LESSON PLAN (3)

Subject: Literature in English   Class : S3E

Unit : Ecological Justice in World Poetry   Date : TBC

Topic : Interconnectedness: Understanding Nature   Time : 70 mins

Prior Knowledge
Students should already know:

1.	The Connect Plan framework for analysis (TCP)
2.	
3.	

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

1.	[LO 2.1b] Examine the effect of style on readers by analysing imagery, diction and figurative language
2.	[LO 3.1c] Interpret the theme of interconnectedness by considering how the poems explore human-centeredness / the relationship between human and nature, through imagery, diction and figurative language

Time	Lesson Development	Resources

10mins	*Introduction / Pre-activity:*
	
	 1. Teacher to show students a TikTok video on "Koel Calls".
	
	 Questions:
	 a. What is the lady in the video trying to do?
	 b. Why do you think she is acting this way?
	 c. Can we really understand our natural environment / animals?
	
	 2. Pre-Reading Instructions:
	 a. Students to read "Koel Calls" for 2 minutes, keeping in mind 4 questions:
	    i. [I-FEEL, I-SEE] "What is this poem about?"
	    ii. "What are some interesting features of the text?"
		TikTok Article:
		 https://www.asiaone.com/digital/bird-tiktoker-challenges-asian-koel-early-morning-ku-oo-yell?amp
		
		 TikTok Video:
		 https://www.tiktok.com/@berke_lium/video/6894587025505193218?is_copy_url=1&is_from_webapp=v2

	iii. "What is the speaker trying to do?" iv. "Who is the speaker speaking to?" 3. Whole Class Discussion a. Teacher to generate student responses on the 4 questions and write them on the board to use as a springboard for the next activity. (Exploratory talk as a class)	
10mins 10mins 5mins	*Lesson Development / Main Activity:* **Activity 1** Main Activity 1: *Pictures of You* **Collaborative Learning** [I-ANALYSE]**:** Students will be split into groups of 5 for this activity. **Key Questions: What is the relationship between Man and Nature? How does Man understand Nature?** 1) Students will discuss the two questions based on the poem and support it with key quotes from the text. 2) Students will look for images of relationships that best represent these ideas. 3) Students will collaborate on Padlet. **Group Presentation** Teacher will pick another 2 groups to present their responses. They will link the images to key messages and support their responses with key quotes from the text. **A Post-Structural Reading** The teacher will consolidate by drawing on examples provided by the students to teach explicitly key ideas of interconnectedness. The teacher will also respond to the key questions provided earlier. - There is an attempt to bridge the natural and the human world - Man understands the natural world using human experiences.	

5mins	**Activity 2:** <u>Making Links to Poem</u> 1. Show articles of wild boar attacks to elicit responses on the effects of human activity on the natural environment. Teacher Questions: ● How will our actions influence our natural environment? ● Are these effects immediately obvious? <u>Whole Class Discussion</u> Teacher to discuss with students and generate personal responses on the effects of man on nature.	Wild Boar Article: https://mothership.sg/2021/02/nparks-continue-search-punggol-wild-boar/
15mins	<u>Main Activity 2</u> [I-FEEl, I-SEE, I-ANALYSE]: Students will be tasked to read Today's article on Inuka first. Next, they will need to read Ow Yeong Wai Kit, "Elegy for a Silent Stalker", keeping in mind their thoughts on Today's article, as well as their reading of Ann Ang's Inuka that was discussed in the previous lesson. They will be asked to take note of similarities / differences and the effect of reading the three sources together. Students will remain in their groups to perform this activity. Half of the groups will work on metaphors, the other half on diction. The students will generate responses on a Google Document to answer the given questions. They will need to provide key quotes and elaborate to support their responses. **A. Identifying Metaphors** Students are to apply the ABC strategy to identify the metaphors / extended metaphor in the poem: A: Object, which is compared to B: Object/ Theme This creates an effect / connotation of C Student Questions: 1. What are the types of metaphors that can be found in the poem? 2. What are the effects of these metaphors on the reader? 3. Why do you think these metaphors are used?	Inuka Article: https://www.todayonline.com/singapore/1990-2018-inuka-silent-stalker?fbclid=IwAR1Gw-lkgzFVTLkM6dAgW0UNSoC1ZJEh3xbgXLM4eAkH-XG8PN6VWxsw_t0

10mins	**B. Identifying Diction**
	
	Student Questions:
	    1. What are some unusual words that are used in the poem?
	    2. What are the effects of these words on the reader?
	    3. Why do you think these words are chosen?
	
	<u>Class Discussion</u>
	Teacher will choose 2 groups to present their responses and the teacher will provide feedback.	

5mins	*Closure and Consolidation / Post Activity:*
	
	    1. Teacher consolidates key ideas of both activities and link to the previous lesson's notion of slow violence.
	    2. Teacher poses a closing question: "Are the effects of slow violence observed only in animals / environment?"
	    3. Homework: Students to write a PEEL paragraph using any one of the poems to answer the following question:
	        a. How does the use of Figurative Language / Imagery / Diction help us understand the relationship between man and nature?	

<u>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)*</u>

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)