



Lesson: Write a poem about *Charm*

OVERVIEW

This lesson is a continuation of the lesson focused on defining the many perspectives of the word, “charm.” As students work to learn the piece and understand the title, they have learned about the music, the composer, and also aspects of *Charm*’s context. They can apply what they’ve learned, using knowledge and personal thoughts about the music to create poems about *Charm*. This lesson will focus on writing poetry as a means to think about and describe the music. Students will develop three word banks of nouns, adjective, and verbs related to *Charm* to use as they write.

LEARNING GOAL

Using an existing poetry structure, students will create a poem about Kevin Puts’ *Charm* that incorporates their knowledge and experience of the music. Their work can be assessed as evidence of knowledge and understanding about the music.

RESOURCES & MATERIALS

- A poetry template; two are provided with this lesson
 - [Diamante Poems](#)
 - [Acrostic Poems](#)
- Writing materials
- 3 or more sheets of poster paper for word banks marked as NOUNS, VERBS, and ADJECTIVES

PROCESS

1. As a class, do a five-minute “brain dump” of all the nouns, verbs, and adjective that students associate with *Charm*. If necessary, remind students of the function of each of the parts of speech. Three students can serve as scribes. As the words flow, they will write them on one of the three charts. The rest of the ensemble will check for appropriate placement of each word on one of the charts.
 - noun: name for a person, place or thing
 - adjective: word that describes or modifies a person or thing (noun)
 - verb: the action words in a sentence

2. Introduce the poetry template you've selected for students to use. Tell them that:
 - They will write a short, descriptive poem about *Charm*.
 - They can use words that are not on the posters; the word banks are a starting point.
 - They should do their best work because you are planning to share the poems in the concert where they will play the piece. Their work also will be used as an assessment to measure what they learned about *Charm*.
3. After completing their first draft, have students talk with a partner for a peer review to make suggestions for each other's poems. Write revisions based on feedback.
4. Ask for volunteers to read their poems in class. Post them on a bulletin board or display them in some way for others to read. Publish some of the poems in your concert program and display others at the performance.
5. Encourage students to illustrate their poems. (Optional)

ASSESSMENT

Assess what they know about the music by quantifying their use of nouns, verbs, and adjectives, the detail in their language, and the number of facts and ideas they wrote into their poems.

EXTENSIONS

- Students can design and create a poster using the title *Charm* and words from poems and word banks. Post them on the band room walls and in the school halls to announce the concert.
- Students can design a cover for band concert program.

DIAMANTE POEMS

The word diamante is Italian for diamond. The *diamante* poem is seven lines long and the lines that do not rhyme. The first and last lines are the shortest and the middle lines are longer, thus making a poem in the shape of a diamond.

Characteristics of a *diamante* poem:

- They are seven lines long.
- The first and last lines have just one word. For your poem, you will use 'charm' for the first and last line.
- The second and sixth lines each have two words, both adjectives.
- The third and fifth lines each have three words, all verbs.
- And the fourth line has four words, all nouns.

Here's an easy way to visualize the poem form:

Noun
Adjective, Adjective
Verb, Verb, Verb
Noun, Noun, Noun, Noun
Verb, Verb, Verb
Adjective, Adjective
Noun

Make up your diamante poem. Use words from the word bank charts or think up your own.

Charm

_____ (2 adjectives)

_____ (3 verbs)

_____ (4 nouns)

_____ (3 verbs)

_____ (2 adjectives)

Charm



ACROSTIC POEMS

An **acrostic** poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic. You can use any of the parts of speech to fulfill the structure of an acrostic and you can write more than one word on each line.

Write an Acrostic Poem about *Charm*.

C _____

H _____

A _____

R _____

M _____

