Teacher Resource:

Cinquain

Sponsored by the Martha Holden Jennings Foundation
Cinquain

This lesson was developed by Mr. Robert Steinline, a Technology Education teacher at Springfield Middle School, as part of a collaboration project between the Toledo Museum of Art and area educators. It is intended for 6th–8th grade students.

Goals: To encourage close looking and describing through poetry, with promotion/marketing applications.

Objectives: Participants will work in small groups to write a cinquain about an image.

Common Core Standards:

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Visual Literacy Skills: Close Looking, Form, Ideas, Describing

Materials: Cinquain worksheet, images of vehicles

Length: 15–20 minutes

Step 1: Assign each student one of several images. These should be images of different types of vehicles that display their different designs.

Step 2: Pass out the Cinquain worksheet. Each student is to do their own worksheet.

Step 3: Give students 5–10 minutes to work. If a student is stuck, you may want to allow them to ask one another for help.

Step 4: Ask for volunteers to read the finished poems aloud with the image visible.

Ask the group to consider the following:

What was hard about this activity?

What did you learn about the challenges of promoting a design with a slogan?

All images are vehicles; what similarities did you notice about the observations put in poetry form? What difference?
Cinquain Worksheet

A cinquain is a five-line poem that describes a person, place or thing. Here’s an example:

<table>
<thead>
<tr>
<th>oak</th>
<th>?</th>
<th>A one-word title, a noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>majestic, gigantic</td>
<td>?</td>
<td>Two adjectives</td>
</tr>
<tr>
<td>standing, shading, growing</td>
<td>?</td>
<td>Three -ing verbs</td>
</tr>
<tr>
<td>in need of a tire swing</td>
<td>?</td>
<td>A phrase</td>
</tr>
<tr>
<td>tree</td>
<td>?</td>
<td>Synonym, another noun</td>
</tr>
</tbody>
</table>

Use this chart to write your own cinquain.

1: ____________________________
A one-word title, a noun that tells what your poem is about

2: ____________________________, ______________________________
Two adjectives that describe what you’re writing about

3: ____________________________, ______________________________, ___________________________
Three -ing verbs that describe what your poem is about

4: ______________________________________________________________________________________
A phrase that tells more about what you’re writing about

5: ____________________________
A synonym for your title, another noun that tells what your poem is about