

STUDENT OUTCOMES:

Lesson 1	<ol style="list-style-type: none">1. [LO1.1a] Visualise setting and pay attention to atmosphere by drawing on details in the poems (e.g., time, place, physical details, situations, mood of text)2. [LO1.1b] Trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poems by using <i>The Connect Plan</i> framework for analysis
Lesson 2	<ol style="list-style-type: none">1. [LO1.1b] Trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poems by using TCP2. [LO 3.1a] 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
Lesson 3	<ol style="list-style-type: none">1. [LO 2.1b] Examine the effect of style on readers by analysing imagery, diction and figurative language2. [LO 3.1c] Interpret the theme of interconnectedness by considering how the poems explore human-centeredness and the relationship between human and nature, through imagery, diction and figurative language
Lesson 4	<ol style="list-style-type: none">1. [LO 2.1 b] Examine the effect of style on readers by analysing figurative language (symbolism)2. [LO 3.1b] Interpret the poem's theme by recognising the significance of the Bhopal gas tragedy context in which the poem is written and how it shapes the text's main concerns3. [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 5	<ol style="list-style-type: none">1. [LO 2.1b] Examine the effect of style on readers by analysing juxtaposition2. [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 how it shapes the text's main concerns3. [LO 4.1a] Co-construct sensitive and informed personal responses by exchanging experiences and perspectives through a class debate
Lesson 6	<ol style="list-style-type: none">1. [LO 4.2b] Synthesise all parts of <i>The Connect Plan</i> framework (feeling, form, style, representation) to arrive at a general reading of an eco-poem2. [LO 4.1b] Synthesise three thematic threads of the unit plan to communicate a sensitive and informed response to an eco-poem

Lesson 7

1. [LO 4.2b] Apply the Connect Plan framework (feeling, form, style, representation) to generate a sensitive and informed response to an ecopoem
2. [LO 4.1b] Evaluate and assess others' perspectives by considering their textual evidence and reasoning in a dialogic discussion.
3. [LO4.2b] Construct sensitive and informed personal responses by demonstrating attention to detail and sensitivity to nuance in selecting and analysing textual evidence