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| Title of Unit: | Ecological Justice in World Poetry |
| Key Skill(s) Taught: | <ol style="list-style-type: none"> 1. Diction 2. Figurative Language (metaphor, symbolism) 3. Imagery 4. Juxtaposition 5. Analysing environmentally/ecologically-themed poetry 6. Constructing personal responses |
| Student Profile: | Mainstream / Government school 20-40 mid-to-high progress learners Visual and kinesthetic learning styles |
| Level / Stream | Secondary 3 / Express |
| Teacher Objectives: | <ol style="list-style-type: none"> 1. Equip students with the skills of analysing writer's craft and its effects 2. Expose students to novel ways of thinking about the theme of ecological justice 3. Develop students' ability to construct sensitive and informed personal responses to eco-poetry |
| Student Outcomes: | <ol style="list-style-type: none"> 1. <u>Analyse</u> the use of style (diction, figurative language, imagery and juxtaposition) and its effects in poetry 2. <u>Apply</u> their understanding of ecological justice when interpreting eco-poetry 3. <u>Construct</u> sensitive and informed personal responses to the given eco-poems |

| Lesson | Key Texts | Lesson Objectives | Learner Experiences | Assignments / Assessments |
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| 1 | <p>Handout 1.1: What is Eco-poetry?</p> <p>Risa Denenberg, “Ice Would Suffice”</p> <p>Handout 1.2: Summary of “The Unseen ‘Slow Violence’ that Affects Millions”</p> | <p>Students Should Be Able To (SSBAT):</p> <p>[LO1.1a] Visualise setting and pay attention to atmosphere by drawing on details in the poems</p> <p>[LO1.1b] Trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poems by using <i>The Connect Plan</i> framework for analysis</p> | <p>Key Learner Questions:</p> <ul style="list-style-type: none"> • What is eco-poetry? • What responses do I have towards eco-poetry? • How do environmental issues differ from other pressing concerns of our time? <p>Pre-activity</p> <ul style="list-style-type: none"> • Introduction to eco-poetry <p>Main Activities</p> <ul style="list-style-type: none"> • Introduction to <i>The Connect Plan</i> framework: I-FEEL • Activity: Line To Image — students find images to represent their personal feelings, emotional responses and own experiences of the poem • Introduction to slow violence <p>Post-activity</p> <ul style="list-style-type: none"> • Assignment: Writing task briefing | <p>Padlet presentation</p> <p>Personal response writing task in Literature Journal</p> |
| 2 | <p>Ann Ang, “Inuka”</p> | <p>SSBAT:</p> <p>[LO1.1b] Trace the feelings and thoughts they experience in response to the setting, atmosphere and</p> | <p>Key Learner Questions:</p> <ul style="list-style-type: none"> • What ideas of nature/the non-human are presented in eco-poetry? • How is slow violence depicted and presented in eco-poetry? • How is the idea of time discussed in | <p>Record Think-Pair-Share discussion in Literature Journal</p> <p>Student Drawings</p> |

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| | | <p>events in the poems by using <i>TCP</i></p> <p>[LO 3.1a] 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</p> | <p>eco-poetry?</p> <p>Pre-activity</p> <ul style="list-style-type: none"> • Re-cap: I-FEEL in <i>The Connect Plan</i> <p>Main Activities</p> <ul style="list-style-type: none"> • Activity 1: Think-Pair-Share response to poem • Activity 2: <i>Storyboarding</i> — students to respond to the teacher's reading of the poem by drawing their responses • Explicit instruction on I-SEE • Student application of I-SEE through drawings <p>Post-activity</p> <ul style="list-style-type: none"> • Consolidation of I-FEEL and I-SEE | |
| 3 | <p>Ow Yeong Wai Kit, "Elegy for a Silent Stalker"</p> <p>Ann Ang, "Koel Calls"</p> <p>Tiktok Video ("Koel Calls")</p> <p>Wild Boar Attack Article</p> <p>Inuka Polar</p> | <p>SSBAT:</p> <p>[LO 2.1b] Examine the effect of style on readers by analysing imagery, diction and figurative language</p> <p>[LO 3.1c] Interpret the theme of interconnectedness by considering how the poems explore human-centeredness and the relationship between</p> | <p>Key Learner Questions:</p> <ul style="list-style-type: none"> • What is the relationship between man and nature? • How does man understand nature? • Does man understand the impact of his actions on nature? • How is this relationship expressed in poetry? <p>Pre-activity</p> <ul style="list-style-type: none"> • TikTok video of girl imitating Koel sounds • Guided reading of "Koel Calls" and whole class discussion | <p><i>Pictures of You</i> images</p> <p>Class discussion Google Document</p> <p>PEEL paragraph task</p> |

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| | Bear Article | human and nature, through imagery, diction and figurative language | Main Activities <ul style="list-style-type: none"> • Activity 1: <i>Pictures of You</i> — students search for and present images of relationships between Man and Nature • Explicit instruction on interconnectedness • Students read articles on wild boar attacks and Inuka • Activity 2: <i>Class Discussion</i> [I-FEEL, I-SEE, I-ANALYSE] — in groups, students will analyse “Elegy for a Silent Stalker” for the use of metaphors or diction <ul style="list-style-type: none"> a. Teacher provides feedback on student presentation Post-activity <ul style="list-style-type: none"> • Consolidation of key ideas and link to previous lesson • Assignment: students to write 1 PEEL paragraph | |
| 4 | Jayanta Mahapatra, “24” Bhopal disaster photographs “A Disappearing World: Singapore is Harvesting | SSBAT: [LO 2.1 b] Examine the effect of style on readers by analysing figurative language (symbolism) [LO 3.1b] Interpret the poem’s theme by recognising the significance of the Bhopal gas tragedy | Key Learner Questions: <ul style="list-style-type: none"> • How do I read eco-poetry within the contexts in which it was written? • What is environmental justice? • How do I better understand and explain the use of symbols in eco-poetry? Pre-activity <ul style="list-style-type: none"> • <i>Opinionnaire</i> on environmental justice • Think-pair-share: “Environmental justice, explained” video | Photograph-to-lexical chain matching PEEL paragraph group work PEEL Paragraph task Literature Journal entry responding to Cambodia Sand |

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| | <p>Land From Cambodia” (00:52 - 3:07, 5:34 - 12:50)</p> | <p>context in which the poem is written and how it shapes the text’s main concerns</p> <p>[LO 3.1d] Draw on their interpretations to assess and refine their knowledge of self, the world, other texts and other readers through the concept of environmental injustice</p> | <p>Main Activities</p> <ul style="list-style-type: none"> • Explicit Teaching: environmental justice, global south, global north, Bhopal disaster, symbolism • Activity 1: <i>Photo Prompts</i> (Text-World Connections) — students to match given photographs to an assigned lexical chain to support an argument about the use of symbols in the poem. • Groups to write a PEEL paragraph on the effective use of symbolism in the poem <p>Post-activity</p> <ul style="list-style-type: none"> • Review student contributions and provide feedback • Assignment: 1 PEEL paragraph and Literature Journal response | <p>video</p> |
| 5 | <p>Ogaga Ifowodo, “XLV”</p> <p>Shell Corporate Video</p> <p>“UN slams Shell over Nigeria oil pollution” video</p> | <p>SSBAT:</p> <p>[LO 2.1b] Examine the effect of style on readers by analysing juxtaposition</p> <p>[LO 3.1b] Interpret the poem’s theme by recognising the significance of the context of oil extraction in the Niger Delta, in which the poem is written, and how it shapes the text’s main concerns</p> | <p>Key Learner Questions:</p> <ul style="list-style-type: none"> • How do I read eco-poetry within the contexts in which it was written? • How does the use of juxtaposition enhance one’s understanding of environmental justice? • How do I construct arguments when interpreting (eco)poetry? <p>Pre-activity</p> <ul style="list-style-type: none"> • Read and annotate the poem <p>Main Activities</p> <ul style="list-style-type: none"> • Context building using Shell corporate | <p>Debate arguments and class consolidation</p> <p>2 PEEL paragraphs task</p> |

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| | | <p>[LO 4.1a] Co-construct sensitive and informed personal responses by exchanging experiences and perspectives through a class debate</p> | <p>video and Al Jazeera video on Nigerian oil pollution</p> <ul style="list-style-type: none"> • Explicit teaching on ABE strategy of analysing juxtaposition and identifying • Activity 1: Debate (Text-World Connections) — Students will prepare one argument in the role of Nigerian people using evidence from the poem. Teacher to take the role of Shell. <p>Post-activity</p> <ul style="list-style-type: none"> • Feedback on debate substantiation and development • Assignment: 2 PEEL paragraphs that refine / revise in-class arguments found on Google Document. | |
| 6 | <p>Maya Angelou, “On the Pulse of Morning”</p> <p>Maya Angelou’s recorded reading of poem</p> | <p>SSBAT:</p> <p>[LO 4.2b] Synthesise all parts of <i>The Connect Plan</i> framework (feeling, form, style, representation) to arrive at a general reading of an eco-poem</p> <p>[LO 4.1b] Synthesise three thematic threads of the unit plan to communicate a sensitive and informed response to an eco-poem</p> | <p>Key Learner Questions:</p> <ul style="list-style-type: none"> • What connections can I make between the three sub-themes of this unit: slow violence, interconnectedness and systemic issues? • How do I apply <i>The Connect Plan</i> to reading Maya Angelou’s long poem? <p>Pre-activity</p> <ul style="list-style-type: none"> • Kahoot! Quiz activity covering <i>The Connect Plan</i>, main three thematic concepts and selected literary devices | <p>Kahoot! Quiz</p> <p>Matching of <i>Cards Against Humanity</i></p> <p>Group work for <i>First Take</i> on worksheet</p> |

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| | | | Main Activities <ul style="list-style-type: none"> • Activity 1: Schema building: <i>Cards Against (In)Humanity</i> — card game for students to respond to environmental issues and form connections • Activity 2: <i>First Take</i> — watch recording of poem and individually annotate according to <i>The Connect Plan</i>. Group discussion for assigned section Post-activity <ul style="list-style-type: none"> • Presentation and consolidation of <i>First Take</i> | |
| 7 | Maya Angelou, “On the Pulse of Morning” | SSBAT: [LO 4.2b] Apply <i>The Connect Plan</i> framework (feeling, form, style, representation) to generate a sensitive and informed response to an eco-poem [LO 4.1b] Evaluate and assess others’ perspectives by considering their textual evidence and reasoning in a dialogic discussion. [LO4.2b] Construct sensitive and informed personal responses by | Key Learner Questions: <ul style="list-style-type: none"> • How does Maya Angelou’s poem relate to the three sub-themes I’ve learned in this unit: slow violence, interconnectedness and systemic issues? • How do the literary devices used in the poem contribute to meaning-making? Pre-activity <ul style="list-style-type: none"> • Recap <i>First Take</i> Main Activities <ul style="list-style-type: none"> • Activity 1: <i>Teacher Modelling</i> — turning the <i>First Take</i> into PEEL paragraphs • Activity 2: <i>Group Writing</i> on Google Documents in given discussion roles: Scribe, Discussion Director, Literary Luminaries and Ideas Connector | Google Document group writing Individual Writing Task Individual Creative Task |

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| | | demonstrating attention to detail and sensitivity to nuance in selecting and analysing textual evidence | <ul style="list-style-type: none"> ○ Presentation and teacher and peer feedback <p>Post-activity</p> <ul style="list-style-type: none"> ● Consolidation ● Assignment: individual writing and creative tasks | |
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