all these things are protected by the National Park Service.

11. Have a discussion about what is important to our American Heritage and how these things of importance are protected in our National Parks from Gettysburg to Grand Canyon.

12. Next give each group an Arrowhead patch. Explain to the students that the patch in their hand is the logo of the National Park Service. Ask students what a “logo” means. Have a discussion about how logos represent an organization.

13. Next display the picture of the Park Ranger in uniform using a document camera and explain to students that every Park Ranger in all the National Parks wear this logo on their uniform. Whether the park ranger works at Yellowstone or Carl Sandburg Home every park ranger wears this patch.

14. Allow the groups some time to study the patch. On a piece of paper have the students create a chart with four columns and write down the four categories discussed before (Flora, Fauna, Scenery and People) at the top of each column.

15. Have students list all the things they notice about the park ranger image and have them place each thing they notice into the appropriate four categories on their chart. Share findings as a class.

16. Once completed write down the following question on the board “What do these things represent?”

17. Explain to students that everything they noticed about the patch was specifically chosen because it represents many aspects of what National Parks protect. In their groups have them explore the deeper meaning behind each aspect of the NPS arrowhead patch. Students may need some help therefore the teacher should walk around the class giving students ideas by presenting them with some background information that they might not know. For example the students might not know the Giant Sequoia life cycle. Have the groups share their answers as a class.

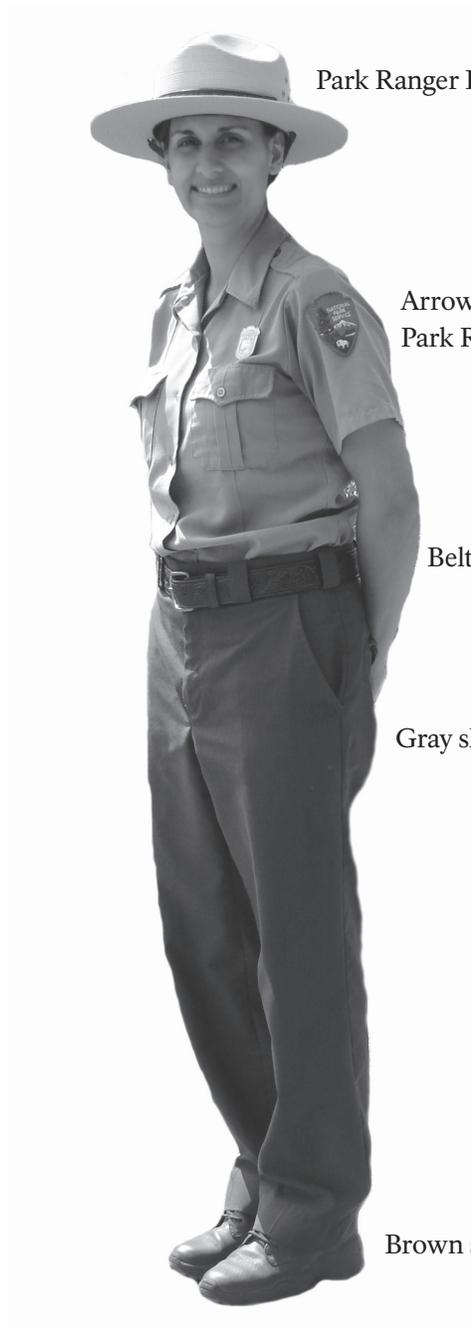




Modification:

Have each student design a logo for the park. Post all of the designs on the bulletin board (names on the back) and have them vote for the best one. Suggested technique: give each student three stickers and have them place a sticker by their top three choices. This will help to distribute the votes and give equality to the voting process. The logo with the most stickers is the winner.

Elements of a Park Ranger Uniform



Park Ranger Flat Hat

Arrowhead Patch and Park Ranger Badge

Belt with Sequoia design

Gray shirt and Green pants

Brown shoes and socks too!

Lined writing area for student responses.





Lesson Two: An Introduction to Carl Sandburg

Lesson Length:

30-40 minutes

Objectives:

- Students will gain background knowledge of Carl Sandburg's life, interests, and career.
- Students will be initially exposed to the poetry and prose of Carl Sandburg.

Materials Included:

- Book: *Carl Sandburg: Adventures of a Poet*

Materials Needed:

- Document Camera or LCD Projector

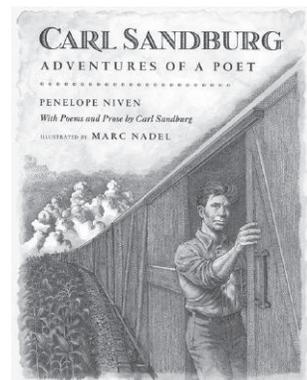
Note:

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.

Procedure:

1. Introduce students to Carl Sandburg by walking to the front of the classroom, carrying the satchel. Explain to students that this is the "satchel" of a famous American, Carl Sandburg. Inside the satchel are objects, photographs, and books that will tell us more about this man.

2. Take out the biography *Carl Sandburg: Adventures of a Poet* by Penelope Niven. Read this beautifully illustrated book to the students for background information about the author. If possible, use a document camera so students can experience the illustrations. If a document camera is not available, be sure students have a chance to experience the illustrations. Throughout the reading, stop and ask question for comprehension as needed.





End of Lesson Two



Lesson Three: The Machine

Lesson Length:

60 to 80 minutes

Objectives:

- Students will be introduced to Sandburg's thoughts on machines versus man
- Students will learn about Carl Sandburg in a timeline fashion
- Students will learn about technological inventions that occurred before and during Carl Sandburg's life by conducting a mini-research project

Materials Included:

- Book: *The Complete Poems of Carl Sandburg*
- Photo Analysis worksheet
- The Machine Invented worksheet
- Carl Sandburg Timeline
- Primary source photographs of technological inventions
- List of teacher directed website links for student use

Materials Needed:

- Computer with internet access
- Bookmarked links of teacher directed website links
- Tape

Procedure:

1. Begin each class with the satchel to create mystery and excitement. Have the following excerpt from Carl Sandburg's poem "The People, Yes #50" p. 505 from *The Complete Poems of Carl Sandburg* displayed for students to see and read.

The machine yes the machine
 never wastes anybody's time
 never watches the foreman
 never talks back
 never talks what is right or wrong
 never listens to others talking or if
 it does listen it doesn't hear
 never says we've been thinking, or, our
 feeling is like this
 the machine yes the machine cuts your production cost
 a man is a man and what can you do with him?
 but a machine now you take a machine
 no kids no woman never hungry never thirsty
 all a machine needs is a little regular attention and plenty of grease



Photo Analysis

<p>Objective Observation Describe only what you see in the photograph. Write your descriptions so that someone who can't see the photo can visualize it.</p>		<p>What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see? (clothing of people, etc.)</p>	
<p>Subjective Observation/ Knowledge Now describe your feelings about the photograph. For example, "I see... and it makes me think of..."</p>		<p>Also write down any information you know about the time period, the situation, and/or the people and objects that appear in the photo. You can make guesses about this photograph based on what you know.</p>	
<p>Deduction / Interpretation What can you conclude about this photograph? What's going on in the picture? Who are the people and what are they doing?</p>		<p>What might be the function of the objects? What can we conclude about the time period?</p>	
<p>Questions: What questions do you have after observing this photograph? What else would you need to know?</p>			



The Machine Invented

- Access the internet
- Go to the teacher directed website
- Read and explore the website
- Complete the following questions
- Be prepared to share information with the class

Name of object invented:

When was the object invented?

Who invented the object?

Why did this person invent the object?

What is the invention used for?

How is the invention helpful?

Does the invention have the potential to be used in a bad way?

List any interesting facts about the invention?

How has the invention changed over time?



The Machine Invented

A list of teacher directed websites to use for students' mini-research projects

<p>Cable Car by Andrew Smith Hallidie January 1871</p>	<p>The First Cable Car from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon/cablecar_1</p> <p>Cable Car Museum http://www.cablecarmuseum.org/heritage.html</p>
<p>Telephone by Alexander Graham Bell 1876</p>	<p>The First Telephone Call from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon/telephone_1</p> <p>Special Presentation from the Library of Congress on Bell's telephone and multiple telegraph http://memory.loc.gov/ammem/bellhtml/belltelph.html</p> <p>Bell's patent for the telephone http://www.archives.gov/education/lessons/telephone-light-patents/#documents</p> <p>Who Made America? Alexander Graham Bell from PBS http://www.pbs.org/wgbh/theymadeamerica/whomade/bell_hi.html</p>
<p>Phonograph by Thomas Edison 1877</p>	<p>Edison's Invents the Phonograph from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/scientists/edison/phonograph_1</p> <p>Edison's kinetscope from the Library of Congress' America's Story from America's Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon/phongrph_1</p> <p>Library of Congress History of the Edison Cylinder Phonograph http://memory.loc.gov/ammem/edhtml/edcylldr.html</p>
<p>Incandescent light bulb by Thomas Edison 1879</p>	<p>First Public Demonstration of Edison's Light Bulb from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/gilded/edison_1</p> <p>Edison National Historic Site http://www.nps.gov/archive/edis/edifun/edifun_4andup/top_three.htm</p>
<p>Radio 1887 first radio wave</p>	<p>University of San Diego http://history.sandiego.edu/GEN/recording/radio.html</p> <p>Radio installed at the White House from the Library of Congress on the Wright Brothers http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/jazz/radio_1</p>



<p>Kinetoscope/ Motion picture by Thomas Edison 1891</p>	<p>Edison Invents Motion Pictures from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/scientists/edison/movies_1</p> <p>More on Edison and motion pictures from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/gilded/kinetscp_1</p> <p>Library of Congress History of Edison Motion Pictures http://memory.loc.gov/ammem/edhtml/edshift.html#EF</p>
<p>Airplane by Orville and Wilbur Wright December 1903</p>	<p>The Dream of Flight Exhibit from the Library of Congress on the Wright Brothers http://www.loc.gov/exhibits/treasures/wb-home.html</p> <p>The Library of Congress Americas Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress/flight_1</p> <p>Wilbur and Orville Wright Papers at the Library of Congress Collection Highlights http://memory.loc.gov/ammem/wrighthtml/wrighthigh4.html</p> <p>Who Made America? Wright Brothers from PBS http://www.pbs.org/wgbh/theymadeamerica/whomade/wright_hi.html</p>
<p>Public Transportation in NYC: The Subway 1904</p>	<p>New York Subway System Opened for Business from the Library of Congress' America's Story from America' Library http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress/subway_1</p> <p>History of Public Transportation in NYC http://www.transitmuseumeducation.org/trc/background</p>
<p>Mass Produced Automobile/Model T Ford Henry Ford 1908</p>	<p>Who Made America? Hendry Ford from PBS http://www.pbs.org/wgbh/theymadeamerica/whomade/ford_hi.html</p> <p>The Model T Henry Ford Museum http://www.thehenryford.org/exhibits/showroom/1908/model.t.html</p>
<p>Television 1923</p>	<p>University of San Diego http://history.sandiego.edu/GEN/recording/television1.html</p> <p>Early Television Museum http://www.earlytelevision.org/mechanical.html#mechanical_history http://www.earlytelevision.org/prewar.html</p>





Lesson Four: Let the Nickels and Dimes Explain

Lesson Length:

2 hours or 2 class periods

Objectives:

- Students will recognize, identify, and deconstruct some common persuasion techniques used in advertising.
- Students will develop and present an understanding of the persuasion techniques used in advertisements.

Materials Included:

- Book: *The Complete Poems of Carl Sandburg*
- Primary source pictures

Materials Needed:

- Typical Magazine
- Document Camera or LCD Projector

Note:

In this lesson, students will analyze primary source advertisements and modern day advertisements to become more familiar with propaganda terms in advertising.

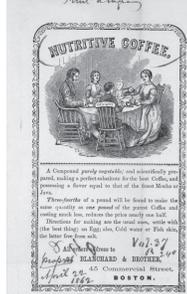
Procedure:

1. Begin the class again by having the satchel in front of the classroom. Read to the class the Carl Sandburg poem, "Brainwashing" on p.679.
 - Have the class brainstorm possible meanings for this poem.
 - Why is the poem called brainwashing?
 - What does it mean to brainwash someone?
 - Why do people want to brainwash others?
2. The following advertising/propaganda techniques are used in this activity. Familiarize yourself with each technique and its definition.

Propaganda techniques	
Bandwagon	Testimonial
Scare tactic	Plain folks
Assertion	Glittering generalities
Lesser of two evils	Name-calling
Transfer	Card-stacking

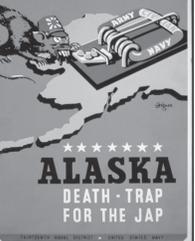


Advertising and Propaganda Resource Guide

<p>Bandwagon Bandwagon is an appeal to the subject to follow the crowd, to join in because others are doing so as well.</p>	 <p>MAKING ADJUSTION Burn's Adjustable Desk Telephone Bracket Over 50,000 in Use Twenty WHY Reasons</p> <p>Don't Waste Time It Brings the Phone to You Adjustable, convenient, and saves space.</p> <p>Order Now - Write for Free Catalog American Electric Company. 10000 Burn Road, Chicago, Ill.</p>	<p>In this ad, the phrase “over 50,000 in use” is used make the consumer feel that they should also own a telephone bracket. Duke University Rare Book, Manuscript, and Special Collections Library http://scriptorium.lib.duke.edu/ea/</p>
<p>Assertion An assertion is an enthusiastic or energetic statement presented as a fact, although it is not necessarily true. They often imply that the statement requires no explanation or back up, but that it should merely be accepted without question.</p>	 <p><i>Blanchard & Brother</i> NUTRITIVE COFFEE</p> <p>A Compound purely vegetable, and substantially pure, making a perfect substitute for the best Coffee, and possessing a flavor equal to that of the Best Mocha or Java.</p> <p>Thousands of a year will be found to make the same quantity in one pound of the above Coffee, and costing much less, because the coffee comes much cheaper to the consumer than the coffee which is sold in the form of a pound.</p> <p>For Sale by Blanchard & Brother 145 Commercial Street, BOSTON.</p>	<p>In this ad, Blanchard & Brother makes the claim that their coffee is more nutritious and cheaper, yet is equal to other coffees in flavor. They do not, however, provide information on the actual ingredients of their product to back up their claims. Library of Congress, Rare Book and Special Collections Division. http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+0690410b))</p>
<p>Lesser of two evils The “lesser of two evils” technique tries to convince us of an idea or proposal by presenting it as the least offensive option. This technique is often implemented during wartime to convince people of the need for sacrifices or to justify difficult decisions.</p>	 <p>He Gives 100% You Can Lend 10%</p> <p>Buy WAR STAMPS & BONDS</p>	<p>In this war poster, the US Government is encouraging citizens to sacrifice by giving their hard-earned money to the war effort in the form of war bonds. This sacrifice is considered the lesser of two evils, with the other “evil” being the further loss of life in the war (depicted by the soldier being shot). Library of Congress, Prints and Photographs Division, WPA Poster Collection. http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field(NUMBER+@band(cph+3f05560))</p>
<p>Testimonial Testimonials are quotations or endorsements, in or out of context, which attempt to connect a famous or respectable person with a product or item.</p>	 <p>THE TEACHER SAYS: “When you want Candy always buy just the only one for CORONA” CORONA CANDIES Manufactured by American Confection Co. PHILADELPHIA, PA.</p>	<p>In this ad, a teacher is quoted as saying “When you want candy always be sure to ask for CORONA.” Since a teacher is considered to be a respectable person, the teacher is used to give testimony to the quality of Corona Candies. Duke University Rare Book, Manuscript, and Special Collections Library http://scriptorium.lib.duke.edu/ea/</p>
<p>Plain folks The plain folks device is an attempt by the propagandist to convince the public that his views reflect those of the common person and that they are also working for the benefit of the common person.</p>	 <p>The Maytag Itself Must Sell Itself</p> <p>We offer no premiums, no prizes, no extras, to induce you to buy a Maytag.</p> <p>We assure that you obtain a washer because of its ability to wash clothes quickly, thoroughly and gently, because of its durability, and because of its ease of operation.</p> <p>We are confident that the Maytag, with its distinctive guarantee service, will secure your preference over all other washers, because it is the only one that is made in America.</p> <p>All we ask is that you attend the Maytag demonstration, to see it operate in the home, or to watch a woman wash clothes in the laundry, the quality of the work, and the ease of operation. If it will not sell to you as a washing machine, it will not sell to you at all.</p> <p>THE MAYTAG CO., Dayton, Ohio</p>	<p>In this ad, Maytag washers are being marketed toward the practical common sense consumer. No flashy selling points are mentioned in the ad (“We offer no premiums, no prizes, no extras, to induce you to buy a Maytag). Maytag uses the sentence, “We assume that you choose a washer because of its ability to wash clothes quickly, thoroughly and gently, because of its durability, and because of its ease of operation,” to appeal to the common working person who is very practical with their purchases. Good housekeeping : selected issue from 1926. Library of Congress http://memory.loc.gov/cgi-bin/query/r?ammem/coolbib:@field(NUMBER+@band(amrlgs+gh1))</p>



Advertising and Propaganda Resource Guide continued

<p>Glittering generalities Glittering generalities are words that have different positive meaning for individual subjects, but are linked to highly valued concepts. When these words are used, they demand approval without thinking, simply because such an important concept is involved. For example, when a person is asked to do something in “defense of democracy” they are more likely to agree. The concept of democracy has a positive connotation to them because it is linked to a concept that they value.</p>		<p>In this war poster, the phrase “star-spangled heart” is used as a glittering generality. The US Government is making an appeal to women to join the Women’s Army Corps. The assumption is that any woman who is patriotic must demonstrate their patriotism in this way. Library of Congress Prints and Photographs Division http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3g01653)))+@field(COLLID+cph))</p>
<p>Name-calling Name calling occurs often in politics and wartime scenarios, but very seldom in advertising. It is the use of derogatory language or words that carry a negative connotation when describing an enemy.</p>		<p>In this war poster, the term “Jap” is used to refer to a Japanese person. This nickname was considered to be quite derogatory during this time period. Library of Congress, Prints and Photographs Division, WPA Poster Collection, [LC-USZC2-985 DLC] http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field(NUMBER+@band(cph+3b48885))</p>
<p>Card-stacking Card-stacking involves only presenting information that is positive to an idea or proposal and omitting information contrary to it.</p>		<p>In this ad, Pond’s Extract Company makes the claim “Avoid sunburn, freckles and chap”. Since they cannot guarantee this claim for every customer, they are in essence omitting the fact that not all customers will have success in avoiding sunburn, freckles and chap. Duke University Rare Book, Manuscript, and Special Collections Library http://scriptorium.lib.duke.edu/ea/</p>
<p>Transfer Transfer is often used in politics and during wartime. It is an attempt to make the subject view a certain item in the same way as they view another item, to link the two in the subjects mind. Although this technique is often used to transfer negative feelings for one object to another, it can also be used in positive ways.</p>		<p>During the time period of this ad, Asians in particular experienced discrimination and negative feelings from the public at large. In this ad, the old process of starch is being used by an Asian woman who is negatively depicted in the ad by her expression and her words. Notice in particular the Asian dialect spoken by the woman. On the contrary, the more prosperous white woman is happily depicted using the new process of starch. Duke University Rare Book, Manuscript, and Special Collections Library http://scriptorium.lib.duke.edu/ea/</p>
<p>Scare tactic Scare tactics are often used in advertising and propaganda to incite fear in the subject in order to persuade them to buy a product, support a view, etc.</p>		<p>In this ad, the consumer is being scared into buying a fire-proof safe in order to save important items from a fire. Using the phrase, “Can you afford to run this hazardous risk?”, the ad creates an urgency in the consumer to protect their valuables from an almost certain fire. Duke University Rare Book, Manuscript, and Special Collections Library http://scriptorium.lib.duke.edu/ea/</p>



Lesson Five: Performing the Poetry of Carl Sandburg

Lesson Length:

2 hours

Objectives:

- Students will be exposed to the poetry of Carl Sandburg and develop an understanding of his views and thoughts on machines, everyday laborers, and advertisements.
- Students will perform Sandburg poetry using the style of performance poetry.

Materials Included:

- Performing the Poetry of Carl Sandburg handout
- Performing the Poetry of Carl Sandburg rubric
- Book: *The Complete Poems of Carl Sandburg*

Materials Needed:

- Small props for performance poetry
- Copies of select Sandburg poems

Procedure:

1. As a whole class, revisit the beginning excerpt from the poem, “The People, Yes #50” on p.505. This time start at the beginning of the poem and stop at “plenty of grease”. Have a copy of the poem for each student (please follow fair use copyright guidelines). Read the poem to the class and stop periodically to question for understanding.
2. After reading, review the idea of machines and repetition with students. Next explain to students that the class is going to perform some improvisational drama.
3. Define the word improvisation. Ask students to think about what kinds of motions machines make? Have students stand up and improvise the actions of a machine.
4. Ask students to identify other sections of the poem that improvisational actions can be used? Have class improvise the suggestions. Example: the lines never hungry never thirsty or plenty of grease.
5. Students will (in groups) read, analyze, and decide which section of their assigned poem would be best to perform for the class. Students will be dividing the poem into a script, choreographing actions, directing, and performing.





6. Give each group a copy of the handout “Performing the Poetry of Carl Sandburg”. Instead of improvising, this time students will do performance poetry.

7. Students should decide what type of choreography and motions to use for each section or line of the poem and assign lines to each person of the group.

8. If needed, do a short modeling demonstration with volunteers from the class. Already know what you want the students to do and who will say which line.

Example . . .

All- The machine yes the machine

Person 1- never wastes anybody’s time

Person 2- never watches the foreman

All- never talks back

Person 3- never talks what is right or wrong

Person 1- never listens to others talking or if it does listen it doesn’t hear

Person 2- never says we’ve been thinking, or,

Person 3- Our feeling is like this

All- The machine yes the machine

9. The following poems are suggestions from *The Complete Poems of Carl Sandburg* that can be used with performance poetry.

“Prayers of Steel” p.109

“I am the People the Mob” p.71

#18 “The People, Yes” p. 456

#19 from “The People, Yes” p.458

#91 “The People, Yes” p.586

#101 from “The People, Yes” p.607

#105 from “The People, Yes” p.613

#107 “The People Will Live On” p.615

10. After students have practiced, have each group perform their poem for the class. Grade each group performance using the Performing the Poetry of Carl Sandburg rubric.

Teacher’s Note:

For the poetry performance, the teacher may take the opportunity to invite parents, guest, and other classes to attend. The performance could be held in the media center or another location on campus to accommodate guests.

Horizontal lines for student notes or answers, starting below the pencil icon and extending down the right side of the page.



Performing the Poetry of Carl Sandburg

Instructions:

- Read your assigned poem.
- Analyze your assigned poem and answer the questions below.

1. Summarize the poem.

2. How does the poem address Carl Sandburg's opinion of machines, the everyday worker, and advertising?

Performing the Poem:

- As a group, decide which part of the poem to perform.
- Decide who will say which lines.
- You may write on the copy of the poem to designate who performs what part.
- Decide what motions you will be performing. Will everyone do the same motions at the same time or will each member of the group do a different motion.
- Things to think about: props, expressing emotions, what you're saying and how you're saying the poem, work on projecting the voice, making eye contact with the audience, speaking slowly so everyone can hear you.
- Be creative and have fun!
- Practice for the performance!



Sandburg Performance 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 Performance Rubric

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 Rubric

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:





End of Lesson Five



Lesson Six: Selling Views

Lesson Length:

45 minutes

Objectives:

- Students will gain knowledge and understanding of society's use of stereoviews and stereoscopes during the late 1800's and early 1900's.
- Students will gain knowledge of Carl Sandburg as a stereoscope salesman

Materials Included:

- Wooden Stereoscope
- How to Read an Object worksheet
- Selling Views worksheet
- Selling Views virtual exhibit in Power Point
- Stereo glasses to view the virtual exhibit in 3D (12)

Materials Needed:

- Computers with internet connection
- Document Camera or LCD Projector
- Beginning Note: In this lesson, students will learn historical background information about Carl Sandburg and his time spent selling stereographs by experiencing an interactive virtual exhibit.

Procedure:

1. Walk to the front of the classroom with the satchel. Pull the stereoscope out of the satchel and set it in front of the classroom where students can see. Do not tell students what the object is or what it is used for. First have students investigate through analysis.



Stereoscope

2. Have students complete the How to Read an Object Chart to help figure out what the object is.

3. Have students share observations and thoughts with class.

4. After students share observations and thoughts, explain to students what the device is used for. Demonstrate and allow students to view the stereograph.

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	
<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>	



Selling Views

The Selling Views power point virtual exhibit contains two sections, *Stereoviews & America* and *Carl Sandburg & Stereoviews*. Throughout the exhibit there are links that will take you to specific pages on the internet. Once you finish exploring the internet pages, close the internet page and return to the exhibit. While exploring the exhibit wear the stereograph glasses so you can see the images in 3D.

After the exhibits have been explored, please answer these questions:

Stereoviews and America

1. Explain how stereo photography works?

2. Who purchased stereoviews? Why?

Carl Sandburg and Stereoviews

1. What experiences did Carl Sandburg have with stereoviews?

2. What was the name of the stereographic company he worked for?

3. Being a stereoview salesman allowed Sandburg time to follow which of his passions?





End of Lesson Six



Lesson Seven: Blab-Off

Lesson Length:

1.5 to 2 hours

Objectives:

- Students will read primary source documents to gain knowledge about Sandburg's opinion on television and radio.
- Students will gain background knowledge about the early history of radio and television broadcast networks

Materials Included:

- Photographic Analysis worksheet
- Blab-Off worksheet
- Newspaper Articles
 - "Sandburg Calls Most of TV 'Inane and Silly'"
 - "Sandburg Fire Aimed At TV"
 - "Star Arlene Francis Hears Sandburg Blast Television"
 - "The Opiate"
 - "Sandburg Brands TV Plugs Inane"
 - "Most of TV 'Inane and Silly'"
- Letters
 - From H. D. Hutchins
 - From E. F. McDonald of Zenith Radio Corporation
 - To Edward R. Murrow, May 20, 1955
 - To George C. McConnaughey, chairman of the FCC April 30, 1955 "The Story of Blab-Off" by Lauren Alpern from The Museum of Early Television http://www.earlytelevision.org/blab_off.html
- Photograph of CARL 8617 Zenith Space Command television set
- An Early History of Radio & Television Power Point with resource links

Materials Needed:

- Computer with internet connection
- Document Camera or LCD Projector





Procedure:

1. Begin the class by doing a photo analysis of CARL 8617 Zenith Space Commander television set. Display the photograph for the class through a projector or document camera. Students will complete the photo analysis worksheet to help guide the thought process.

2. Have students share analysis with the class.

3. Lead a brief/ introductory class discussion on the influence of media in our lives. Sample questions to ask:

- Where are the different places we see advertisements?
- How do these advertisements influence us?

4. In groups, have students read and analyze the primary source documents and photographs concerning Carl Sandburg and media. While students are exploring the primary sources have them complete the handout, Blab-Off. Primary sources include:

Newspaper articles:

- “Sandburg Calls Most of TV ‘Inane and Silly’”
- “Sandburg Fire Aimed At TV”
- “Star Arlene Francis Hears Sandburg Blast Television”
- “The Opiate”
- “Sandburg Brands TV Plugs Inane”

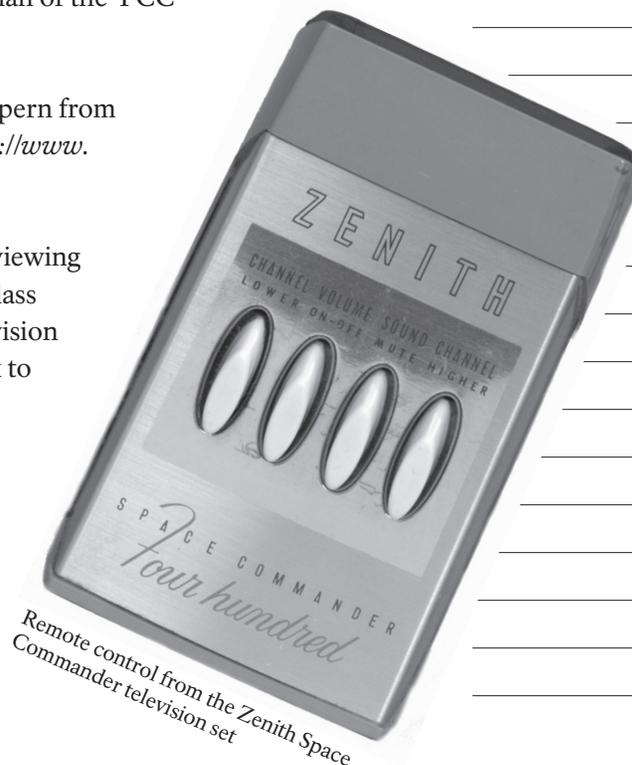
Letters:

- From H. D. Hutchins
- From E. F. McDonald of Zenith Radio Corporation
- To Edward R. Murrow, May 20, 1955
- To George C. McConaughy, chairman of the FCC April 30, 1955

Web Article:

- “The Story of Blab-Off” by Lauren Alpern from The Museum of Early Television http://www.earlytelevision.org/blab_off.html

5. Once groups are finished reading and viewing the primary source materials, conduct a class discussion on Sandburg’s opinion of television and advertising. Have students refer back to the Sandburg poems read in class.



Remote control from the Zenith Space Commander television set



6. As a class, revisit the letter from E. F. McDonald of Zenith Radio Corporation to Carl Sandburg. McDonald mentions two names, “I am talking of the heads of RCA and Columbia – Mr. Sarnoff and Mr. Paley”.

7. Present the brief teacher guided presentation on RCA/ NBC, CBS, and ABC to students, titled *An Early History of Radio & Television*.

8. Throughout the presentation there are hyperlinks to internet resource sites that contain information and photographs. Use these hyperlinks in preparing to give the presentation and during the presentation so students can see visuals of the information being discussed. It is the teacher’s discretion whether or not to have students take notes during the presentation. Teachers may want to question students during the presentation for clarification.

9. As a class, brainstorm a list of commonly used/mass produced technologies since Sandburg’s death in 1967 (not necessarily invented after his death but widely used). Examples:

- Cassette tapes/ CDs
- VCRs/ DVDs
- Cell phones
- Cordless phones
- MP3 players
- Cable television
- Satellite television
- DVRs
- Computers
- The internet
- Blogging
- Podcasting
- Wiki’s Web 2.0
- Social bookmarking



Zenith Phonograph or Record Player used by the Sandburg family

10. As students create the list, the teacher should also help supplement with inventions that are already obsolete, like record players and cassette tapes. Have students trace each inventions’ origin if found on the Carl Sandburg Timeline. Teacher can supplement information as needed.

11. As a class, discuss how new forms of technology are changing television and advertising. One idea to have students think about is the use of product placement in television sitcoms. This is now happening more and more because of TiVo and DVR’s. DVR’s can be coined as the modern day Blab-Off!

Photo Analysis

<p>Objective Observation Describe only what you see in the photograph. Write your descriptions so that someone who can't see the photo can visualize it.</p>		<p>What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see? (clothing of people, etc.)</p>	
<p>Subjective Observation/ Knowledge Now describe your feelings about the photograph. For example, "I see... and it makes me think of..."</p>		<p>Also write down any information you know about the time period, the situation, and/or the people and objects that appear in the photo. You can make guesses about this photograph based on what you know.</p>	
<p>Deduction / Interpretation What can you conclude about this photograph? What's going on in the picture? Who are the people and what are they doing?</p>		<p>What might be the function of the objects? What can we conclude about the time period?</p>	
<p>Questions: What questions do you have after observing this photograph? What else would you need to know?</p>			



Blab-Off

As your group reads the materials surrounding the event of Carl Sandburg speaking about television and commercials, jot down information under each category. Once all of the materials have been read and analyzed, draw a conclusion about Sandburg's thoughts on television.

Notes

Newspaper Articles	Letters	Photograph	Blab-Off Remembrance
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Conclusion





End of Lesson Seven



Lesson Eight: Being a Critical Viewer

Lesson Length:

1.5 to 2 hours

Objectives:

- Students will be critical readers of the wikipedia article on Carl Sandburg http://en.wikipedia.org/wiki/Carl_Sandburg
- Students will edit and re-write sections of a wikipedia article.

Materials Needed:

- Computer with internet connection
- LCD projector
- Copies of the most current wikipedia article on Carl Sandburg

Beginning Note:

As a class, students will be critical viewers and readers of the wikipedia article on Carl Sandburg. Wikipedia is a site on the internet where anyone can publish and add to information about any topic. Unfortunately, not everyone backs up their information with substantial research. Students need to realize that it is okay to consult wikipedia but the information must be backed up with facts and documented resources that need to be double checked with reliable resources. Because of students' in depth research about Carl Sandburg from this unit, they have the knowledge to critique and revise wikipedia.

Procedure:

1. As a class, using the computer and an LCD projector, go to the wikipedia article on Carl Sandburg. Also have a printed copy of the article for each student.
2. Read the article as a class. While reading the article have the class place any question marks beside any questionable information about Carl Sandburg.
3. As a class, decide which questionable material to further research. Using available Carl Sandburg resources, verify the information.
4. If the information is incorrect, the teacher may want to create an account with wikipedia, have the class re-write sections of the article, and actually publish and change the information in the wikipedia article.



