

# Carl Sandburg Home National Historic Site



## On-Site Lesson: *Sandburg's Writing "Spring Grass"* Grades 3-5

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### Lesson Length

Approximately 30 minutes

### Common Core State Standards

#### Reading Standards for Literature

- Determine the meaning of words and phrases as they are used in a text. CCSS.ELA-Literacy.RL.4.4
- Determine a theme of a poem from details in the text. CCSS.ELA-Literacy.RL.4.2

#### Speaking and Listening Standard

- Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.4.1



### Learning Targets

- I can identify *Fog*, *Try Being a Goat*, and *Bug Spots* as poems written by Carl Sandburg.
- I can determine the theme of one of Carl Sandburg's poems using the details in the text.

### Materials Needed

- Laminated copy of "Spring Grass" for the teacher (see attached)
- Laminated trail map with Memminger trail highlighted (see attached)

### Procedure

The poetry activity should take about 10 minutes and the hike should take about 20 minutes. This lesson begins at the large rock behind the house.

### Activating Strategy

Think-Pair-Share, teacher will have students sit on the rock. Teacher will pose this question to the students, "What is important about this rock?" Allow students one to two minutes to think about this question. Next, have students share with a partner their answer to the question. Finally, teacher will ask some students share with the whole class.

### Teaching Strategy

1. Explain to your students that Carl Sandburg loved nature. He would often walk these trails and collect items such as acorns and put them in his pockets to take back to the house. Carl Sandburg wrote many children's poems that focus on nature. Can the students identify any of his poems? (*Fog*, *Try Being a Goat*, *Bug Spots*)

2. Ask students to silently look around the rock where they are sitting using all of their senses to observe nature. What natural objects do they see that might have inspired Carl Sandburg's writing? What do they hear? What do they smell? What do they feel? How would they describe those objects?
3. Ask the children to close their eyes while you share one of these poems "Spring Grass" with them. What did they visualize while you were reading the poem? How did Carl Sandburg use descriptive language in this poem? How did he use all his senses in writing this poem? (smell—young spring grass, hear—shoots of the big green whisper)
4. Re-read the poem to the class. What words do they hear repeated throughout the poem? (come up, spring grass)
5. Have the students stand up. As you re-read the poem, they will be adding movements. Every time you read the words *spring grass*, they need to crouch down and spring into the air. Every time you read the words *come up*, they need to jump up and down.
6. Re-read the poem again adding the movements.
7. Finish the activity with a hike around the Memminger trail using all their senses to observe the different natural objects along the way.

### **Summarizing Strategy**

Quick Talk, students will have a limited amount of time (one to two minutes) to discuss with a partner the title of the Carl Sandburg's poems discussed today, the importance of "the rock" and something they noticed about the environment while on their hike.

### **Extension Activity**

- When the students return to class they can write their own poem about something they observed during the hike.

# ***Spring Grass***

by Carl Sandburg

Spring grass, there is a dance to be danced for you.  
Come up, spring grass, if only for young feet.  
Come up, spring grass, young feet ask you.

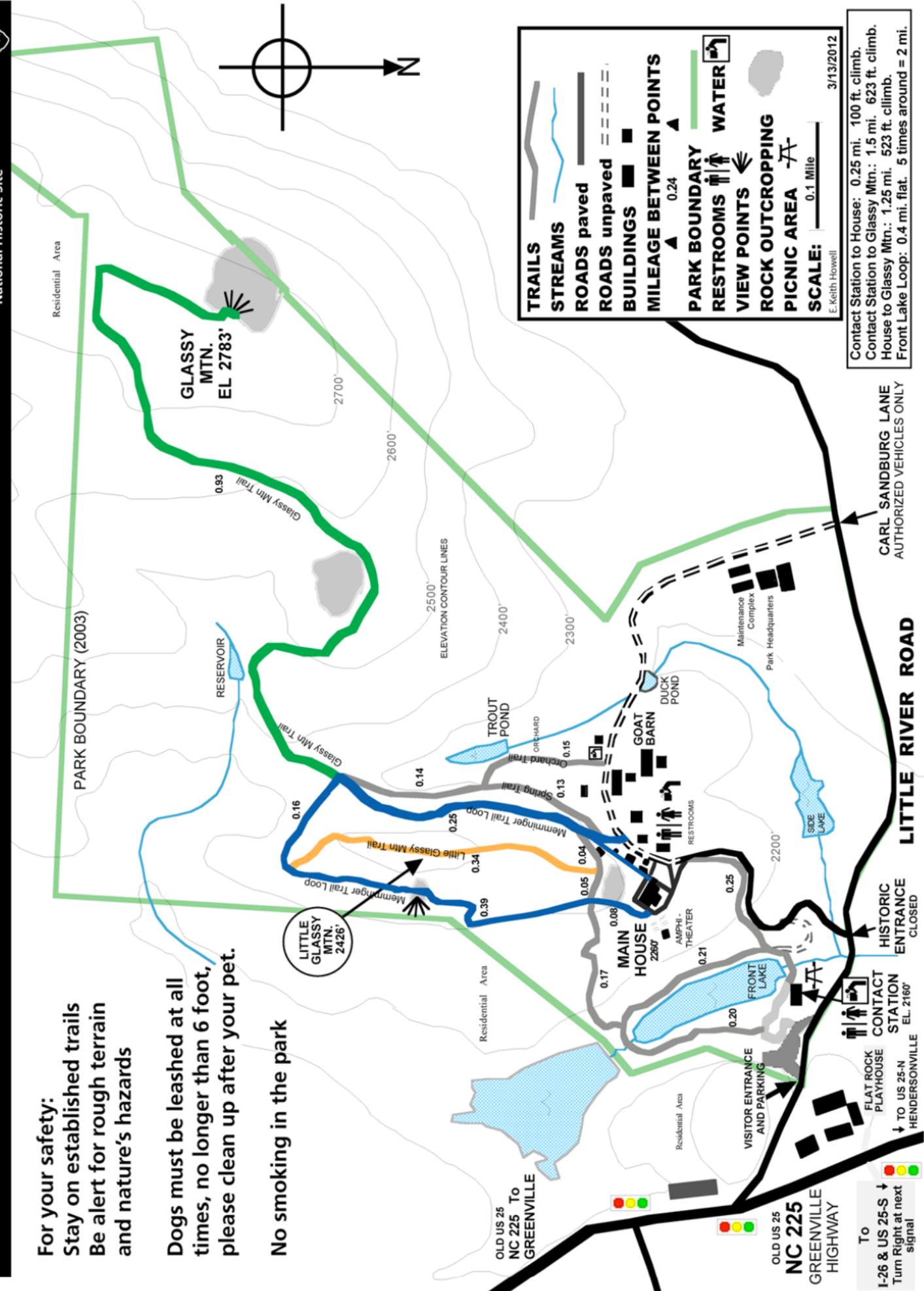
Smell of the young spring grass,  
You're a mascot riding on the wind horses.  
You came to my nose and spiffed me.  
This is your lucky year.

Young spring grass just after winter,  
Shoots of the big green whisper of the year,  
Come up, if only for young feet.  
Come up, young feet ask you.

**For your safety:**  
 Stay on established trails  
 Be alert for rough terrain  
 and nature's hazards

**Dogs must be leashed at all times, no longer than 6 foot, please clean up after your pet.**

**No smoking in the park**



**TRAILS** (dashed line)

**STREAMS** (blue line)

**ROADS paved** (solid black line)

**ROADS unpaved** (dashed black line)

**BUILDINGS** (black rectangle)

**MILEAGE BETWEEN POINTS** (triangle with number)

**PARK BOUNDARY** (thick green line)

**RESTROOMS** (toilet icon)

**VIEW POINTS** (arrow icon)

**ROCK OUTCROPPING** (grey shaded area)

**PICNIC AREA** (table icon)

**SCALE:** 0.1 Mile

E. Keith Howell 3/13/2012

Contact Station to House: 0.25 mi. 100 ft. climb.  
 Contact Station to Glassy Mtn.: 1.5 mi. 623 ft. climb.  
 House to Glassy Mtn.: 1.25 mi. 523 ft. climb.  
 Front Lake Loop: 0.4 mi. flat. 5 times around = 2 mi.

CARL SANDBURG LANE  
 AUTHORIZED VEHICLES ONLY

LITTLE RIVER ROAD

HISTORIC ENTRANCE CLOSED

CONTACT STATION EL. 2160'  
 TO US 25-N HENDERSONVILLE

OLD US 25 GREENVILLE HIGHWAY  
 To I-26 & US 25-S Turn Right at next signal

OLD US 25 NC 225 To GREENVILLE

VISITOR ENTRANCE AND PARKING

