

A polar bear is shown from a high angle, standing on a small, melting ice floe. The bear is white and its shadow is cast onto the ice. To the right of the ice floe is a body of dark teal water. The background is a vast expanse of white and blue ice.

# ECOLOGICAL JUSTICE IN WORLD POETRY


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Lesson Two:  
Climate Change –  
Visualising Eco-poetry




# Lesson Objectives

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



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



identify and articulate ideas relating to environmental issues in the text by discerning ideas and issues that recur throughout the text and making connections between literary texts and their knowledge of self, the world, other texts and other readers through class discussion and sharing

# RECAP:

## 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?*



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



# Task: THINK-PAIR-SHARE (10 min)

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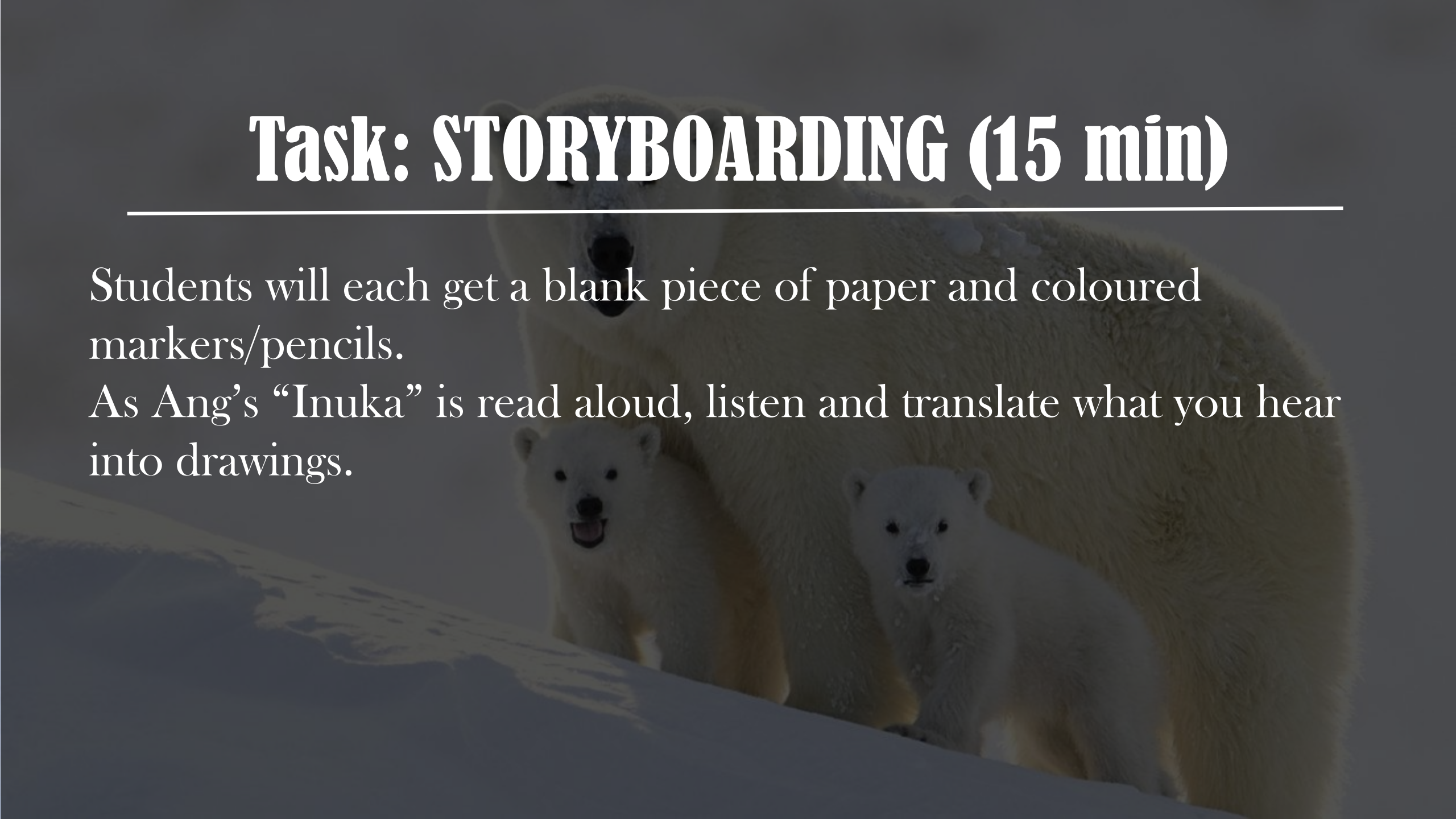
1. Read "Inuka" by Ann Ang
2. In pairs, use TCP (I-FEEL) to jot down your responses in your literature journal
2. Create a table with two columns (personal responses in "Think", partner's responses/new responses from discussion in "Pair-Share")

# Task: STORYBOARDING (15 min)

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Students will each get a blank piece of paper and coloured markers/pencils.

As Ang's "Inuka" is read aloud, listen and translate what you hear into drawings.







# STORYBOARDING SHARING

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What did you draw?  
Why did you draw this?

# Reading Poetry with The Connect Plan

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**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?*

# Reading Poetry with The Connect Plan

I SEE

## 1. What is the poem about?

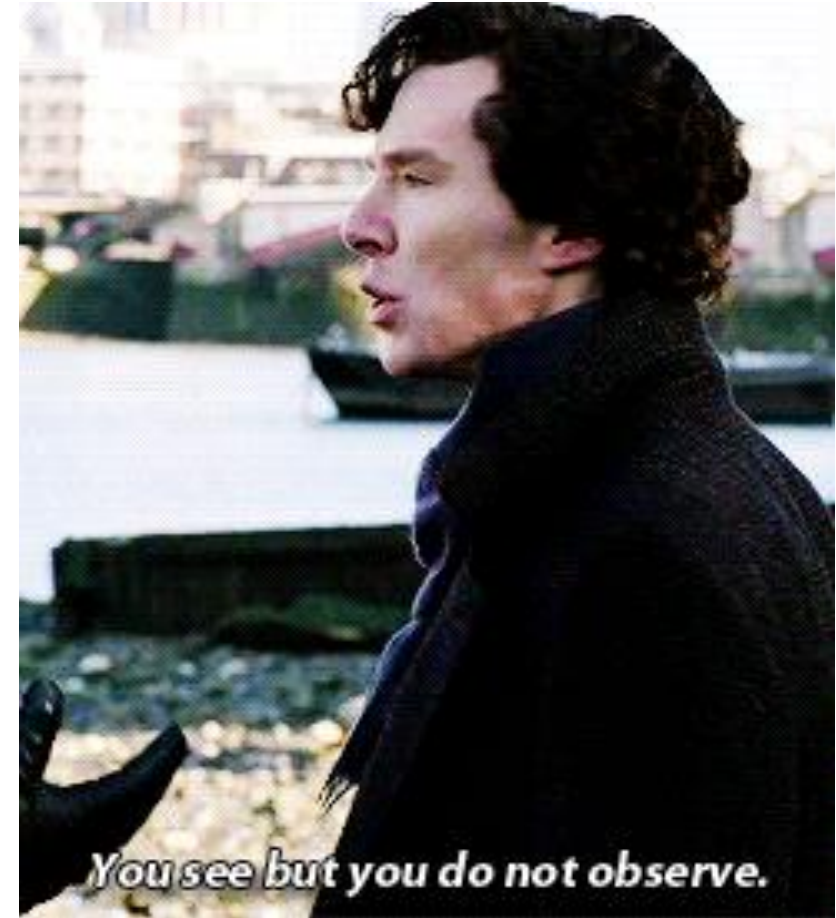
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In this case, you need to *see*,  
not just observe



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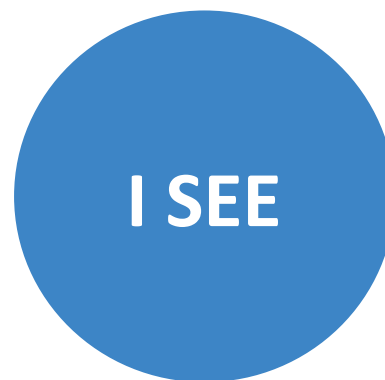
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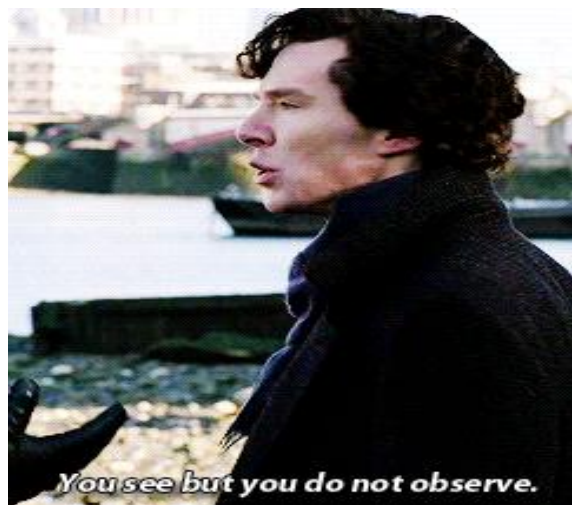
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