

## LESSON PLAN (5)

Subject:	Literature in English	Class :	S3E
Unit :	Ecological Justice in World Poetry	Date :	TBC
Topic :	Environmental Justice: Niger Delta Negligence	Time :	70 mins

### Prior Knowledge

Students should already know:

1.	[LO 3.1b] Interpret the poem's theme by recognising the significance of the context in which the poem is written and how it shapes the text's main concerns
2.	[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

### 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 juxtaposition
2.	[LO 3.1b] Interpret the poem's theme by recognising the significance of the context of oil extraction in the Niger Delta, in which the poem is written, and <b>how it shapes the text's main concerns</b>
3.	[LO 4.1a] <b>Co-construct</b> sensitive and informed personal responses by <b>exchanging experiences and perspectives</b> through a class debate

Time	Lesson Development	Resources
10 min	<u>Introduction / Pre-activity</u>  1. Students to read Ogaga Ifowodo's "XLV" and annotate it using <i>The Connect Plan</i> .	<a href="#">Shell companies in Nigeria: Over 50 years of operations</a>  <a href="#">Nigeria's revenues rise in June on higher oil, tax receipts</a>
10 mins	<u>Lesson Development / Main Activity</u>  <b>Context Building:</b> <ol style="list-style-type: none"> <li>Teacher to introduce Shell's role in developing Nigeria's economy by showing <a href="#">Shell corporate video</a>.</li> <li>Teacher to show <a href="#">video</a> introducing key arguments by local Nigerians against Shell</li> </ol>	Shell corporate video: <a href="https://www.youtube.com/watch?v=XAZP03ijzAo&amp;ab_channel=Shell">https://www.youtube.com/watch?v=XAZP03ijzAo&amp;ab_channel=Shell</a>

15 min	<b>Explicit Teaching:</b> <ol style="list-style-type: none"> <li>1. Teacher reinforce the ABE strategy of analysing juxtaposition</li> <li>2. The teacher will guide the class to identify the following key contextual issues found in the poem's use of comparative and contrasting sensory techniques: <ol style="list-style-type: none"> <li>a. <u>Gas flaring / Pollution</u> ("the flame of Iron-Dragon - / the gas-flaring stack whose awful mouth spits fire")</li> <li>b. <u>Uneven distribution of resources</u> (scrap vs boundless ease, fisherman vs trawler, single meal vs schools of fish, tanker vs canoe, gas-flaring stack vs village)</li> <li>c. <u>Resistance</u> (Hell's Gorge vs. women drying tapioca, Iron-Dragon vs. Oil Lamps)</li> </ol> </li> </ol>	Al Jazeera, "UN slams Shell over Nigeria oil pollution": <a href="https://www.youtube.com/watch?v=Yml3xjZk_y0&amp;ab_channel=AlJazeeraEnglish">https://www.youtube.com/watch?v=Yml3xjZk_y0&amp;ab_channel=AlJazeeraEnglish</a>
10 min	<b>Activity 2: Debate (Text-World Connections)</b> <ol style="list-style-type: none"> <li>2. Having identified the key contextual issues, students will be given 10 minutes to prepare one argument (using evidence from the poem) to refute an assigned argument in the role of Nigerian people: <ol style="list-style-type: none"> <li>a. The teacher will take the position of Shell to stimulate thinking and challenge learners to respond</li> <li>b. Given arguments: <ol style="list-style-type: none"> <li>i. Shell helps to fulfill the potential of the "land's promise" by bringing development to Nigeria.</li> <li>ii. Shell helps local people by bringing employment and benefiting the local economy.</li> </ol> </li> <li>c. The response should take the form of <ol style="list-style-type: none"> <li>i. "I disagree with the given statement because the poem juxtaposes [A] with [B]. This has the effect of [E], which tells us that ..."</li> <li>ii. "I disagree with the given statement because the poem uses the [figurative / sensory language device] of [evidence]. [A] is compared to [B], which connotes [C] about [A]"</li> </ol> </li> </ol> </li> </ol>	See <b>Annex A</b> for debate consolidation template
15 mins	<ol style="list-style-type: none"> <li>3. Class will debate the given issues for 15 minutes. Scribes from both groups will record the arguments on a class google doc</li> </ol>	
10 mins	<u>Closure and Consolidation / Post Activity</u> <ol style="list-style-type: none"> <li>1. Teacher will refer to the document and give feedback on the substantiation and development of arguments raised by the class</li> <li>2. Students will revise and refine the arguments that interest them, writing 2 PEEL paragraphs in a journal entry as homework. They may refer to the class google document (with teacher's feedback) for guidance.</li> </ol>	Additional articles:  Local people: <ol style="list-style-type: none"> <li>1. <a href="#">Shell accused of abuses in Nigeria's Ogoniland</a></li> <li>2. <a href="#">Niger Delta Negligence.</a></li> </ol>

		<a href="#"><u>Amnesty International</u></a>  Shell / Oil Companies: 1. <a href="#"><u>Shell: Flaring for Safety</u></a> 2. <a href="#"><u>Remediation Issues in the Niger Delta</u></a>
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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)