

LESSON PLAN (7)

Subject:	<u>Literature in English</u>	Class :	<u>S3E</u>
Unit :	<u>Ecological Justice in World Poetry</u>	Date :	<u>TBC</u>
Topic :	<u>Consolidation 2: Maya Angelou <i>On the Pulse of Morning</i></u>	Time :	<u>70 mins</u>

Prior Knowledge

Students should already know:

1.	Analyse and reflect on the effect of style across an eco-poem using The Connect Plan Framework: I-FEEL, I-SEE, I-ANALYSE
2.	Communicate a sensitive and informed response based on the three thematic threads: Slow Violence, Interconnectedness, Systemic Injustice in their reading of an ecopoem

Lesson Objectives

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

1.	Apply The Connect Plan framework (feeling, form, style, representation) to generate a sensitive and informed response to an eco-poem
2.	Construct sensitive and sustained arguments by demonstrating attention to detail and sensitivity to nuance in the selection and analysis of textual evidence.
3.	Evaluate and assess others' perspectives by considering their textual evidence and reasoning in a dialogic discussion.

Time	Lesson Development	Resources
10 min	<p><i>Introduction OR Pre-activity</i></p> <p>Re-cap/Consolidation</p> <p>Teacher to offer a consolidation of the unit's thematic threads and the Connect Plan framework for analysis. Teacher to refer to students' "First Take" of Maya Angelou's <i>On the Pulse of Morning</i> (OTPOM) to flesh out use of the Connect Plan and thematic issues alongside other poems in the unit.</p>	Worksheet (from previous lesson)
15 min	<p><u>Lesson Development OR Main Activities</u></p> <p>Activity 1: Teacher Modelling</p> <p>Teacher to introduce the overall task- to convert the "First Take" into a coherently argued, sensitive and informed response to the following question:</p> <ul style="list-style-type: none"> What is the overall thematic concern of OTPOM? Identify three key literary techniques used in your given section and explain how they effectively convey this thematic concern. 	

	<p>Students are to strategise their response to:</p> <ul style="list-style-type: none"> • Identify the thematic concern and three supporting literary techniques • Explain the purpose/function of the technique and its intended effect • Evaluate how effective these techniques are by drawing connections back to the thematic concern and drawing on assessing perspective/representations 	
20 min	Students to organise their response into clear PEEL paragraphs.	Google Sheets Feedback Rubric
15 min	<p>Activity 2: Group Writing</p> <p>After explicit modelling, student groups are to generate their response in relation to their given excerpts. Students to make reference to their First Take and the teacher model to guide their discussion. Each team is to generate a written response on a preassigned Google Sheets</p> <p>Students to take on these discussion roles:</p> <ol style="list-style-type: none"> 1. Scribe: takes note of the discussion points and organises the generated thoughts 2. Discussion director: directs the discussion through questions targeted at each team member and challenges them through follow up questions 3. Literary Luminaries (2): identify literary techniques, intended purpose and effect 4. Ideas connector: points out how theme and devices are connected back to the theme <p>After discussion, each team is to share their written response, upon which teacher and fellow classmates are to offer feedback using a preassigned feedback rubric.</p> <p>**Teacher to provide more detailed feedback after the lesson through written comments on: argument structure, evidence selection + explanation and link to theme. **</p>	
	<u>Closure and Consolidation OR Post-Activity</u>	

10 min	<p>Teacher to close by generating key insights from the session and assigning the following individual writing/creative tasks to assess individual competencies.</p> <p><u>Individual Writing Task</u></p> <ul style="list-style-type: none"> Refer to ANY other poem covered in this course. In what ways does your chosen poem similarly cover the thematic issue your group has identified in OTPOM? <p>Identify TWO key literary techniques in your chosen poem and explain how they effectively convey this thematic concern.</p> <p>Students are to strategise their response to:</p> <ul style="list-style-type: none"> Identify the similar thematic concern in their chosen poem and two literary techniques. Explain the purpose/function of each technique and its intended effect Evaluate how effective these techniques are by drawing connections back to the thematic concern and drawing on assessing perspective/representations <p>Students to organise their response into clear PEEL paragraphs. Before submission, students can make reference to the feedback rubrics used in class.</p> <p><u>Individual Creative Task</u></p> <p>You may either:</p> <ul style="list-style-type: none"> Select an existing artwork or song capture an original photograph (your own) write an original poem <p>in response to any thematic concern of this unit. Accompany your submission with a writeup that:</p> <ul style="list-style-type: none"> Identifies the unit theme your submission conveys Explains what elements in your submission conveys that theme One personal take-away from the entire unit in relation to the theme 	Task Worksheet
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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)