LESSON PLAN TEMPLATE

Subject: Lower Secondary Literature

Unit: Singapore Poetry (Ties and Bonds)

Topic: “Chope” by Joshua Ip

Time: 35 minutes

Prior Knowledge
Students should already know:
1. Basic annotation methods.
2. How to examine the shifts of tone within a poem.
3. The basic tenets of a sonnet.

Instructional Objectives
By the end of the lesson, students should be able to:
1. Identify the shift in tone brought about by the use of first person pronoun
2. Identify the shift in tone brought about by diction

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Development</th>
<th>Rationale (optional)</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5 mins</td>
<td><strong>Introduction OR Pre-activity</strong></td>
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<td>● Teacher to recap the previous lesson regarding tone.</td>
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<td>● Class will be split into groups of 5</td>
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<td>○ A packet of tissue paper will be deliberately placed on a table i.e. “chope” the table</td>
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<td>○ Observe if students follow the Singaporean convention by bypassing that particular table</td>
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<td></td>
<td>○ Teacher asks students where do they usually see such a sight of individuals reserving a table with</td>
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<td></td>
<td>● This preamble serves to pique students’ curiosity</td>
<td>An A packet of tissue paper</td>
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a packet of tissue paper. A general response would be the hawker centre or coffeeshop

- Teacher introduces the colloquial term, “chope”, to the students

<table>
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<th>25 mins</th>
<th><strong>Lesson Development OR Main Activities</strong></th>
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<td>● Teacher to distribute the poem to the class. Students are to annotate the poem as they read the poem individually</td>
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|         | ● As a group, students are to compare and contrast the two stanzas in the poem. Guiding questions will be provided for group discussion:
|         |   ○ Identify the use of literary device in “bigger better bangs and bucks” (lines 2-3) and “snazziest of suits will sink” (lines 7-8)?
|         |   ○ What is the “rock” (line 8)?
|         |   ○ Why do you think the “rock” has to be of a “proper size”? (line 8)
|         |   ○ What has been “choped” in the poem?
|         |   ○ Pay particular attention to tone. What is the poet’s portrayal of marriage proposal in Singapore in stanza 1?
|         |   ○ Pay particular attention to tone. What is the poet’s portrayal of marriage proposal in Singapore in stanza 2?
|         | ● The class is to convene and the teacher is to go through the aforementioned questions with the class. Teacher is to examine the **gradual change in tone** with the students and draw it to larger implications in relation to the poem
|         |   ○ The persona’s tone is detached in the first stanza as though one is an observer of this social mores |
- The persona's tone is almost scathing as he questions the sincerity of a marriage proposal through grand gestures
- The tone becomes more sarcastic when the poet situates the proposal in a mundane and supposedly unromantic setting of a hawker centre

  - Teacher is to draw **reference** to Alfian Sa’at’s “Missing” (which was introduced in the previous lesson) to trigger prior knowledge, in that both poems portray a shift in tone but to differing effects
    - Teacher is to ask students why is the tone in “Chope” much more distant and detached as compared to “Missing” in order to prime the students for the next activity
  - Teacher to reinforce students’ attention about the change in **tone** in the second stanza of “Chope”. Thereafter, teacher is to ask the following questions regarding the poem and elicit around 2-3 responses from the class:
    - How is the change in tone contributed by the use of first and second pronoun in the second stanza (line 11, 13)?
    - In relation to the change from the use of third-person pronoun to first and second person pronouns as the poem progresses

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<th>5 min</th>
<th><strong>Closure and Consolidation OR Post-Activity</strong></th>
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<td>- Teacher is to ask for volunteers to read a stanza of the poem. Each volunteer is to read the poem in whichever tone designated by the teacher (e.g. sarcastic, comic, poignant), with emphasis on certain diction</td>
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<td>- A conclusion to sum up the lesson consolidates the content. In addition, it integrates new</td>
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<td>○ The audience are supposed to accurately identify the tone in the dramatic reading</td>
<td>learning points into their existing knowledge schema.</td>
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<td>● Teacher is to draw students' attention to the learning objectives and recap what the students have learnt in the lesson</td>
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Bonds and Ties
in Singapore
Poetry
Our goals this lesson

1. Identify the shift in tone brought about by the use of first person pronoun

2. Identify the shift in tone brought about by diction
CHOPE?
Get in groups

- Read and annotate the poem
- Discuss the questions on your handout
In your groups, discuss the following questions:

✶ Identify the use of literary device in “bigger better bangs and bucks” (lines 2-3) and “snazziest of suits will sink” (lines 7-8)?

✶ What is the “rock” (line 8)?

✶ Why do you think the “rock” has to be of a “proper size”? (line 8)

✶ What has been “choped” in the poem?
IN YOUR GROUPS, DISCUSS THE FOLLOWING QUESTIONS:

✧ Pay particular attention to tone. What is the poet’s portrayal of marriage proposal in Singapore in stanza 1?

✧ Pay particular attention to tone. What is the poet’s portrayal of marriage proposal in Singapore in stanza 2?
TONE

is the perspective or attitude that the poet adopts
Dramatic monologue from the missing boy’s parent

TONE

MISSING

An observer?

CHOPE
IDENTIFY THE SHIFTS IN TONE

First stanza
evidence?

Second stanza
evidence?
Dramatic reading

Four volunteers, please
What is the speaker’s tone?

😊😊😊😊😊
Our goals this lesson

1. Identify the shift in tone brought about by the use of first person pronoun

2. Identify the shift in tone brought about by diction
Thanks!

Any questions?
Answer the following questions

1. Identify the use of literary device in “bigger better bangs and bucks” (lines 2-3) and “snazziest of suits will sink” (lines 7-8)?

2. What is the “rock” (line 8)?

3. Why do you think the “rock” has to be of a “proper size”? (line 8)

4. With particular attention paid to the tone of the poem, what is the poet’s portrayal of marriage proposal in Singapore in stanza 1?

5. With particular attention paid to the tone of the poem, what is the poet’s portrayal of marriage proposal in Singapore in stanza 2?