

## Handout 4: Making Thematic Connections

In this activity, you will construct two thematic claims for each poem with supporting evidence. Refer to the write-up on the two related themes of social history and urban development in Handout 1.

### A Story, or History, Perhaps?

- a. How would you interpret the poet's attitude/s\* about forgotten histories of the East Coast in the poem? Identify 1-2 pieces of evidence from the poem to support this.

**\*Attitude:** This refers to the poet's perspective and feelings about an issue.

Bilingual Bonus: For students who read and speak Bahasa Melayu, you may also select evidence from the poem in its original language. You may explain your reasoning to other non-Malay speakers about the differences in how the word/s in Bahasa Melayu is/are used, as compared to the English translation.

poet's attitude/s	1-2 pieces of evidence

- b. What does the poet's attitude then suggest about the theme of social history and/or urban development in Singapore?

**Chinatown, I**

- a. How would you interpret the poet’s attitude/s\* towards the various Chinese dialects and cultures in the poem *Chinatown, I*? Identify 1-2 pieces of evidence from the poem to support this.

**\*Attitude:** This refers to the poet’s perspective and feelings about an issue.

**Bilingual Bonus:** For students who read and speak Mandarin, you may also select evidence from the poem in its original language. You may explain your reasoning to other non-Mandarin speakers about the differences in how the word/s in Mandarin is/are used, as compared to the English translation.

Poet’s attitude/s	1-2 pieces of evidence

- b. What does the poet’s attitude then suggest about the theme of social history and/or urban development in Singapore?