



PATRIOTS HALL OF FAME PRESENTED BY RAYTHEON

# HISTORY, SOCIAL STUDIES, AND WELLNESS



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# Lesson Plan 1:

## History and Geography

**Subject:** History and Geography

**Course:** New England – 6 States Home to the Original Patriots

**Grade Level:** 4<sup>th</sup> or 5<sup>th</sup> grade

### Objectives/Outcomes:

- Use maps to *identify the six states* that make up the region known as New England.
- Briefly discuss New England's origin and role in the American Revolution.
- Create maps of the New England region that indicate *capital cities, major rivers, and important natural resources* for each state.
- Discuss the meaning of the word "*Patriots*" and the reasons for the New England football team using that word in its name.
- Using the finished maps as a reference, students will discuss possible reasons why the Patriots team owners and the NFL decided to change their name from the *Boston Patriots* to the current *New England Patriots*.

### Curriculum Framework Standards:

- NCSS (National Council for the Social Studies)
- People, Places, and Environments
- Production, Distribution, and Consumption
- Global Connections

### Procedure:

#### 1. "Frontloading" (Before)-

##### a. Preparation & Planning

- i. Students should have a basic knowledge of maps and what they have in our world. (A basic lesson about globes and projection maps should preclude this lesson.)
- ii. Students should have a basic knowledge of how to locate the United States on a globe or flat map.
- iii. Students should have been exposed to a variety of map types, such as; political maps, population maps, physical maps, or natural resource maps.
- iv. Some knowledge of early U.S. history and the original colonies,
- v. Students should have a basic knowledge of the New England Patriots football team and its place in the National Football League.

##### b. Necessary Materials/Resources:

- i. An online map of the United States which includes political boundaries and physical landmarks.
- ii. An online U.S. map highlighting natural resources.
- iii. A blank online political map of New England states.





- iv. Geography/Social Studies texts or online resources and dictionaries available for additional student research.
- v. A color picture of the past and current Patriot team logo.
- vi. Pencils, colored pencils, and rulers for each student.

## 2. Assistance and Associations (During)

- a. Open this lesson by having the students review important points from previous lessons in which they explored different types of maps, map keys, and regions.
- b. Explain to students that they will be discussing and dissecting one particular region on a *political map of the United States*.
- c. Ask the students if they have ever heard of the name New England before. Where have they heard that name?
- d. Students most likely will mention the American Revolution or any of the New England sports teams; specifically, the New England Patriots football team.
  - i. Have your class think about *New England Patriots*.  
What is a “Patriot”? Through class discussion and dictionary usage, the class will come up with a simple definition of the word “patriot”.
  - ii. Ask the students why the local NFL franchise may have chosen that name.
  - iii. Where do the Patriots play football? Is that part of New England?
- e. Using a map of the U.S., ask students to identify New England on the map. Students will learn that New England is a group of six states in the Northeast region of the U.S. Identify Maine, New Hampshire, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island as the six New England states.
- f. Explain to students that most of these six states were part of the original English colonies that became the United States.
- g. Ask students what they know about the American Revolution and how America became a country.
- h. Explain that each state had an important part in allowing those early colonists to break free of the English monarchy, and that, following war with England, the people who lived in the colonies were then free to create a new country - the United States of America.
- i. Identify the six New England states on a large U.S. political map. Do the students live in one of these states?
  - i. Point out to the students that the New England states are close together. Which of these states share borders? Do any of these states border the ocean? Which ones?
  - ii. Explain to the students that the Patriots football team was originally called the Boston Patriots. Where is Boston? Is it in New England? Why might the Patriots owners have decided to change the team name and home from the city of Boston to all of New England? Discuss.
- j. At this time the teacher can display the past and present Patriots logo and discuss the meaning behind the Revolutionary War uniform on the past logo and the star on the current logo.





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

- a. Tell the students that they will now be testing their map skills from today's lesson, as well as from previous geography lessons.
  - i. Each student will be sent a *map of the U.S.* that shows *political boundaries, state capitals, and state natural resources that are used for state income.*
  - ii. Each student will also be sent a blank map of the New England states.
- b. Using their maps, geography texts; and blank New England States worksheet, each student will complete a map of New England which must include:
  - i. N.E. state names
  - ii. N.E. state capital cities
  - iii. major rivers or lakes in each N.E. state
  - iv. oceans that border any of the N.E. states
  - v. major natural resources found in each N.E. state

**Use the following three-point rubric to evaluate the students' work during and following the completed lesson:**

**3 points:** The student actively participated in virtual class discussions; used books, maps and other class resources properly; created an attractive, accurate, and understandable map of New England that correctly includes all of the labels of state names, state capitals, major water resources, other natural resources, a compass rose and a map key.

**2 points:** The student participated in virtual class discussions; used books, maps and other class resources to some degree, created a presentable map that was not completely accurate or understandable, but did correctly label most of the state names, capitals, major water resources, other natural resources, a compass rose and a map key.

**1 point:** The student did not participate in virtual class discussions; was unable to use class resource materials without guidance; created a finished, but inaccurate map that included half or less of the required state names, capitals, major water resources, other natural resources, a compass rose and a map key.

**0 points:** The student did not participate in class discussion or adequately finish the assigned map project.

#### Follow Up:

- Students can be tested on several of the new vocabulary terms that were covered in the lesson.
- The class can read a novel called, Johnny Tremain, about a boy in revolutionary New England.
- A trip to the *Patriots Hall of Fame presented by Raytheon* (when re-opened) would include an assignment to find out more about the Patriots team history and the origins of both its names.
- Students could complete similar lessons and maps about other regions/geographic areas of the United States.





## Lesson Plan 2

# Social Awareness

**Subject:** Social Awareness: Respect and Discrimination for many different reasons

**Course/Grade:** 4-10

**Objectives/Outcomes:**

- Discussion on feelings of discrimination
- Discussion on strategies for combating discrimination
- Appreciation of diversity
- Respecting differences

**Materials:**

- Patriots biographies from [Patriots Media Guide](#)
- Newspaper

**Procedure:**

- 1. “Frontloading” (Before)-**
  - a. Preparation & Planning**
    - i. Using the online Patriots Media Guide, review with students the differences among team players’ roots, race, and other personal information.
  - b. Discussions with students:**
    - i. Discrimination takes many forms
    - ii. Brainstorm examples of Discrimination
    - iii. Ask students to think of time when they or someone they cared about was treated unfairly because they belonged to a “labeled group”
    - iv. Strategies for confronting these situations if students see it happening
    - v. Ease in dealing with situations
    - vi. Would student pick sides?
- 2. Assistance and Associations (During)**
  - a. Provide students with handout (teacher created) - 5 Patriot players with obvious differences such as geographical roots, races, or differing personal information
  - b. School community differences
- 3. Reflection & Readiness for Application (After)**
  - a. Writing exercise- how does a good team deal with accepting differences and how would that translate to accepting differences in our school community and throughout our living community.
  - b. Check for understanding





# Lesson Plan 3

## Knowing our Values

**Course/Grade:** 4-10

**Objectives/Outcomes:** Students will identify their values and will (hopefully) learn from each other

**Materials:** Pencils and handout

### People/Respect

|                    |                |                 |
|--------------------|----------------|-----------------|
| Scientists         | Police         | NASCAR Drivers  |
| Grandparents       | Teachers       | Neighbor        |
| Politicians        | Journalists    | Rock Star       |
| Forest Rangers     | Foster Parents | TV Anchor       |
| Doctors            | Farmers        | Mom             |
| Meter Readers      | Cashiers       | Mail Persons    |
| Waitpersons        | Carpenters     | Fire fighters   |
| Athletes           | Dad            | Military people |
| Religious leaders  | Pilots         | Truck Driver    |
| College Professors | Cab Drivers    | Repair person   |

### Procedure:

- 1. “Frontloading” (Before)**
  - a. Preparation & Planning
    - i. Prior Knowledge:
    - ii. Knowing what and who is important to you establishes your “value system” and is relevant when establishing your personal goals, setting your priorities, and managing your time
    - iii. This exercise will NOT tell students what their values should be, rather it will help discover what they are
    - iv. Students should be reminded that their values will probably change as their life experiences change
- 2. Assistance and Associations (During)**
  - a. What you will do to activate the learning:
    - i. Work in virtual groups of 4-5, with each student having a pencil and access to the People/ Respect worksheet





- ii. Review the worksheet with the class and ask students to underline those people on the list that they would say are important to them
- iii. Now ask the students to number the ones that they have underlined from 1-8 in rank order with 1 being the most important
- iv. Ask the groups to discuss their rankings and the reasons why the underlined people are important to them
- v. Ask the groups to share their reasoning with the other groups in the virtual classroom
- vi. Teacher can collect all the responses and look for common reasoning among the groups to share with the whole virtual
- vii. Assist students in making connections
- viii. Ensure student understanding

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

- a. Writing exercise from students demonstrating their knowledge of their personal values and a couple of paragraphs about them
- b. Check for understanding





# Lesson Plan 4

## Metabolism

**Subject:** Wellness

**Course/Grade:** 4-8

**Objectives/Outcomes:**

- Demonstrate understanding of metabolism and how it can affect an individual.
- Demonstrate understanding of the factors that determine body shape and size.
- Complete Daily Caloric Requirement worksheet and demonstrate understanding of caloric intake and the relationship between caloric intake, activity level and their impact on a person's weight.

**Curriculum Framework Standard(s):**

- 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks
- 3.4 Identify heredity, diet, and physical activity as key factors in body shape and size
- 3.11 Analyze dietary intake and eating patterns

**Procedure:**

**1. “Frontloading” (Before):**

**a. Preparation and Planning-**

- i. Students need to be familiar with the following: calories, nutrients, balance, variety, moderation, the food guide pyramid and its purpose, difference between a sedentary and active lifestyle.
- ii. Define metabolism as the process of taking in energy in the form of food measured in calories, and then using that energy/calories during your daily activities, or storing any excess energy/calories in the form of body fat.
- iii. Ask students what the three primary factors in determining body shape and size. Explain factors heredity, diet and exercise.
- iv. Explain the concept of daily caloric requirements. Discuss what creates differences in each person's caloric requirements.
- v. Send students the daily caloric worksheet and walk them through calculations to figure their daily caloric requirements.
- vi. Define obesity and discuss unhealthy routines. Help students make the connection between calories, exercise and weight. Taking in more calories than you can burn will lead to weight gain and potentially obesity.

**2. Assistance and Associations (During)**

- a. Have student's complete Daily Caloric Requirement (DCR) activity sheet.
- b. Ask students to compare and contrast differences in requirements for an active teenager and a professional football player.







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

- a. Have students brainstorm menu ideas for the Patriots player they chose to use on the DCR activity sheet based on their calculated DCR, keeping in mind the concepts of balance, variety and moderation.
- b. Discuss with students what might happen to an NFL player's DCR after they retire from the NFL, when their intense activity level most likely would decline.





# NUTRITION FACT SHEET

**Calories:** amount of energy in food

**Macronutrients:** provide energy- they are carbohydrates, fats, and proteins

**Micronutrients:** regulate body functions: they are vitamins, minerals, and water

**Non-nutrients or empty calories:** foods with no nutritional value, they are often processed or refined

**Heredity:** an individual's genetics, beyond a person's control. People can be genetically tall, thin, short, or muscular.

**Diet:** everything you eat and drink. Each person needs to eat a different amount of food to maintain a healthy weight

**Physical Activity:** like diet, helps people to maintain a healthy weight

**Balance**

**Variety**

**Moderation**

**Obesity:** Occurs when there is an excess of fat, or adipose tissue, in the body

**Adipose tissue:** a type of connective tissue in which many cells are filled with fat. The body needs adipose tissue, but too much can result in serious health problems.

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- There are **six** basic nutrients that are divided into two categories, which are **Macronutrients** and **Micronutrients**.
  - **Heredity**, **diet** and **physical activity** are three primary factors that determine a person's body shape and size.
  - **Diet** and **physical activity** are factors that are within a person's control, **heredity** is not.
  - Balance, variety and moderation are three important concepts in planning a healthy diet.
  - The food guide pyramid is a helpful tool for planning a balanced diet. To get more information on the food guide pyramid go to [www.mypyramid.gov](http://www.mypyramid.gov).
  - **Obesity** can lead to many other problems and diseases such as:
    - Diabetes
    - Stroke
    - Heart Disease
    - Arthritis
    - Hernia
    - Strain on Circulatory System
    - Hardening of the Arteries
    - High Blood Pressure





# DAILY CALORIC REQUIREMENT WORKSHEET

Use the following steps to calculate your DCR:

1. Your ideal healthy weight: \_\_\_\_\_
2. Multiply your healthy weight by 10: \_\_\_\_\_
3. If female add 150, if male add 300 to the previous number: \_\_\_\_\_
4. Circle the activity level below that best describes you:

Sedentary (add 0)      Somewhat active (add 250)      Very active (add 500)

5. Add question 3 to question 4: \_\_\_\_\_ This is your approximate DCR.

Use the following steps to calculate your New England Patriots Player DCR

1. Roster weight of New England Patriot \_\_\_\_\_ : \_\_\_\_\_
2. Multiply roster weight by 10: \_\_\_\_\_
3. Add 300 to the previous number: \_\_\_\_\_
4. Circle the activity level below that best describes a New England Patriot:

Sedentary (add 0)      Somewhat active (add 250)      Very active (add 500)

5. Add question 3 to question 4: \_\_\_\_\_ This is your Patriot's approximate DCR





# Lesson Plan 5

## Physical Education

**Grade Level:** 6-10

**Goals/Objectives:**

- Identify individual fitness goals
- Develop and perform an individualized fitness plan to improve their own fitness level
- Differentiate plans for individuals at different fitness levels
- Develop a fitness plan for a New England Patriots player

**Curriculum Framework Standard(s):**

- 2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training
- 2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle
- 2.22 Conduct a personally developed physical activity program

**Prior Knowledge:**

- Students need to be familiar with the following:
- Five elements of fitness: muscle strength, muscle endurance, heart and lung endurance, flexibility, and body composition.
- Benefits of different types of exercises
- Difference between aerobic and anaerobic activity
- Three phases of a workout: warm-up, main activity, and cool-down
- Intensity of a workout
- How to develop individualized fitness plan
- Vertical leap and reaction time
- How to use the internet as a research tool

**Procedures:**

1. Begin the lesson by reviewing key terminology. Ask students what the five elements of fitness are. Ask students to define each element giving specific examples.
2. Ask students to take five minutes and reflect on their own fitness. Ask them to think about what they would like to improve about their fitness and how they would do that.
3. Distribute a fitness program outline.
4. Review outline with students using an example fitness plan to improve a specific area of an individual's fitness.
5. Give students time to fill out an outline on their own. Assist the students as needed.
6. When students are finished, ask if there are any volunteers who would like to share their outline. Encourage students to ask questions.
7. Ask students to consider what a fitness routine might include for different individuals at different stages of their life. Ask students to consider professional athletes and what their plans might include. Ask students to consider a New England Patriots player. Discuss the differences in





player positions and the different levels of fitness a certain player may require. A kicker may want to focus most on the muscular strength of their legs. A wide receiver may focus most on their heart and lung endurance. All players may follow one plan for the season and a different plan for the off-season.

8. Divide students into virtual groups of five and have them brainstorm a fitness plan for a professional football player while giving them one of the following goals: improved vertical leap, reaction time, off season workout plan, increased heart and lung endurance, and leg strength. Review with students what the importance of each of these goals might be in football. Provide them with a fitness plan outline to fill in their ideas.
9. Bring the virtual class together and have each group share with the class what they came up with. As a class, discuss the differences between a Patriots player's plan vs. the student's plan. Ask the students how the intensity levels might vary, how the goals would be different. Ask the students to consider what a Patriots player's level of fitness may have been at your student's age. Does the student think the football player set a goal at student's age to increase his element of fitness to one day become a professional football player?

**Use the following three-point rubric to evaluate the students' work during and following the completed lesson:**

**3 points:** The student actively participated in class discussions and demonstrated a thorough understanding of the concept. The student completed all necessary worksheets and worked well in the group portion of the lesson. Student put in a high amount of effort in implementing a fitness plan.

**2 points:** The student participated in most of the class discussion and demonstrated a partial understanding of the concept. The student completed most of the necessary worksheets and worked well in the group portion of the lesson. Student put in a good amount of effort in implementing their fitness plan.

**1 points:** The student did not participate in class discussion and demonstrates only a limited understanding of the concept. The student completed some of worksheets and contributed a limited amount to the group portion of the lesson. Student put very little effort into implementing their fitness plan.

**0 points:** The student did not participate in class discussion. The student's worksheets were not completed and they did not contribute in the group portion of the lesson. Student put no effort into implementing their fitness plan.

**Follow up:**

- Have students put their individualized fitness plan into action charting their improvements over a prolonged period of time.
- Use the rubric above to assess students.

**Materials/Resources:**

- Fitness Plan Outline for student and for New England Patriots
- Stages of Fitness Worksheet
- Pens/Pencils

