



## Lesson Plan 4: Poetry Writing

**Subject:** Language Arts

**Course/Grade:** Poetry Writing / 4-6

**Objectives/Outcomes:**

- Students will write poems based on the senses they used during their online visit to the Hall. Check out the [Hall website](https://www.patriots.com/news/game-recap-the-joy-of-six) (exhibits section) and watch Super Bowl LIII highlights (<https://www.patriots.com/news/game-recap-the-joy-of-six>).
- Students will strengthen their poetry writing.
- Students will strengthen their note taking skills.
- Students will develop an awareness and appreciation of their five senses.
- Students will develop a better understanding of the New England Patriots organization.
- Students will incorporate pride, unity and a championship mindset into their daily lives.

**Curriculum Framework Standard(s):** 4.W.3, 4.RL.5

**Procedure:**

### 1. “Frontloading”- (Before)

#### a. Preparation & Planning

- i. Students will bring with them an understanding of the elements of poetry.
- ii. How to write any number of different types of poems (ex. haiku, cinquain, two voice or free verse).
- iii. An understanding of the five senses.

#### b. Prior to virtual visit:

- i. Teacher will lead a classroom discussion about how the five senses are applied to a football game. Teacher will chart their thoughts about each sense.
- ii. Class will watch a highlight video of the Patriots Super Bowl LIII win over the Los Angeles Rams (accessible on Patriots.com <https://www.patriots.com/news/game-recap-the-joy-of-six>). The teacher will then lead another discussion and chart their answers.
- iii. Students can choose what type of poetry they will write before their virtual Hall visit and then write a poem based on the video they watched.

### 2. Assistance and Associations (During)

- a. Since students are unable to actually visit The Hall during this time, they should walk around their home and use a graphic organizer to take notes on each of the five different senses as they travel through the rooms. They should also review numerous exhibits at the Hall and pretend they are standing in the exhibit imagining what it would be like.







### 3. Reflection & Readiness for Application (After)

- a. In the virtual class following their “home tour” and exhibit review, the students will share ideas about how they experienced the five senses. The teacher will chart responses.
- b. The students will use their notes as well as the group-generated information to craft a poem.
- c. Teachers can allow students to present their poems to the class.
- d. Teachers can use their own rubric to grade students’ work.

#### Follow up:

Each school is encouraged to send their poems to the Hall following their visit at [education@patriots.com](mailto:education@patriots.com).

#### Poetry Formats (if needed)

##### Cinquian

- Line 1: one word (subject or noun)
- Line 2: two words (adjectives) that describe line 1
- Line 3: three words (action verbs) that relate to line 1
- Line 4: four words (feelings or a complete sentence) that relates to line 1
- Line 5: one word (synonym of line 1 or a word that sums it up)

##### Haiku

- Line 1: five (5) syllables
- Line 2: seven (7) syllables
- Line 3: five (5) syllables

