

## LESSON PLAN (6)

Subject:	Literature in English	Class :	S3E
Unit :	Ecological Justice in World Poetry	Date :	TBC
Topic :	Consolidation 1: Maya Angelou's <i>On the Pulse of Morning</i>	Time :	70 mins

### Prior Knowledge

Students should already know:

1.	Framework for Analysis: <i>The Connect Plan</i>
2.	Three Thematic Threads: Slow Violence, Interconnectedness, Systemic Injustice
3.	Literature skills to analyse: figurative language, word choice, symbolism, juxtaposition

### Lesson Objectives

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

1.	Synthesise all parts of <i>The Connect Plan</i> framework (feeling, form, style, representation) to arrive at a general reading of an ecopoem
2.	Synthesise three thematic threads of the unit plan to communicate a sensitive and informed response to an ecopoem

Time	Lesson Development	Resources
15 min	<p><u>Introduction OR Pre-activity</u></p> <p><b>Re-cap/Check for Understanding</b></p> <p>Teacher to conduct a Kahoot! Quiz activity covering:</p> <ol style="list-style-type: none"> <li><i>The Connect Plan</i></li> <li>Main thematic concepts:               <ol style="list-style-type: none"> <li>slow violence,</li> <li>interconnectedness,</li> <li>climate change as a systemic injustice</li> </ol> </li> <li>Identify significance of word choice, symbolism, juxtaposition</li> </ol> <p>Teacher to gauge for understanding and address knowledge gaps or misconceptions.</p> <p>Teacher to signpost that these issues/strategies/devices should be kept in mind in the next activity.</p>	Kahoot! Quiz
10 min	<p><u>Lesson Development OR Main Activities</u></p> <p><b>Activity 1: Schema building: Cards Against (In)Humanity</b></p>	Photo cards

	<ol style="list-style-type: none"> <li>1. Teacher to break students into their groups and distribute a deck of cards depicting major environmental and social crimes and inequities</li> <li>2. Groups will be invited to share their affective responses to these images using I-FEEL <ul style="list-style-type: none"> <li>○ What is happening in this picture?</li> <li>○ How does it make you feel?</li> <li>○ Why do you think this is happening?</li> </ul> </li> <li>3. Next, students pair up photographs in their deck and explain how the depictions are connected. <ul style="list-style-type: none"> <li>○ How do you think these events are connected?</li> </ul> </li> <li>4. Teacher to facilitate link-making between unequal development, history and environmental degradation</li> </ol>	
40 min	<b>Activity 2: First Take</b> <ol style="list-style-type: none"> <li>1. Teacher distribute Maya Angelou's <i>On the Pulse of Morning</i> (OTPOM) to students</li> </ol>	Worksheet: - Poem - Connect Plan framework
10 min	<ol style="list-style-type: none"> <li>2. Students will watch a recording of OTPOM recitation paying close attention and individually annotating the following: <ul style="list-style-type: none"> <li>● Emotive moments</li> <li>● Overall "gist" of the poem</li> <li>● Changes or twists if any</li> <li>● Structure/Formal choices</li> <li>● Literary/Linguistic choices <ul style="list-style-type: none"> <li>○ Diction and word choice: what stands out/ Unfamiliar words</li> <li>○ Symbolisms/Metaphors</li> <li>○ Juxtapositions</li> </ul> </li> <li>● Perspectives/ Representations</li> </ul> <p><i>NB. At this stage students should utilise The Connect Plan -- I-FEEL, I-SEE, I-ANALYSE while annotating.</i></p> </li> </ol>	
20 mins	<ol style="list-style-type: none"> <li>3. At this point, the teacher assigns sections of the poem to groups. Students will be given more time to read/annotate their poem, section more closely. In their groups students make a "first take" interpretation. Students to concretise their discussion by filling in a <i>Connect Plan</i> framework worksheet provided.</li> </ol>	

10 min	4. Students share their group responses verbally to the whole class. Teacher to bring in each group's perspective into a cohesive whole class "First Take"	
5 min	<u>Closure and Consolidation OR Post-Activity</u> 1. Teacher to close by reiterating the "First Take" and previewing the next lesson which will translate their first take towards answering examination questions.	

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)