**LESSON PLAN FOR WEEK 2ENDING 20TH JANUARY, 2023**

SUBJECT LITERATURE-IN- ENGLISH

TOPIC: AFRICAN POETRY

SUB TOPIC: THE GRIEVED LANDS BY AUGUSTINO NETO (STRUCTURE, LANGUAGE AND STYLE

DATE: 17TH JANUARY, 2023

DURATION: 40 MINUTES

PERIOD: 1ST

CLASS: S.S. 2

NUMBER IN CLASS: 2

AVERAGE AGE: 14

SEX: MIXED

WEEK: 2

TERM: Second

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

I Explain the Structure of the poem.

Ii. Discuss the language use by the poet.

Iii. State the style of the poem as conveyed by the poet.

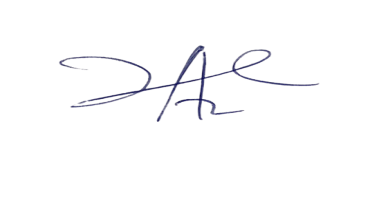
**Rationale/Importance**: To enable the students gain more knowledge of the poem.

**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 explains the language and style of the poem as stated below.LANGUAGE AND STYLEDiction Neto made use of appropriate words to narrate how Africans became the victims of "the Grieved lands." This simplified it for readers to understand the anguish experienced in the hand of the Colonial Masters. The poet's use of words was carefully crafted to expose how the ancient slavery of Africans, and the modern slavery of Africans by western colonial masters, made the black man grieve under unbearable inhuman existence. Mood The mood of the poet can be described as been emotionally grieve about "the tearful woes of an ancient and modern slave" perpetuated "by the wickedness of iron and fire."  The reader is made to feel Neto's grieve about the sordid experiences of the black man before and during the period of colonization. in "Tone: The tone of the poet reveals his anger and agony. His voice is that of requiem against the intolerable condition of "the grieve lands" in Africa. Neto's protest is directed at the racial prejudice and the worst inhuman treatment by the western colonial masters. | They pay rapt attention to the teacher. | To furnish them with the background information about the poet. |
| Step 2 | POETIC DEVICESContrast: Inline two "in the tearful woes of an ancient and modern slave" shows the contrast between ancient slavery in Africa by Africans, and modern slavery resulting from western colonization. Alliteration: The use of repeated consonant sounds in lines 14 and 20 are examples of alliteration.  ".....victorious voice of laments" line 14  "Decked with dances by baobabs overbalance" line 20 Symbolism: The representation of the Africa continent in line 7 as a beautiful "flower" and "forest" which are "crushed." is symbolical. And The wickedness of iron and fire" that is responsible for the senseless destruction is symbolized by western colonialism.  The " honest blood of men " and the "strong desire of men" symbolized the determination and fortitude of the black man in "The grieve lands of Africa" to survive. Allusion The title of the poem, "grieve lands" is an allusion to the inhuman treatment meted out to the African slaves, the racial discrimination, and a litany of "tearful woes" suffered by the oppressed Africans in thein lands. Repetition: "The grieved lands of Africa " is repeated in lines: 1,6,12,16,30,39 and 41. Also, "they live" is repeated in lines 28 n 8, and 35. Personification The repeated lines of "grieve lands of Africa is n example of personification. The " lands" are given the human quality of grieving. Metaphor: The use of this literary device makes the poem easy to understand. Neto uses the metaphor of "tearful woes" to describe the unbearable sufferings in "the grieved lands of Africa." Similarly, "The degrading sweat of impure dance, of the other seas" is used to describe the merriment of dancing by the western colonial masters amidst the grieve in the lands of Africa. Imagery: This is the use of expressions that creates a mental picture of what is being described in the minds of the readers. The repeated line of: "The Grieved lands of Africa" creates a clear picture of the untold sufferings and struggles of Africans. | They listen the more to the teacher. | To avail to the students the background knowledge peotic devices used in the Poem. |
| Step 3 | The teacher presents the poem to the scholars: **The Full Poem** The grieved lands of Africa In the tearful woes of ancient and modern slave In the degrading sweat of impure dance Of other seas 5.grieved The grieved lands of Africa In the infamous sensation of the stunning perfume of the Flower  Crushed in the forest 10. By the wickedness of the iron and the fire The grieved land The grieved land of Africa In the dream soon undone in jingling of gaolers keys And in the stifled laughter and victorious voice of laments 15. And in the unconscious brilliance of hidden sensations Of the grieved lands of Africa  Alive In themselves and with us alive They bubble up in dreams 20. Decked with dances by baobas over balances By the antelope In the perpetual alliance of everything that lives They shout out the sound of life  Shout it 25. Even the corpses thrown up by the Atlantic In putrid offering of incoherence And death in the clearness Of river  They live 30. Thee grieved land of Africa In the harmonious sound of conscience Contained in the honest blood of men In the strong desire of men In the sincerity 35. In the pure and simple rightness of the star’s existence  They live The grieved land Africa Because we are living 40. And are imperishable particles Of the grieved land of Africa. | They ask questions . | To acquaint the students with the knowledge of the content of the poem. |
| Step 4 | **Evaluation/judgement:This** is a protest poem, dramatically presented by the poet. The emotive intensity created by appropriate literary devices employed by Neto portrayed the fact that he was one if the victims of “the grieved lands of Africa.” The poem captures some if the effects and causes of colonization in Africa. The narration of the predicament of the Blackman “tearful woes of ancient and modern slave m,” is very logical and evokes the readers understanding of the historical paradigm of the sufferings and struggles of the Africans, before and during the period of western colonial in Africa. | They ask questions for clarity. | For proper understanding of the topic. |
| Step 5 | **Conclusion** The title of the poem “The Grieve lands” is a pointer to the somber and painful experiences witnessed in the entire African continent. It reveals the reign of horror, racial discrimination and the worst form of man’s inhumanity of man. The painful conditions are vividly expressed through the precise use of imagery and metaphors such as “grieve lands” tearful woes” and “the degrading sweat of impure dance” and other choice literary devices. | 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 poetic devices used in the poem. 2. Discuss the language and style of 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