

Carl Sandburg Home National Historic Site



Pre-Visit Lesson: *Poets and Poetry* *Grades 3-5*

Lesson Length

Approximately one 60 minute lesson or two 30 minute lessons

Common Core State Standards

Writing Standard

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. CCSS.ELA-Literacy.W.4.4

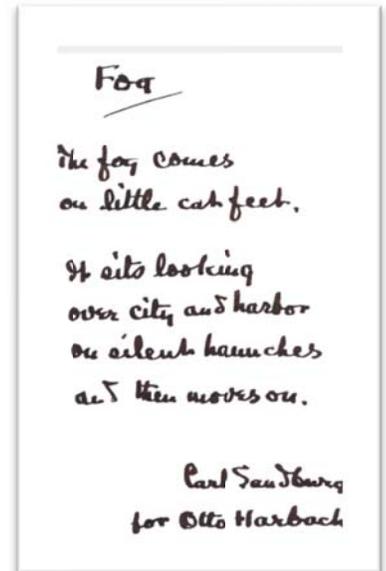
Speaking and Listening Standard

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

North Carolina Essential Standards

Social Studies

- Understand how events, individuals and ideas have influenced the history of local and regional communities. 3.H.1
- Explain how notable structures, symbols and place names are significant to North Carolina. 4.H.2
- Understand the role of prominent figures in shaping the United States. 5.H.2



Learning Targets

- I can discuss Sandburg's use of figurative language in the poem "Fog".
- I can write a poem using figurative language to compare weather to an animal.

Materials Provided

- Copy of "Fog" (can be projected on Smartboard or written on large chart paper)
- Where To, What Next* education film with Glenis Redmond (request a free DVD from park or download at <http://www.nps.gov/carl/forkids/where-to-what-next.htm>)

Materials Needed

- Thought bubble on chart paper or whiteboard
- Post-It notes for students to answer thought bubble
- Notebook paper and pencils
- Slips of paper
- Optional—weather photos or videos

Procedure

Activating Strategy

Thought Bubble, have a thought bubble posted with the question “What is a poet?” Students will write their answers on post-it notes and stick them in the thought bubble. The teacher will share several answers with the class. Ask students “Can anyone write poetry?”



Teaching Strategy

1. Show the first part of the video *Where To, What Next*. Stop right after Glenis Redmond introduces herself: “*I’m Glenis Redmond, and I’m a poet.*” (a little over 3 minutes of the video).
2. Discuss with the class what they learned about the poet Carl Sandburg from the video. How did the pictures and information about Carl Sandburg in the video compare and contrast with their previous definitions of the word “poet” in the thought bubble?
3. Ask students to close their eyes as the teacher reads the poem “Fog” out loud. What did they visualize as they heard the poem? Share visualizations with the class.
4. As a whole class, act out the poem “Fog” by adding movements one line at a time and repeating the poem.
5. Gather students together as a group, with teacher at the front with “Fog” displayed on whiteboard.
6. Explain to students that they will have the opportunity to embody a poem through acting out the words of the poem.
7. Re-read the poem to the children and prompt students to think about how they might move to express the poem.
8. Teacher says first line of poem while modeling and encouraging students to add body movements, which they repeat back. Complete poem activity by reading each line and repeating the movement.
9. Look at the poem “Fog”. Discuss how Carl Sandburg used figurative language (metaphor) to compare the fog to a cat. Why do they think he chose to do that? What are the similarities between fog and a cat? (How do they both move, look, etc?) (You could use a Venn diagram to compare and contrast cat and fog.)
10. As a whole class brainstorm about snow. (How does snow move, what does snow look like, etc?) Share ideas with the class and write on the board.
11. As a whole class, brainstorm animals that they would compare with snow. Choose one of the animals.

12. Model for the students how to write a poem using figurative language to compare snow and the animal keeping the format of the poem similar to “Fog”.

13. Show the rest of *Where to? What next?*

Summarizing Strategy

Ticket out the Door - Students will answer the question, *What is figurative language?* on a slip of paper and turn it into the teacher.

Extension Activity

Have the students work in small groups or individually to write a poem using figurative language to compare another type of weather and animal. Share poems with the class.

Fog

by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over city and harbor
on silent haunches
and then moves on.