

LESSON PLAN (2)

Subject: Literature in English Class : S3E
 Unit : Ecological Justice in World Poetry Date : TBC
 Topic : Climate Change - Visualising Eco-poetry Time : 70 mins

Prior Knowledge

Students should already know:

1.	The Connect Plan framework for analysis (TCP)
2.	What ecopoetry is
3.	the I-FEEL section of TCP

Lesson Objectives

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

1.	Trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poems by using TCP
2.	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

Time	Lesson Development	Resources
5 min	<u>Introduction OR Pre-activity</u> Refresher: Teacher to recap the I-FEEL section of TCP	Slide of TCP framework: I-FEEL segment
10 min	<u>Lesson Development OR Main Activities</u> Activity 1 : Think-Pair-Share <ol style="list-style-type: none"> In pairs, students will read "Inuka" by Ann Ang and use TCP (I-FEEL) to engage with the poem. Students to jot down their responses in their literature journal by creating a table with two columns (personal responses in "Think", partner's responses/new responses from discussion in "Pair-Share") 	Ann Ang's "Inuka" poem Literature journal
15 min	Activity 2: Storyboarding <ol style="list-style-type: none"> Students will each get a blank piece of paper and coloured markers/pencils. 	A3 piece of blank paper

15 min	<p>2. Teacher to tell students that as Ang's "Inuka" is read aloud by the teacher, students are to listen and translate what they hear into drawings.</p> <p>3. After the reading, students are given some quiet time to reflect on what they have heard and work on their drawings.</p> <p>Class Sharing:</p> <p>4. After drawing, the teacher will pick a few students and ask them to share:</p> <ul style="list-style-type: none"> - What did you draw? - Why did you draw this? 	
20 min	<p>Using TCP's I-SEE:</p> <p>Teacher to explicitly guide students' reading of the poem using the I-SEE section.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What is the poem about? (Main message) 2. What details do you see that support this (evidence)? 3. Are there any developments in the poem? (Is there a change in meaning from the beginning to the end?) <p>With this framework, students should:</p> <ul style="list-style-type: none"> - link their drawings and responses back to the words in the poem - use their drawings to articulate the message of the poem - use their drawings to chart developments in the poem 	Slide of TCP framework: I-SEE segment
5 min	<p><u>Closure and Consolidation OR Post-Activity</u></p> <p>Preparing students for the next section:</p> <p>Recap TCP (I-FEEL and I-SEE).</p>	Slide of TCP framework: I-FEEL and I-SEE segments

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)