

LESSON PLAN TEMPLATE

Lesson Title	Analyzing Philippine Literature Through Contextual Lenses
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:	Learning Competency: Analyzing Beyond the Text • Analyze literary texts as expressions of individual or communal values within: o Biographical context o Historical context o Sociocultural context Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. Performance Standards: The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic) and prose (short story and novel); evaluate poetry and prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem and short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	● Identify the biographical context of a selected Filipino literary text. ● Explain how an author's life experiences influence the themes of their work.	● Analyze a literary text within its historical context. ● Relate the events in a story to specific periods in Philippine history.	● Analyze literary texts as expressions of sociocultural values (e.g., Bayanihan, respect for elders). ● Compare sociocultural practices in the text with current community traditions.	● Synthesize biographical, historical, and sociocultural contexts to evaluate a text's meaning. ● Plan a multimodal literary text that reflects local and national identity.
Learner Context:	● Learners show high engagement with visual storytelling and localized narratives. ● Some learners struggle with abstract literary concepts but excel when connecting stories to real people. ● There is a notable gap in vocabulary regarding literary criticism terms. ● A significant portion of the class prefers collaborative discussion over	● Learners are curious about Philippine history but often find dates and facts tedious. ● They respond well to 'what if' scenarios and historical simulations. ● Barriers include limited prior knowledge of specific historical eras outside of the revolution. ● Strengths include strong oral communication when discussing social justice.	● Learners are deeply rooted in local traditions and family-oriented values. ● They are highly expressive when discussing community issues and cultural practices. ● Barriers: Some students may feel their local dialect or customs are less 'academic' than the English text. ● Interests: Music, local festivals, and social media trends.	● Learners are reaching the 'application' stage and are eager to create their own content. ● There is a mix of artistic and technical skills in the classroom. ● Barrier: Some students struggle with synthesizing three different lenses simultaneously. ● Strength: High motivation when given creative freedom.

	individual writing.			
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	- Flash cards: Display pictures of famous Filipino authors (e.g., Jose Rizal, Nick Joaquin, Lualhati Bautista). - Quick Poll: Ask students if they know any personal details about these authors.	- Historical Photo Analysis: Show photos of the Philippines during the Spanish or American period. - Word Association: What words come to mind when you hear 'Colonialism' or 'Resistance'?	- Music Connection: Play a local folk song or OPM song that highlights a Filipino value. - Brainstorming: List 'Rules at Home' that every Filipino child knows.	'Context Mixer': A quick game where students match a quote to either a Biographical, Historical, or Sociocultural lens.
Flow:	Scaffolding: Begin with a short biography of a local author. Model the process of 'Author-to-Text' mapping using a graphic organizer. Checks for Understanding: Use 'Think-Pair-	Scaffolding: Provide a 'History Timeline' handout that aligns with the setting of the literary piece. Active Retrieval: Ask students to recall the author's background from the	Scaffolding: Define 'Sociocultural Context' using relatable Filipino examples like 'Mano Po' or 'Fiestas'. Active Retrieval: Students recall historical and biographical	Scaffolding: Provide a 'Synthesis Template' that guides the transition from analysis to original creation. Active Retrieval: Brief recap of the three contexts using a 'Gallery

	Share' to let students identify one personal event from the author's life reflected in the text provided. ● Active Retrieval: Students will list three facts about the author they learned earlier in the lesson without looking at their notes. ● Social Learning: In small groups, students discuss: 'If you wrote a story today, what part of your life would be in it?'	previous session and guess how history might have affected them. ● Social Learning: Group Activity: 'Fact vs. Fiction'—students categorize elements of the story into historical facts and imaginative elements. ● Checks for Understanding: Pause during the reading to ask: 'Why would a character behave this way during this specific time in history?'	points from the past two days to see how culture fits in. ● Social Learning: 'Value Auction': Groups are given 'points' to 'buy' values they think are most prominent in the story. They must justify their purchase. ● Checks for Understanding: 'Circle Talk': Students stand in two circles and discuss with a partner how a specific cultural practice influenced a character's decision.	Walk' of the previous days' outputs. ● Social Learning: Collaborative Drafting: Students work in pairs to outline a short story or poem that incorporates their own life (Bio), a local event (Hist), and a community value (Socio). ● Checks for Understanding: Teacher circulates to provide immediate feedback on the 'Synthesis Template' drafts.
Learning Resources:	● PowerPoint Presentation on Filipino Authors. ● Printed short story: 'The Centipede' by Rony V. Diaz. ● Biographical Sketch Handouts.	● Projector for Historical Images. ● Selected excerpts from 'Noli Me Tangere' or 'Lupang Tinubuan'. ● History-Literature Mapping Worksheet.	● Audio Speakers for music. ● Short Story: 'We Filipinos are Mild Drinkers' by Alejandro Roces. ● Visual cards representing different Filipino values.	● Laptops/Computers for drafting (if available) or Art Materials. ● Multimodal Text Rubric. ● Synthesis Template Worksheets.

Opportunities for integration:	• Araling Panlipunan: Discussion on the lives of national heroes as writers. • Values Education: Reflecting on personal integrity and life challenges.	• Araling Panlipunan: Integration of Philippine History and Colonialism studies.	• MAPEH (Music/Arts): Exploring cultural expressions through song and visual arts. • EsP: Discussion on Filipino values and identity.	• ICT: Introduction to multimodal tools for publishing. • Arts: Designing the visual components of their literary text.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.				
Formative Assessment:	• Exit Ticket: Students write one sentence explaining how the author's background influenced a specific character in the story. • Observation of group discussions using a participation checklist.	• Graphic Organizer: Students map three historical events to three plot points in the story. • Oral questioning during the 'Fact vs. Fiction' activity.	• Value Map: Students draw a symbol representing a sociocultural value found in the text and write a short explanation. • Peer feedback during the 'Value Auction'.	• Draft Plan: A completed outline or storyboard of their original multimodal text. • Self-Assessment Checklist: Students check if their plan includes all three contexts.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities	• Students are tasked to interview	• Watch a short clip of a historical	• Students find a contemporar	• Finalize the draft at home and

s:	an elder in their family about a significant life event to prepare for their own future writing.	documentary related to the era discussed and write a three-sentence reaction.	your social media post or news article that shows a Filipino value in action today.	prepare to present a 'teaser' of their multimodal project in the next week.
Reflections:	• Did the visual aids help the lower-proficiency learners understand the biographical connection? • Which students need more scaffolding in connecting life events to literary themes?	• Were the learners able to see history as a living part of the story rather than just a background? • How did the historical timeline aid the visual learners?	• Did the inclusion of local music increase engagement for the hands-on learners? • Were there any cultural nuances that the students interpreted differently based on their own family backgrounds?	• Which context (Bio, Hist, or Socio) did students find easiest to integrate into their own work? • How can I further support students who are struggling to bridge the gap between analysis and creation?