



ECOLOGICAL JUSTICE IN WORLD POETRY

Lesson One:
Climate Change –
Introduction to Eco-poetry

Lesson Objectives

By the end of the lesson,
students should be able to:

visualise setting and pay attention to atmosphere by drawing on details in the poems (e.g. time, place, physical details, situations, mood of text)

trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poem by using *The Connect Plan* framework for analysis

What is Eco poetry?

- About the nonhuman natural world – wholly or partly, in some way or other, but really and not just figuratively
 - Eco-centric, not anthropocentric. Human interests cannot be the be-all and end-all of an ecopoem
 - Portrayal of nature as threatened by human activities
 - Nature poetry that has designs on us, that imagines changing the ways we think, feel about, and live and act in the world.
- *By showing us also that some things must go (dams, oil rigs, plastic bags, animal concentration camps, virtual disconnectedness), eco poetry doesn't supplant nature poetry but enlarges it.

[Excerpts from “Why Ecopoetry?”, John Shoptaw, Poetry Foundation]



Some Key Terms...

➤ **Eco-centric:**

having a serious concern for environmental issues

➤ **Anthropocentric:**

regarding humans as the most important and central factor in the universe

Definitions from: <https://www.collinsdictionary.com/>



Reading Poetry with The Connect Plan

I FEEL

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?*

I SEE

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?*

I ANALYSE

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?*

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Image from:

<https://brainfartsbysara.wordpress.com/2015/03/05/its-okay-to-feel-all-the-feels/>

Group Activity Task: Line to Image (10 min)

Using key questions from I-FEEL:

1. Discuss your personal feelings and emotional responses towards “Ice Would Suffice” by Risa Denenberg, with support by quoting the poem
2. Make links by relating the text to your own experiences
3. Look for images that best represent these ideas.
4. Post your responses and any personal questions you may have about the text on Padlet.

Sharing Responses (10 min)

Share with the class about the images you chose. Remember to link it back to lines from the poem!



**What words
come to mind
when you see
this?**





Or this?













An aerial photograph of a tropical coastline. The image shows a mix of vibrant green palm trees and dense foliage on the left, transitioning into a sandy beach. Scattered across the beach and in the shallow, turquoise water are numerous pieces of bleached, white driftwood. The water's color deepens into a darker blue towards the top right. The overall scene suggests a remote, possibly vulnerable coastal environment.

The Unseen “Slow violence” that affects millions

A top-down view of a person's hands typing on a silver laptop keyboard. The laptop is on a wooden desk. To the left of the laptop is an open notebook with a pen resting on it. A cup of coffee is visible in the top right corner. The text 'Writing Task (15 min)' is overlaid on the left side of the image.

Writing Task (15 min)

Write a personal response in your literature journal.

Choose a line or phrase from the poem to encapsulate/express your feelings towards the poem.

Explain why it made you feel a certain way.