**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY, 2023**

SUBJECT LITERATURE-IN- ENGLISH

TOPIC: AFRICAN POETRY

SUB TOPIC: THE GRIEVED LANDS BY AUGUSTINO NETO

DATE: 17TH JANUARY, 2023

DURATION: 40 MINUTES

PERIOD: 1ST

CLASS: S.S. 1

NUMBER IN CLASS: 2

AVERAGE AGE: 14

SEX: MIXED

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Explain the Background of the poem.

Ii. State the themes of the poem.

Iii. Identify the poetic devices use in the poem.

**Rationale/Importance**: To enable the students gain more knowledge of the poem.

**Previous Knowledge:** they have read poems before now.

**Instructional Resources:** a copy of the poem“ the grieved lands”.

**Reference Materials:** Exam Focus Literature by J O J Nwachukwu-agbada, etc.

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher gives a background information about the poet as stated below: ABOUT THE POET Agostinho Neto was born in 1922 in the Angola town of kamikaze. He had his early education at Luanda secondary school. Thereafter, proceed to the University of Cumbria, where he obtained his medical degree, Agostinho's bitter experience with the Portuguese colonial administration in Angola hardened his hatred of European colonialism in Africa generally.  Agostinho is the first democratically elected president of independent Angola, a former colony of Portugal. This was made possible through his activities in the movement of liberation of Angola (MPLA). He was indeed a true freedom fighter. Neto's poems can be classified as protest poetry, based on his strong opposition to racial injustice, colonial aggression, and total misrule. | They pay rapt attention to the teacher. | To furnish them with the background information about the poet. |
| Step 2 | BACKGROUND OF THE POEM Agostinho's “The Grieved Lands of Africa" addresses the traumatic impact of servitude in African after over four hundred years of human slavery during which many Africans were exported to different parts of the world ranging from the UK (Britain, Scotland, Whales, Northern Ireland) to Americas (both North and South) which include, US, Mexico and so on.  The poem also explores the subjugation of foreign culture alongside its outrageous experiences of domination and exploitation of African resources by Adventurists for over a hundred years of colonization in which many got independence through negotiations but some like Angola; the poet country got theirs through war. | They listen the more to the teacher. | To avail to the students the background knowledge of the Poem. |
| Step 3 | SETTINGS The poem is set in Africa as implied from its title as an aggrieved land. Africa had been subjected to centuries of different kinds of suffering, sorrow, pain, anguish, and turmoil in the hand of her European colonizers. The outrageous dealing with Africans as mere usable, expendable, and exportable are disheartening. "the degrading sweat of impure dance/of other seas" as they were exported in their millions in ships"  The Poet deployed imagery of the forest to explore the anguish it brings upon them as they were "crushed in the forest/by the wickedness of the iron and fire (modernization).  Some Africans like Neto, endured imprisonment as they regularly heard "the mingling key of the jailer/jailer's key". They experienced "stifled laughter and victorious voice of lament". However, the only thing the Africans believed in was hope even these days and it did keep their dreams alive: "Alive / in themselves with us alive". All the same, Africans "bubble up in dream/decked with dances by baobabs over balances". | They ask questions . | To acquaint the students with the knowledge of setting. |
| Step 4 | SUMMARY "The Grieved Lands of Africa" is a lamentation poem that explores the glaring injustice and the inhumanity against humanity perpetrated by the colonial administration in Africa. The poem focuses on the 'grieved lands of Africa" as it is set to serve as a remembrance of the many years of anguish and pain in the hand of colonizers, the Europeans majorly, seen in line 2: "tearful woes of ancient and modern slaves".This recalls the tears of Africans as they are transported as slaves bubbled up and down on the high seas. The times did not end with slavery but even within Africa during the time of colonialism.  In line 17-14, the poet tells of how Africa remain alive even in the face of all these challenges. It speaks of the courageous and fervent spirit of the Africans, In line 25 -28 "  Even the corpses thrown up by the Atlantic" does not discourage the Africans.  The poet also makes us see how sorrowful the land makes Africa was in line 6-16, where the poet motif of "the grieved lands of the African continent suffered from the "infamous sensation/of the stunning perfume of flower/crushed in the forest/by the wicked if iron and fire (modernization)". The so-called modernization in this stance should be seen from an imperialist point of view who comes to a foreign land to steal away the wealth or other mineral resources for their good, then leave the land Africa in grieve.  However, the reference to "lands" is an indication that the injustice to African was not at one spot but this s all over the continent, using imprisonment- "the jingling of the jailers key” and comes after the "stifled laughter and victorious voice of Laments" as well as "the unconscious brilliance of hidden sensation"just all deriving from "the grieved land of Africa."  In the last stanza of the poem, the poet shows how enduring the land in itself is and how its tenacity has sustained it over the years, the line 37-42 has it that "they live" this line is very emphatic. The grieved land of Africa is not dying; they live "because we are living". African is "imperishable particles/of the grieved lands of Africa." | They ask questions for clarity. | For proper understanding of the topic. |
| Step 5 | THEMESa. The Theme of Grieve Lands. In Agostinho's" The Grieved Lands of African" grieve flows from its title through every stanza of the poem. it won't be an exaggeration to say it is the major theme of the poem. The poet grieves over the" ancient and modern slave" experiences in the lands of Africa. He laments the untold sufferings, loss of lives, assets, and the cultural heritage of the peoples of Africa sacrificed on the bloody altar of western colonialism. The "stunning perfume. flower" in line 8 symbolizes the African continent that Was "crushed" by the "wickedness of iron and fire" of the colonial masters.  Here, Neto uses a historical paradigm to trace the origin of grieve in the lands of Africa.  He recalls the unbearable pains of slavery in the past, which has witnessed "a change of guard" from the African slave masters to the present western taskmasters of colonization. He protests the cause of grieve in the African sweety, he sees a future of agitation for fairness in the unity of purpose to put an end to the grieve. b. The Theme of Servitude - Ancient and Modern Apart from the dominant theme of grieve in the poem. we also experience the theme of servitude in the poem  Undoubtedly, the seemly oppression, injustice, and slavery perpetuated by the major western powers under the gUise of bringing Christianity and CIVilization to the African continent are portrayed in the poem. Africans were subjected to the most inhuman treatment not even meant for animals by the colonial masters. c. The Theme of Hope in Adversity The poet, nonetheless tells of the persistent spirit of the African even when faced with a lot of adversity. "The stifled laughter "in line 14, and" the unconscious brilliance of hidden sensation" in line 15.  All of these are indications that the subjugated hardship will last only for a while. | They ask questions about the themes of the poem. | For proper understanding of the lesson. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What are the themes in the poem? 2. State two themes identified in the poem. | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more about the novel “Second Class Citizen” by Buchi Emecheta. | They take note of the instruction for appropriate action. | For better recognition of the concept when studying. |



4/3/2023

Principal Head Instructor