

## LESSON PLAN (4)

Subject:	Literature in English	Class :	S3E
Unit :	Ecological Justice in World Poetry	Date :	TBC
Topic :	Environmental Justice: India's Bhopal Disaster	Time :	70 mins

### Prior Knowledge

Students should already know:

1.	[LO 2.1b] examine the effect of style on readers by analysing figurative language (e.g., metaphor, simile, personification, symbol)
2.	[LO 3.1a] Identify and articulate the main themes in the text

### Lesson Objectives

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

1.	[LO 2.1 b] Examine the effect of style on readers by analysing figurative language (symbolism)
2.	[LO 3.1b] Interpret the poem's theme by recognising the significance of the Bhopal gas tragedy context in which the poem is written and how it shapes the text's main concerns
3.	[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

Time	Lesson Development	Resources
10 min	<p><u>Introduction / Pre-activity:</u></p> <ol style="list-style-type: none"> <li>Students complete <i>opinionaire</i> on environmental justice</li> <li>Students will watch the video "Environmental justice, explained" (00:00 - 00:55, 02:13 - 03:33) and discuss their observations in a think-pair-share.               <ol style="list-style-type: none"> <li>Teacher calls upon 2-3 pairs to share their answers</li> </ol> </li> </ol>	<p><a href="#">"Environmental justice, explained"</a></p> <p>See Annex A for the <b>Opinionaire</b></p>
20 min	<p><u>Lesson Development / Main Activity:</u></p> <p><b>Explicit Teaching: Context building</b></p> <ol style="list-style-type: none"> <li>Teacher to define the concept of environmental justice               <ol style="list-style-type: none"> <li>Define the concept of "global north" and "global south"</li> <li>Explain that this lesson builds on the focus on interconnectedness in lesson 3, to consider how humans relate to each other in unequal ways</li> </ol> </li> <li>Teacher to outline the Bhopal Gas tragedy</li> <li>Students read Jayanta Mahapatra's poem "24" (1986).</li> </ol>	<p><a href="#">Bhopal: The World's Worst Industrial Disaster, 30 Years Later [The Atlantic]</a></p> <p>See Annex B for the <b>Photo Prompts Game</b></p> <p>See Annex C for the <b>PEEL paragraph group work document</b></p>

15 min	<p>a. Students to annotate the poem using <i>The Connect Plan</i></p> <p>4. Teacher to recap the definition of symbolism</p> <p><b>Main Activity: Photo Prompts (Text-World Connections)</b></p> <ol style="list-style-type: none"> <li>1. In their groups, students will be asked to analyse the denotations <u>and</u> connotation of the <b>symbols</b> in the following lexical chains.</li> <li>2. Students to match given photographs to an assigned lexical chain to support their argument. <ol style="list-style-type: none"> <li>a. <b>Vision / Sight:</b> eyes - deep and hard - onlookers - face - burn - fume - her look</li> <li>b. <b>Family / Local:</b> Victim Number - aged 5 - death - had she grown up - father's age - grow best in death - Chola Kenchi - the river - steel</li> <li>c. <b>Global / World:</b> drain the sea of his reality - burn - fish - river - steel - world's make-believe - utter certainty - horizon - untroubled distance</li> <li>d. <b>State of mind:</b> peaceful - half-waking - nightmare - filling with pain - utter certainty - untroubled distance</li> </ol> </li> </ol>	
10 min	<ol style="list-style-type: none"> <li>3. Each group to write PEEL paragraph on a google document: <ol style="list-style-type: none"> <li>a. How does the writer strikingly convey his feelings about the Bhopal disaster through the use of symbolism in the poem?</li> </ol> </li> </ol>	
15 min	<p><u>Closure and Consolidation / Post Activity</u></p> <ol style="list-style-type: none"> <li>1. Teacher to review student contributions and provide feedback.</li> </ol> <p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>1. Students to write 1 individual PEEL paragraph: <ol style="list-style-type: none"> <li>a. "How does the poet strikingly convey his feelings about the Bhopal disaster?"</li> </ol> </li> <li>2. Students to watch the video "<a href="#">A Disappearing World: Singapore is Harvesting Land From Cambodia</a>" (00:52 - 3:07, 5:34 - 12:50) and write in their Literature Journal: "Describe one way Singaporeans are (unknowingly) damaging the Cambodian environment"</li> </ol>	

Reflections (Choose 1 aspect of the lesson to reflect on – positive or negative one. It can be written in point form – not more than 1 page)

1. What happened? (What did my students do? What did I do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learnt from this?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act in future?)

NOTE: General guidelines for a double-period lesson – not more than 5 pages for every lesson, excluding references and worksheets/resources (Times New Roman, font size 12)