

Carl Sandburg Home National Historic Site



Pre-Visit Lesson: *Sandburg Through Time – Growing Up* Grades 3-5

Lesson Length

Approximately 45 minutes

Common Core State Standards

Reading Standards for Informational Text

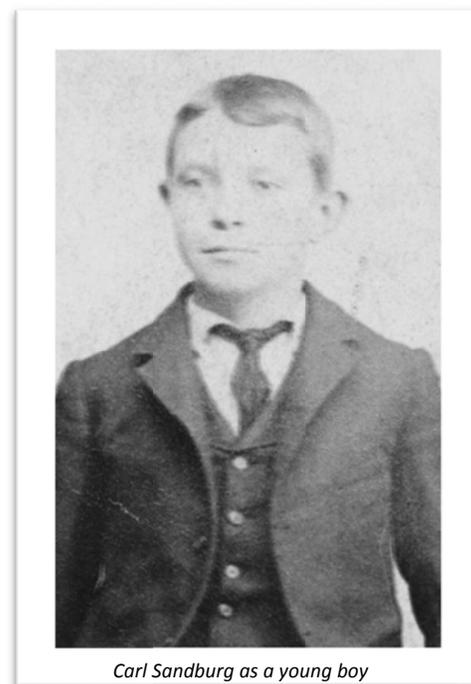
- Explain events, ideas and concepts in a historical text, including what happened and why, based on specific information in the text. CCSS.ELA-Literacy.RI.4.3
- Interpret information presented visually and explain how the information contributes to an understanding of the text or idea. CCSS.ELA-Literacy.RI.4.7

Writing Standards

- With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. CCSS.ELA-Literacy.W.4.6,
- Recall relevant information from experiences, take notes and categorize information. CCSS.ELA-Literacy.W.4.8

Speaking and Listening Standards

- Engage effectively in a range of collaborative discussions with diverse partners. CCSS.ELA-Literacy.SL.4.1
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-Literacy.SL.4.5



Carl Sandburg as a young boy

Learning Targets

- I can compare and contrast connections between Carl Sandburg and myself.
- I can select important events to include in an autobiography.
- I can create a timeline of important events.
- I can describe the difference between a biography and an autobiography

Materials Needed

- Excerpts from “Prairie Town Boy” an autobiography by Carl Sandburg for each group of students.
- Computer and projector or student laptops
- Notebook paper and pencils.
- String or yarn for the creation of group timeline
- 9 clothespins per group to organize excerpt cards on timeline
- Optional—students can bring in photos or draw pictures to illustrate their timeline.

Procedure

- Prior to lesson print a set of excerpts from “Prairie Town Boy” found on the third page for each small group of students. Can be copied on cardstock and laminated. Sort students into small groups.

Activating Strategy

Carousel Brainstorming, divide students into four equal groups with each group member having a different colored marker. Students will rotate to four different locations that have a piece of chart paper labeled with a topic. Students are to write a one word response to the topic on the chart paper. Give students a short amount of time at each rotation to respond and have the entire groups rotate at the same time. *Prior to this activity you will need to prepare four pieces of chart paper with each paper labeled with only one of the following topics: Carl Sandburg, timeline, biography and autobiography. After rotations are completed, teacher will review responses to the topics whole class.

Teaching Strategy

1. Give each small group of students a set of excerpt cards mixed up, one piece of string or yarn and nine clothespins. Teacher will review the importance of a timeline and how it is created. Students will need to work together to read the passages, sort cards into chronological order and attach cards to yarn to create a timeline of Carl Sandburg. As students are working in groups, teacher will encourage students to make connections between Carl Sandburg and themselves.
2. When the groups have created the timelines, the teacher will pull up the timeline on the whiteboard for the students to check. Discuss the similarities students found between Carl Sandburg and themselves.
3. Teacher will share with students that the information displayed on the cards regarding Carl Sandburg and the fact that it came from his autobiography about his childhood, *Prairie Town Boy*. Begin class discussion on biography, autobiography and Carl Sandburg. Reinforce the difference between biography and autobiography.
4. Each student will create a timeline of his/her life on notebook paper focusing on only the important events.
5. Students will share their timeline with a partner.

Summarizing Strategy

The Most Important Thing, have students complete the following sentence...Three important ideas/things from the lesson today are _____, _____, and _____, but the most important thing I learned today is _____.

Extension Activity

- Students will create an Animoto (www.animoto.com) or Photostory of their timeline adding photographs or illustrations.
- Students will use their timelines to write an autobiography of their life.

***Prairie Town Boy* excerpts**
by Carl Sandburg
(in chronological order)

Of the house where I was born I remember nothing—a three-room frame house on Third Street. The date was January 6, 1878, a little after midnight.

We moved to another three-room one-story house, on the north side of South Street, three doors west of Pearl. Here I wore dresses and watched my father spade a garden and plant and dig potatoes.

When I was about four we moved two blocks over to Berrien Street into a ten-room house with a roomy third-story garret running the length of the house.

Though I had been solemnly christened by the name of Carl August Sandberg, I decided in the first year or two of school to use the name Charles.

I was six years old on the October night I walked holding my father's hand to Seminary Street near South. It was the first time I saw politics run hot in the blood of men.

Those two letters *ch* bothered many a Swede boy. In our third-grade reader was a story titled “Charlie’s Chickens”. One after another, Swede boys blurted out “Sharlie’s Shickens” when they read aloud.

I was seven and a half years old when General Ulysses S. Grant died and I went to his funeral. He had died far from Galesburg and I didn’t hear where.

One winter Friday afternoon when I was in the fifth grade, I took home the first volume of John S.C. Abbot’s *The History of Napoleon Bonaparte* and most of the weekend I sat and read the book.

In the sixth grade Miss Goldquist kept at us about getting “the reading habit,” saying, “You don’t know what good friends books can be till you try them, till you try many of them.”