

**Read, Reap, Write**  
Facilitator's Guide

<b>Name of Package</b>	: Poetry – National Symbols
<b>Objective(s)</b>	: By the end of this lesson, students will be (i) introduced to Amanda Chong's award-winning poem, lion heart (ii) introduced to experimental poetry (iii) create their own experimental poetry (iv) gain an appreciation for poetry and the literary arts
<b>Target Audience</b>	: Secondary 3 – 5
<b>Recommended Duration</b>	: 1 hour
<b>Materials Required</b>	: A3 paper, scissors, glue
<b>Room Setup</b>	: Tables and chairs in groups of five
<b>Book Title</b>	: & Words: Poems Singapore and Beyond
<b>Book Editor</b>	: Edwin Thumboo
<b>Call Number</b>	: Y SING S821 WOR

Notes to Facilitator

- Remember to take photos during the activity.
- **For DIY workshops**, a report must be submitted to your Read@School librarian. Please refer to Appendix B for a report template.

Time	Item	Materials Required
5 min	Introduction - Introduce the objectives of the workshop.	
10 min	Reading the extract - Give students some background information about Amanda Chong and her poem. - Amanda Chong won her first literary award, the Angus Ross Literature Award in 2008, for the poem titled lion heart. This annual award was instigated by Cambridge in 1987. (Source: <a href="http://news.asiaone.com/News/Education/Story/A1Story20080424-61555.html">http://news.asiaone.com/News/Education/Story/A1Story20080424-61555.html</a> ) - The poem was featured at the Singapore Art	Extract



	<p>Park, along with twenty-six other artists' works. (Source: <a href="http://www.ura.gov.sg/skyline/skyline06/skyline06-05/text/pg9.html">http://www.ura.gov.sg/skyline/skyline06/skyline06-05/text/pg9.html</a>)</p>	
10 min	<p>Discussion Questions</p> <ul style="list-style-type: none"> <li>- This section may be conducted with the entire class or in groups. Students are to write the key points discussed in their worksheets.</li> </ul> <p>Note that the starred (*) questions are for students who can handle more mature topics.</p> <ol style="list-style-type: none"> <li>1. What makes the Merlion a national symbol?</li> <li>2. Can you think of other Singapore-related icons that can be used as national symbols?</li> <li>3. What is an item or symbol that best represents you? How is it representative?</li> <li>4. *Is it important for a country to have a national symbol to represent itself? Why?</li> <li>5. *What are flags? What are their functions?</li> </ol>	Activity Worksheet
30 min	<p>Activity 1: Experimental Poetry</p> <ol style="list-style-type: none"> <li>1. Group students into groups of four to five.</li> <li>2. Distribute one sheet of A3 paper, scissors, glue, and one poem print out (Appendix A) to each group.</li> <li>3. Explain that they will have to rearrange the words in the stanza to create a new poem relating to Singapore.</li> <li>4. Display works on the board after they are completed. Facilitators may get students to read their poems out loud.</li> </ol>	A3 paper, scissors, glue, Appendix A
10 min	<p>Activity 2</p> <ol style="list-style-type: none"> <li>1. Introduce Pablo Neruda's poem, Ode to Tomatoes, which is about the poet's love for tomatoes. Facilitators can choose to read the poem aloud.</li> <li>2. Get students to think about their favourite local dish. They are to write an ode to that dish.</li> </ol>	
30 min	<p>Optional Activity: Blackout Poetry (eReader)</p> <ol style="list-style-type: none"> <li>1. Introduce students to blackout poems. Blackout poetry: a creative exercise where</li> </ol>	- eReader with poem uploaded, and stylus pen

	<p>students block out selected words from a given text (e.g. newspaper article) to create a poem.</p> <ol style="list-style-type: none"> <li>2. Facilitator may choose to show examples from the resource links on the right to the students.</li> <li>3. Have students open Amanda Chong's poem on the eReader device and highlight the words they want to use for their own *Haiku. This can be an individual or group activity.</li> <li>4. Have students write their completed poems on a piece of A4 paper. They may include illustrations if they like.</li> <li>5. Select some works to share with the class.</li> </ol> <p>Note: This can also be conducted with the printed copy of the extract if eReaders are not available.</p> <p>*Haiku: A poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world. (from Oxford dictionaries)</p>	<p>- Slides on Haiku</p> <p><u>Optional resources on Blackout poetry:</u></p> <ol style="list-style-type: none"> <li>1. A brief history of newspaper blackout poems: <a href="http://austinkl.eon.com/2014/04/29/a-brief-history-of-my-newspaper-blackout-poems/">http://austinkl.eon.com/2014/04/29/a-brief-history-of-my-newspaper-blackout-poems/</a> (last accessed on 12 December 2014)</li> <li>2. How to make a newspaper blackout poem on the iPad: <a href="http://austinkl.eon.com/2010/04/03/how-to-make-a-blackout-poem-on-the-ipad/">http://austinkl.eon.com/2010/04/03/how-to-make-a-blackout-poem-on-the-ipad/</a> (last accessed on 12 December 2014)</li> </ol>
	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- Summarise what the students have learnt during the workshop.</li> <li>- Distribute feedback forms (for workshops run by Read@School librarians).</li> <li>- Promote discoverReads to students.</li> </ul>	



## Appendix A

Group 1

**You came out of the sea,  
skin dappled scales of sunlight;  
Riding crests, waves of fish in your fists.  
Washed up, your gills snapped shut.  
Water whipped the first breath of your lungs,  
Your lips' bud teased by morning mists.**

Group 2

**You conquered the shore, its ivory coast.  
Yours legs still rocked with the memory of waves.  
Sinews of sand ran across your back –  
Rising runes of your oceanic origins.  
Your heart thumped – an animal skin drum  
heralding the coming of a prince.**

Group 3

**In the jungle, amid rasping branches,  
trees loosened their shadows to shroud you.  
The prince beheld you then, a golden sheen.  
Your eyes, two flickers; emerald blaze  
You settled back on fluent haunches;  
The squall of a beast, your roar, your call.**

Group 4

**In crackling boats, seeds arrived, wind-blown,  
You summoned their colours to the palm  
of your hand, folded them snugly into loam,  
watched saplings swaddled in green,  
as they sunk roots, spawned shade,  
and embraced the land that embraced them.**

Group 5

**Centuries, by the sea's pulmonary,  
a vein throbbing humming bumboats –  
your trees rise as skyscrapers.  
Their ankles lost in swilling water,  
as they heave themselves higher  
above the mirrored surface.**

Group 6

**Remember your self: your raw lion heart,  
Each beat a stony echo that washes  
through ribbed vaults of buildings.  
Remember your keris<sup>1</sup>, iron lightning  
ripping through tentacles of waves,  
double-edged, curved to a point –  
Flung high and caught unsheathed, scattering  
five stars in the red tapestry of your sky.**

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<sup>1</sup> Traditional Malay curved sword, believed to have magical powers.



Group 7

**You came out of the sea,  
skin dappled scales of sunlight;  
Riding crests, waves of fish in your fists.  
Washed up, your gills snapped shut.  
Water whipped the first breath of your lungs,  
Your lips' bud teased by morning mists.**

Group 8

**You conquered the shore, its ivory coast.  
Yours legs still rocked with the memory of  
waves.  
Sinews of sand ran across your back –  
Rising runes of your oceanic origins.  
Your heart thumped – an animal skin drum  
heralding the coming of a prince.**





## Appendix B

**Report on Read Reap Write**

Fill out the following template and submit the report via email to your Read@School librarian.

Remember to include at least three photographs of the reading activity.

You may also submit the creative products that your students have produced.

Name of package	:	Poetry - National symbols
Date of activity	:	
School	:	
Class(es)	:	
No. of participants	:	

Description of Activity		
What went well during the activity?	:	
What part of the activity could be improved?	:	

Feedback from the Participants		
<i>*For each piece of feedback, please include the name of the student/teacher/parent and the relevant class.</i>		
Verbal Feedback	:	
Written Feedback	:	

