



Where To, What Next? Educational Film Lesson Plans

Grade(s): Fifth-Eighth

Curriculum Goals Support:

National Education Standards:

NL-ENG.K-12.1, 12.3, 12.4, 12.5,
12.9, 12.12

North Carolina Standard Course of Study:

Fifth grade: Language Arts- 1.02, 1.03, 1.04,
4.07, 5.04, 5.06, 5.07, 5.08

Sixth grade: Language Arts- 1.01, 1.02, 1.03,
1.04, 5.02, 6.01, 6.02.

Seventh Grade: Language Arts- 1.01, 6.01, 6.02

Eighth Grade: Language Arts- 1.01, 5.02, 6.01, 6.02

Essential Questions:

- ✓ Where am I from, and what is my family's heritage?
- ✓ What are my personal values and experiences?
- ✓ What are my future aspirations?

Vocabulary:

Genealogy: The study or investigation of ancestry and family histories. A family tree.

Heritage: Practices that are handed down from the past by tradition

Aspiration: A will to succeed, one's goals and ambitions for the future.



How To Use This Curriculum

This lesson plan is composed of two segments: 1- The *Where to, what next?* Educational Video, and 2- Follow-up lesson plans. The lesson plans have been designed to meet education standards while creating an interactive and educational environment for students to learn about the life of the Famous American Poet, Carl Sandburg while exploring their own life. Teachers are encouraged to show the video to students in the classroom and then complete the follow up activities to reinforce the concepts presented in the educational video. If you would like to visit the Carl Sandburg Home National Historic Site with your class please make a reservation by calling the **Park's Education Program Coordinator at 828-693-4178**. For more information on lesson plans and media resources please visit the Park's website at www.nps.gov/carl/forteachers.htm

Lesson 1: Family History

Lesson Length: Two 30 minute sessions

Lesson Objectives

- ✓ Learn about Carl Sandburg's family history.
- ✓ Make connection between self and Carl Sandburg.
- ✓ Discover one's own family history.

Materials Needed

Book: *Prairie Town Boy* by Carl Sandburg
Sandburg Family History activity sheet
Genealogy Tree Activity Sheet
Elmo for modeling exercise
Writing instruments

Suggested Procedure:

Session 1:

1. As a class read chapter 2 of Carl Sandburg's *Prairie Town Boy*.
2. Distribute the "Sandburg Family History" activity sheet and have students fill in the blanks using chapter 2 to find the answers. This can be completed as a class or in small groups.

Session 2:

1. Distribute the Genealogy Tree Activity Sheet and have students fill it out as best they can. Have the students take home the activity sheet so that their family may help them answer the questions they could not fill out.
2. Make sure to explain to the students that anyone in their family can help them. Maybe a sister, brother or even an aunt might be able to help them answer these questions. The goal is to find out as much about their family's history and heritage as possible.

Lesson 2: Poetry Brainstorming

Lesson Length: Two 45 minute sessions

Lesson Objectives:

- ✓ Students will explore their personal story, values and dreams while discovering unique ways to describe them through the use of a brainstorming bubble worksheet.
- ✓ Students will start creating ideas of what they will include in their poem.

Materials Needed:

Brainstorming bubble activity sheet (Included)

Word Combinations Activity Sheet (included)

Pencils

ELMO or Smartboard

Suggested Procedure:

Session 1:

1. Using an ELMO or Smartboard, display the brainstorming bubble worksheet and explain how to use the brainstorming bubble. This worksheet is designed to have students explore who they are, where they are from and what they hope to achieve in the future. By completing the worksheet students will identify key words that are meaningful to them; words that they may chose to use in their final poem.
2. Now that the students understand how to use the brainstorm bubble, allow the class 20 minutes to complete their own sheet.
3. Once completed, have the students share some of the answers as a group. On a white board or Smartboard write down some of the classes answers on the board.
4. As a class, ask the students to combine some of these words which you have written on the board (adjectives, verbs & nouns) to create a description. Students may elect to change the tense of the word. *Example: Snowy Pine or Running Tiger.*
5. Write down these combined words and explain to students that by combining these words they are creating a vivid description in a reader's mind. Students should use this thought process when creating their own poems.
6. Collect Brainstorming Bubble activity sheets as students will need them for session 2.

Session 2:

1. Remind the students of the activity they completed during session 1. Hand out the classes completed brainstorming bubble activity sheet and the word combination activity sheet.
2. Using their answers from the brainstorming bubble, have students complete the word combination activity sheet.
3. When completed have students share some of their sentences. Make sure to have students identify which words they combined.

Lesson 3: Writing an Autobiography Poem

Lesson Length: Two 45 minute sessions

Lesson Objectives:

- ✓ Students will create an autobiographical poem based on their history and heritage, values and future aspirations.
- ✓ Students will learn to choose words that convey a meaningful message.

Materials Needed:

Completed Brainstorming Bubble Activity Sheet
Completed Family History Activity Sheet
Poem Template (Included)
ELMO (optional)
Thesaurus

Suggested Procedure:

Session 1:

1. Using an ELMO display the Poem Template Sheet to the students and explain the form in which their poem should take. The poem template uses 3 parts: Part 1- Where am I from? Part 2- Who am I today? Part 3- Where am I going? Review the “questions to consider” on the template.
2. As a class come up with a couple more “questions to consider”. This will help students to understand that the template is simply a starting point to assist them in formulating their poem.
3. Allow the students 10 minutes to review their completed Family History Activity Sheet and their Brainstorming Bubble Activity Sheet while they consider the above mentioned questions.
4. You may elect at this point to show the “Where to, What next?” video once again to reinforce the objectives of their poem.
5. Allow the students to start the first draft of their poem. Make sure to encourage students to use their completed activity sheets to assist them with their writing.

Session 2:

1. Once students have completed their first draft have them read their poem and remove any excess language. Remind students that poetry is condensed language and that they are trying to express ideas using meaningful words versus using a lot of words! You may want to give them a few examples such as:

Sentence: *I am like a falcon that soars for long hours above the city, watching everyone down below.*

Edited Sentence: *I am ~~like~~ a falcon ~~that~~ soars (ing) ~~for long hours~~ above the city, watching everyone ~~down~~ below.*

2. Next have students circle all the adjectives in their poem and using a thesaurus look up the circled words. Students may elect to change a word based on their findings.
3. Next students should read their poem once again with this question in mind: "Is there a better way to express a particular line(s) in my poem?" Encourage students to use metaphors and similes. You may want to share an example such as:

Sentence: *I grew up in Miami, Florida.*

Revised: *The Alligator was once my neighbor while the bright sun upon my skin and soft sand between my toes are my first memories.*

4. Continue to review and edit as you feel necessary, you may want students to highlight other parts of speech based on what is currently being studied.
5. Before writing a final version students should check their poem for punctuation and grammatical errors.
6. Display the class poems for all to see; perhaps with a family tree template as a backdrop! Don't forget to have students enter the Annual Carl Sandburg Home NHS Student Poetry Contest. See the Park's website for details!

Family History Activity Sheet: My Genealogy Tree

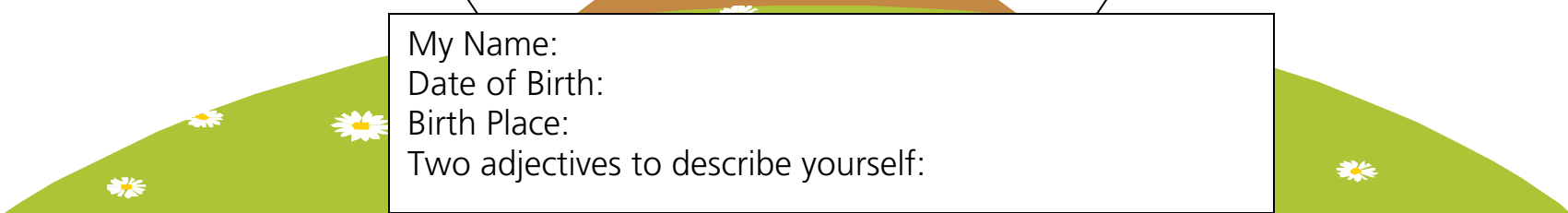


Grandmother's Name:	Grandfather's Name:	Grandmother's Name:	Grandfather's Name:
Date of Birth:	Date of Birth:	Date of Birth:	Date of Birth:
Birth Place:	Birth Place:	Birth Place:	Birth Place:
Two adjectives to describe her:	Two adjectives to describe him:	Two adjectives to describe her:	Two adjectives to describe him:
One interesting fact about her:	One interesting fact about him:	One interesting fact about her:	One interesting fact about him:

Mother's Name:
Date of Birth:
Birth Place:
Two adjectives to describe her:
One interesting fact about her:

Father's Name:
Date of Birth:
Birth Place:
Two adjectives to describe him:
One interesting fact about him:

My Name:
Date of Birth:
Birth Place:
Two adjectives to describe yourself:



Sandburg's Family Heritage Activity Sheet



Sandburg's Mother's Name:

Birth Place:

Two adjectives to describe her:

What two languages did she speak?

Sandburg's Father's Name:

Birth Place:

Two adjectives to describe him:

Occupation:

Name: **Carl Sandburg**

Date of Birth:

Birth Place:

Two adjectives to describe Carl Sandburg:



Brainstorming Bubble Activity Sheet

4 adjectives to describe
the place you are from:

- 1-
- 2-
- 3-
- 4-

3 words to describe
your future:

- 1-
- 2-
- 3-

3 adjectives to describe
an important person in
your life:

- 1-
- 2-
- 3-

3 things you do with
your family:

- 1-
- 2-
- 3-

Your name here:

2 living things and 2
non living things in
nature.

- 1-
- 2-
- 1-
- 2-

4 verbs:

- 1-
- 2-
- 3-
- 4-

3 adjectives to
describe your
favorite foods:

- 1-
- 2-
- 3-

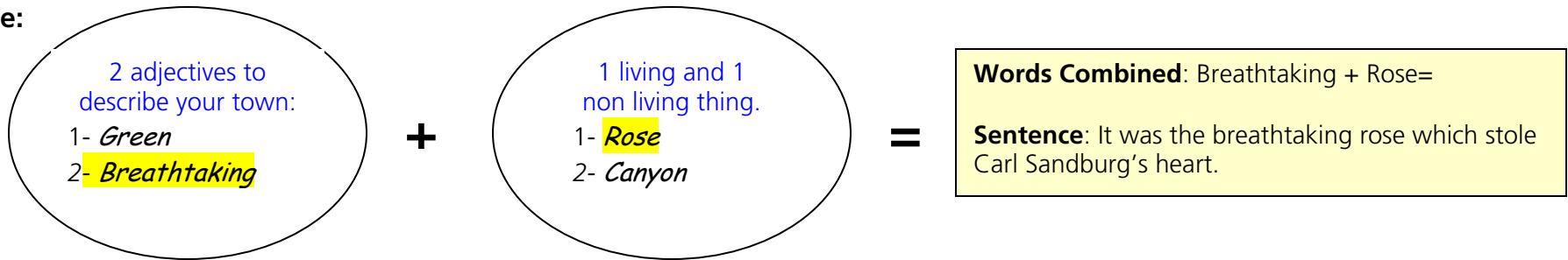
2 things you fear and 2
things you love:

- 1-
- 2-
- 1-
- 2-

Word Combinations! Activity Sheet

Poetry is all about combining the right words to describe something! In many poems you will find numerous adjectives, metaphors and similes that the poet has used to paint a powerful image in the readers mind. Using your completed brainstorming bubble activity sheet select two answers from any bubble so that when combined they paint an image in a reader's mind. Then using those combined words create a powerful sentence that can be used in your poem. This should be done five times in the spaces provided below.

Example:



Practical:

1. Words Combined: _____ + _____ = Sentence: _____

2. Words Combined: _____ + _____ = Sentence: _____

3. Words Combined _____ + _____ = Sentence: _____

4. Words Combined: _____ + _____ = Sentence: _____

5. Words Combined: _____ + _____ = Sentence: _____

Where To, What Next? Poem Template

Part 1: Where am I from?

Questions to consider:

Where were you born? What does it look like there? Are there mountains, oceans, deserts, forests?

Where are your parents and/or grandparents from?

What language(s) does your family speak?

What sort of foods does your family eat?

What are some things you have in common with your family?

What are some things that your family values?

What is unique about your family?

Part 2: Who am I today?

Questions to consider:

Where do you live today? What does it look like? How would you describe it?

What activities do you do with your family, friends or on your own?

What is important to you today?

Part 3: Where am I going?

Questions to consider:

What do you aspire to be?

What are your hopes and dreams for the future?

Where do you want to live?

Example of Autobiographical Poem

I Am...

I am from the small mountain town
Where apple trees grow
And cardinals soar.

I am a cheetah running from the white hunter of our past.
I am from a family who has heartbreak
But is putting the pieces together.
I am from a dad who plants hope in my heart,
And a mom who puts the nourishment in me
So that I may grow like the pine.

I am sprinting towards my dream to find a cure
using my healing hands to help the children of our world.

The American Dream

I am the American Dream.
Born from a cultural potluck.
My roots grow deep
And span across the continents:
East across the Atlantic Ocean,
North into the Queen's country and far
South into the deep Jungle.

A mixture of city streets and urban beats filled my youthful heart,
Whilst sultry summer days and snowy nights
Are sweet reminders of times well spent.

But in the end it was the Eagle and rugged lands
That truly stole my heart,
Filling my soul with a need for adventure.

Across the Great Plains and back again,
I did wander.
Chasing the legends of Indians and early mountain men.

It is within these legends that my heart did settle,
Recognizing that the future was bright.
And with my loved one by my side,
I know no mountain
Too tall for us to climb.

A bohemian life, we two did chose,
A fulfilling life, we two will live.
Each day we will pay homage to the stars above.
We are the American Dream.