



# ECOLOGICAL JUSTICE IN WORLD POETRY

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LESSON 6 & 7

CONSOLIDATION:  
MAYA ANGELOU'S  
ON THE PULSE OF MORNING






## BY THE END OF THIS LESSON I WILL BE ABLE TO

1. Use I-FEEL, I-SEE, I-ANALYSE to arrive at a general reading of an eco-poem
2. Synthesise three thematic threads to communicate a sensitive and informed response to an eco-poem
3. Construct sensitive and sustained arguments by demonstrating attention to detail and sensitivity to nuance in the selection and analysis of textual evidence.
4. Evaluate and assess others' perspectives by considering their textual evidence and reasoning in a dialogic discussion.



An underwater photograph showing a diver in the lower center, holding a large orange mesh net filled with various pieces of plastic waste, including a large white bottle. The water is filled with other floating debris like seaweed, small plastic pieces, and bubbles. The scene is lit from above, creating a bright, somewhat hazy atmosphere.

## RECAP: THEMATIC CONCERNS & SKILLS

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KEY IDEAS, UNDERPINNING  
CONCEPTS & ISSUES



An underwater photograph showing a diver in the lower center, holding a large orange mesh net. The net is filled with various pieces of plastic waste, including a large white plastic bottle and other debris. The water is dark blue-green, and the surface above is covered with a layer of floating trash, including plastic bags and other litter. The overall scene conveys a message about ocean pollution.

LOG ONTO  
[WWW.KAHOOT.IT](http://WWW.KAHOOT.IT)



# 3 THEMATIC TAKEAWAYS

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1. Climate change as **slow violence**:
  - set of unfolding crises unfolding across individual human lifespans.
  - problematizes the misconception that climate change has easy and ready solutions
2. **Interconnectedness** of climate change:
  - disrupts boundaries between the natural / physical, animal and human worlds.
  - students need to **unpack the multiple perspectives of climate change discourse**
3. **Systemic issues** of climate change:
  - ethical questions of global equity and social justice
  - **the uneven effects of climate change on the globally dispossessed** at the heart of our exploration



# Our Framework For Analysis: The Connect Plan

I FEEL



I SEE



I ANALYSE

1. What do I feel about this poem?
  - *How does it make me feel?*
  - *What questions do I have about the text?*
2. Which parts of the poem made you feel this way?
3. How do I relate to this poem?
  - *What experiences can I draw upon to understand this poem?*

1. What is the poem about?
  - *What is its main message?*
  - *What are some key words that capture your attention?*
2. What details / evidence do you see that support this?
  - *What does the title mean?*
  - *Who is the Speaker or Persona?*
  - *Who is the Intended audience?*
3. Are there any developments in the poem?
  - *Is there a change in meaning from the beginning to the end?*

1. How is the text organised?
  - *What is its form / structure / shape?*
2. What are the key literary devices used in the poem?
  - *Linguistic / Sensory / Sonic*
3. Whose perspectives are present / absent?
  - *Who (or what) is speaking and what values do they hold? Who (or what) is absent or silenced? So what?*
4. How are different groups represented in the text?
  - *Which species/race/gender/class holds the power in this text? Which is marginalised?*



A photograph showing a person lying on a blue tarp, surrounded by a large pile of garbage and waste. The person is wearing an orange and yellow patterned sari. The waste includes plastic bags, cardboard boxes, and other debris. A large white bag with the word 'KING' is visible on the right. A basket with an orange cloth and a white bag with the word 'অভিযান' (Abhiyan) is in the center. The scene is set in a dark, possibly outdoor, environment with a body of water or a very dark ground in the background.

# ACTIVITY ONE

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CARDS AGAINST  
(IN)HUMANITY



1. In your groups, study the images on the deck of cards

2. Think:

- What is happening in this picture?
- How does it make you feel?
- Why do you think this is happening?





3. Pair up photographs in your deck

4. Explain how your pairings are connected.

a. How do you think these events are connected?







MAYA  
ANGELOU

ON THE PULSE OF  
MORNING





REMEMBER:

AS YOU WATCH,  
ANNOTATE ALONG  
USING THE  
CONNECT PLAN!



What is the overall thematic concern of *OTPOM*? Identify three key literary techniques used in your given section and explain how they effectively convey this thematic concern.

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- Identify the thematic concern and three supporting literary techniques
- Explain the purpose/function of the technique and its intended effect
- Evaluate how effective these techniques are by drawing connections back to the thematic concern and drawing on assessing perspective/representations

Organise your response into clear PEEL paragraphs.







1. Scribe: takes note of the discussion points and organises the generated thoughts
2. Discussion director: directs the discussion through questions targeted at each team member and challenges them through follow up questions
3. Literary Luminaries (2): identify literary techniques, intended purpose and effect
4. Ideas connector: points out how theme and devices are connected back to the theme