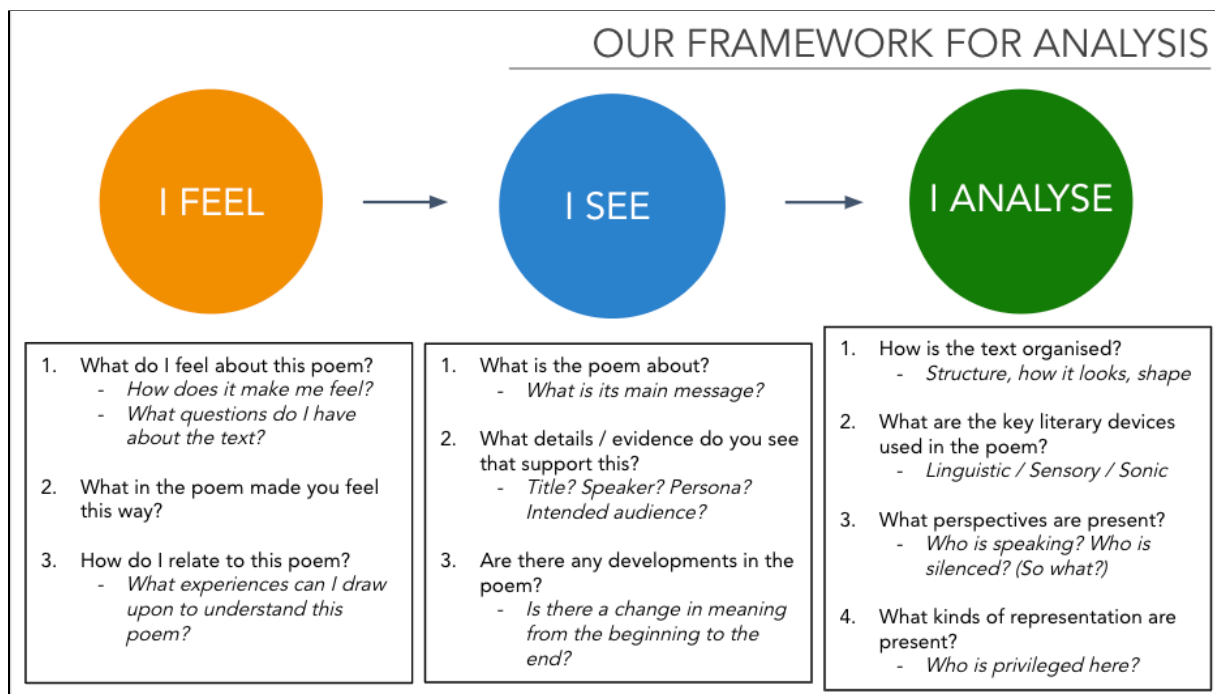


## MAIN PEDAGOGICAL APPROACHES AND CONNECTIONS WITH CRITICAL THEORIES AND 2019 MOE SYLLABUS



The package adopts *The Connect Plan* framework for analysing poetry. The framework is informed by the four critical approaches to literature and the Four Principles of Literature Teaching and Learning (4PTL).

The first lesson focuses on the “I-FEEL” step of the framework. To tap on students’ existing schema on climate change and prepare them for a richer appreciation of eco-poetry, the first lesson encourages **(1) personal engagement** and **(2) meaningful connections** through a *Line to Image* activity, where students search for online images that represent their engagement with the text. This aspect of the framework also primarily adopts the questioning and responding skills emphasised in **Reader Response Criticism**.

The second lesson deepens this initial interaction (“I-FEEL”) to consider what “I-SEE”. We begin the **(3) critical appreciation** of the poem by equipping students to understand a poem’s plot development through a *Storyboarding* activity.

The third lesson guides students through “I-ANALYSE”, introducing the skills of evaluating perspective and representation. *Pictures of You* examines the interconnectedness of man and nature and uses a **Poststructuralist** approach to deconstruct the human/non-human binary. Students will deepen the **(2) meaningful connections** between texts and their lives by allowing the poem to reframe their understanding of human-animal connections. The second activity, *Figuratively Speaking*, borrows from the **New Critical** emphasis on sensitivity to text and equips students with the skills of identifying and analysing the effect of the sensory devices in the poem, specifically figurative language and diction.

The fourth lesson is a challenging lesson that pressures their ability to analyse language and

references that are drawn from geographies that are likely far removed from their own. The use of an *opinionnaire* further challenges students to reconsider their own roles in environmental degradation. As part of “I-ANALYSE”, this lesson deepens students’ understanding of symbolism through the use of a *Photo Prompt* and strengthens their ability to move from denotation to connotation even when confronted with unfamiliar references.

The fifth lesson focuses on the sensory techniques that convey contrast, in particular juxtaposition. This skill is honed through the students’ exploration of the theme of social inequality in the effects of environmental degradation. To heighten their appreciation of these contrasting techniques, students will engage in a *debate* with the teacher, as they use the poem’s material to refute the teacher’s assertions about the nature of oil extraction in the Niger delta. The lesson also continues the fourth lesson’s skills emphasis on evaluating perspective and representation.

The sixth and seventh lessons provide students with the crucial opportunity to practice *The Connect Plan* in its entirety through the use of Maya Angelou’s longform poetry. Through the use of *literature circles*, students are able to practice the skills of exploratory talk and independent inquiry.

Throughout the unit, the range of assessment practices allow teachers to engage in **(4) reflective practice**, by capturing student learning through a variety of Assessment for Learning (AfL) strategies. These include

- a literature journal free response task to an evocative line or phrase (lesson 1)
- a single PEEL paragraph (lesson 3)
- a single PEEL paragraph and a thematic journal entry (lesson 4)
- 2 guided PEEL paragraphs (lesson 5)
- an individual writing task of 2 PEEL paragraphs on any of the poems covered during the course as well as an individual creative task (lessons 6 and 7)