# Using Imaginative and Literary Texts to Develop Creativity, Critical Thinking and Cultural Awareness: "Where go the boats?" (Secondary 1 – 3)

In this exemplar, instead of giving a detailed explanation and interpretation of a reading text from the teacher's perspective and asking the learners to do highly controlled writing exercises, the teacher makes use of a poem to :

- encourage learners' free expression of feelings, ideas and creativity
- develop their critical thinking and cultural awareness
- provide opportunities for learners to appreciate the beauty of the English language
- foster learner independence

through learning activities such as:

- collecting pictures and information about rivers
- reading the poem and discussing in groups their responses to the poem
- comparing rivers and activities carried out near them, and justifying their preferences regarding rivers
- writing poems based on a model and writing free poems

## **Learning and Teaching Process**

- In groups, learners collect pictures and information about rivers in different parts of the world to find out the features of rivers and the activities carried out near them.
- Learners discuss the following questions, which reinforces their understanding of rivers and the life and activities of people around them.
- 1. Do you remember the colour of the rivers in the pictures?
- 2. Do the rivers move quickly or slowly?
- 3. What will happen if you put paper boats onto these rivers?
- 4. What activities can you see on the rivers or near them?
- 5. How important are the rivers to the people living nearby?

## Impact on Learning

#### Learners

- engage in selfaccess learning, make choices about what they want to find out and take responsibility for their own learning
- inquire and communicate
- extend their knowledge of other cultures and develop critical thinking



➤ Learners read the poem, "Where go the boats?" by Robert Louis Stevenson (1850-1894).

# Where go the boats?

Dark brown is the river,

Golden is the sand.

It flows along for ever,

With trees on either hand.

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Away down the river,

A hundred miles or more,

Other little children

Shall bring my boats ashore. 16

➤ In groups or individually, learners draw pictures of the river as the poet has described it, and discuss their drawings.

### Learners

- draw upon their knowledge and skills to respond and express their ideas/feelings in art and in language
- communicate their responses and ideas
- show appreciation of others' work
- develop critical thinking and creativity



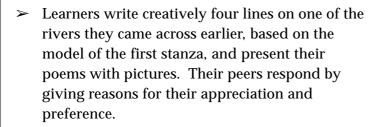
➤ Learners compare the river described in the poem with one of the rivers they discussed earlier, and present the differences and similarities of the rivers to the class.

### **Similarities / Differences**

- Flow of the river
- Activities
- Importance to the life of the people



- develop reasoning and critical thinking through making comparisons
- · extend their cultural awareness



- Extended tasks such as:
  - Learners write creatively poems on anything of their choice and display their poems on the class bulletin board for their peers to provide comments; or
  - They find more poems or other texts about rivers or boats and share among themselves.



Learners

 develop creativity, critical thinking and cultural awareness



- respond to others' work by providing feedback
- engage in more independent learning