MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	7
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 21 - 25, 2024 (WEEK 4)	Quarter:	Second

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
B. Performance Standards	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience and reflects their local and national identity.

C. Learning Competencies and Objectives	***Learning Competency*** Analyze a literary text as expressions of individual or communal values within the sociocultural context. a. Note sociocultural practices and beliefs shared and unique around the globe. b. Define sociocultural terms associated with a certain practice. c. Demonstrate factual understanding of the literary concepts of local color and theme. d. Cite parts of an assigned text, which show certain sociocultural values and themes. e. Derive sociocultural values from the assigned text worth emulating and/ or changing. f. Write an essay showing changes in a sociocultural value, theme, or practice tackled.
C. Content	W e F i l

	i p i n o s a r e M i l d D r i n k e r s b y A l e j a n d o R . R o c e s S

	o c i o c u l t u r a l c o n t e x t i n r e a d i n g L o c a l c o l o r T

	h e m e
D. Integration	Philippine sociocultural practices and values

II. LEARNING RESOURCES

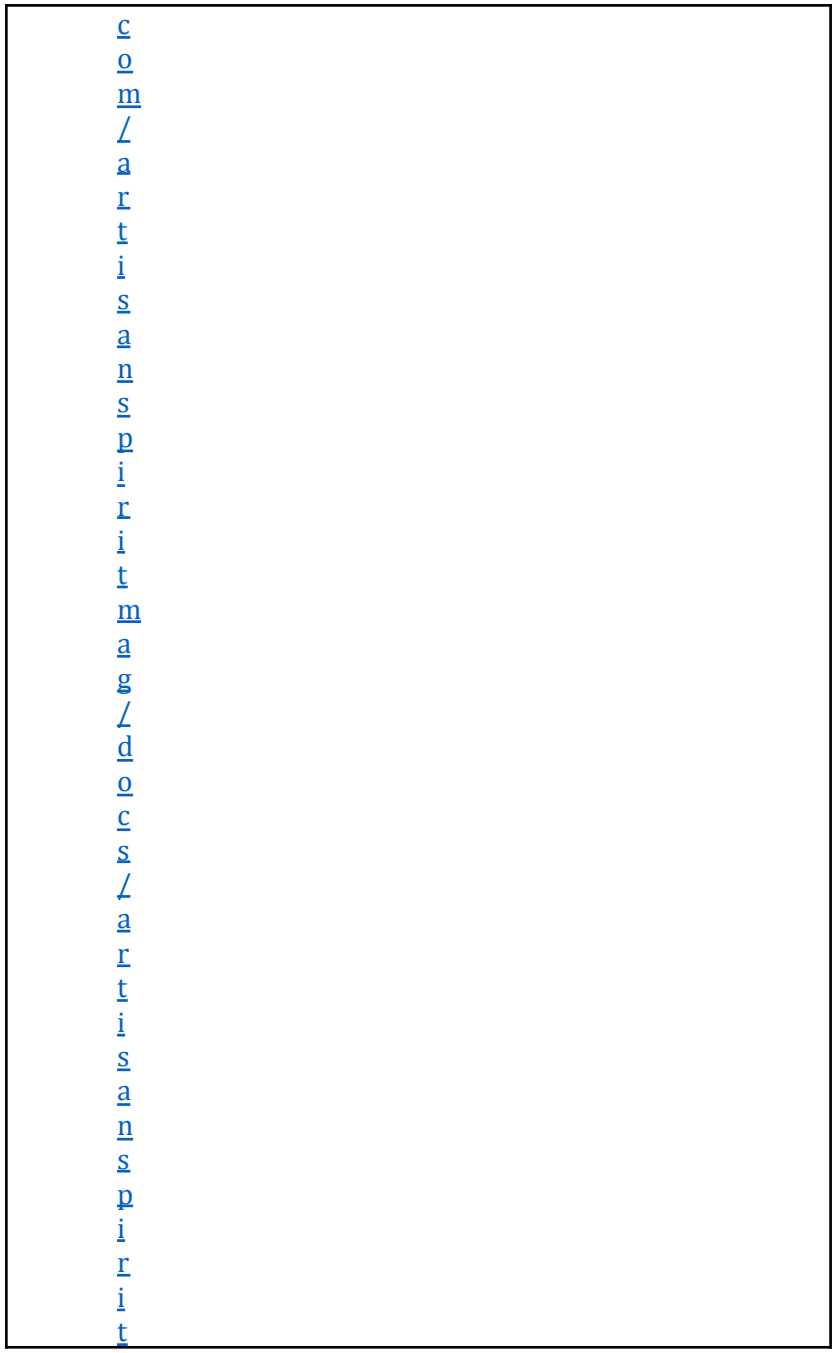
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III. TEACHING AND LEARNING PROCEDURE	**NOTES TO TEACHERS**

A. Activating Prior Knowledge	**Short Review (Day 1)** The teacher may do a recapitulation (review) of the previous lessons on the structural and the historical-biographical approaches to reading a short story. This review activates and connects the students' prior knowledge with the present lesson as they reflect on the varied approaches (contexts) of reading literary texts, short story in particular. Given several approaches to reading short stories, the students will have to realize that meaning in texts is rather multidimensional than single and fixed. That is, meaning could be inherent in the text itself (structural), could be an expressive art of the author's life experiences in an era (historical-biographical), and could be a reflection of people's ways of thinking and living (sociocultural). **Show and Share!** The teacher groups the class into five (5). Then, they show a picture of a banquet table. When the students are already in their respective groups, the teacher asks this question. 1. Supposing we have a celebration to organize (e.g., birthday, fiesta, anniversary, victory party, wedding, etc.), what food and beverages should we prepare or bring to the table?	The teacher may use authentic and contextualized pictures. The teacher should encourage the students to share their personal experiences about celebrations—on the food that they eat and the drinks that they take as sociocultural practices.

	The students brainstorm within their group and come up with a list of food and drinks they wish to prepare. Afterwards, the teacher calls each group to share its answers. The teacher can also write the answers of the students on the board. The teacher continues to ask the following questions to the groups, allowing variations of answers while each group gives its explanation. 2. Why do you want to prepare or bring these kinds of food and drinks? 3. Does your choice of food and drinks represent the Filipino culture of celebrating special occasions? 4. In the Philippines, will a celebration be complete without drinking beer, *Lambanog*, or tuba? Why? 5. What, for you, is the importance of beer or *Lambanog* to the Filipino drinking culture? 6. Do you think we have different practices of drinking beer or *Lambanog* in the Philippines?	The teacher should also highlight the personal stories of the students as regards Lambanog (or an equivalent term for it in the students' local places) drinking culture in their locality. On the other hand, the teacher must guide the students while they answer the questions, as they might share negative experiences about drinking. On this note, the teacher has to emphasize that the class is going to talk about mild drinking during special occasions only.

B. Establishing Lesson Purpose	**1. Lesson Purpose** **Watch and Note!** In this part, the teacher shows video-documentaries to the class about the wine/liquor/beer drinking culture of different nations. Before the videos or pictures are shown, the teacher tells the students that they will accomplish the worksheet, **Watch and Note**, as they watch the set of videos. The worksheet allows the students to note some cultural practices of drinking liquor/wine/beer in some countries. Links to the videos: 1. Drinking Culture around the World (National Geographic, 2019): https://youtu.be/6TgnrDIjroc 2. Art and Culture of Drinking Lambanog in the Philippines (Felizardo, 2016): https://youtu.be/maJDh8A7F8I 3. Korean Drinking Culture (KholicBlog, 2013): https://youtu.be/oMJ6Gk2h1Gk 4. Drinking Culture in Vienna, Austria (Vienna, 2022): https://youtu.be/1E5BO2l-75I	If there is no available device to show the videos, the teacher may ask the students to watch them in advance or may show series of pictures with descriptions.

	After making the students answer the worksheet, the teacher calls some students to share their answers. The teacher further asks the following questions:	

	a. What did you observe from the videos/pictures? b. Do you think people around the world have similar or different practices of drinking wine, beer, or liquor? c. Are the practices shown in the video the same or similar to the practices in your place? d. Can you give examples of those similar practices? e. Have you ever read a story about people's practices or ways of drinking wine, beer, or liquor? f. Could you share the story you have encountered?	The teacher should call some students to share their answers. The teacher may also employ small group discussions (SGDs) in which the students could get to talk about drinking practices. This time, the teacher can already connect the answers to the lesson and why it is important to be studied. They also explain the lesson's purpose to the students so they can sense the flow of the discussion and appreciate all the learning activities.
	2. Unlocking Content Area Vocabulary **Match to Unlock!** The teacher flashes on the screen or writes on the board the following words in Column A and their definitions in Column B. The students match the words with their corresponding meanings in Column B. **A** **B** 1. Lambanog 2. Sociocultural practices 3. Sociocultural values 4. Analysis 5. Pulutan 6. Tagay 7. Tanggero 8. Yankee 9. Whiskey 10. Chaser A. It means the act of drinking Lambanog or beer. It also refers to the local way of saying "cheers" in a drinking session. B. This refers to the process of reading a story or poem by identifying the literary elements. C, It is an alcoholic drink made from grain, such as barley or corn. peopD. They pertain to the beliefs which influence the way e act in a culture and put importance on cultural practices. E. This type of drink is taken after drinking a liquor or beer. F. Stemming from the word "pulut" which means to pick or grab, this local word means any type of dish served while drinking beer or Lambanog. G. It is a traditional Filipino beer or wine made of coconut. H. Also called as the gunner, they refer to the person who pours the Lambanog or beer into the glass and	The teacher may do this activity in the form of a game. Answers: 1. G 2. I 3. D 4. B 5. F 6. A 7. H 8. J 9. C 10. E

	passes it to others. I. They refer to the different activities that reflect people's culture of drinking Lambanog or beer. J. This refers to a person who lives in or is from the US.	

	After this activity, the teacher may present a short biography of **Alejandro R. Roces**. This could also be given as a reading assignment before the session starts.	
C. Developing and Deepening Understanding	**SUB-TOPIC 1 (Day 2)** **1. Explicitation** **Read and Act!** The students read the short story, *We Filipinos are Mild Drinkers*, by Alejandro R. Roces. The story may be read during the class period or may be given as a reading assignment. After reading the story, the teacher divides the class into five. Each group identifies and dramatizes a scene in the story that shows a sociocultural practice of drinking or utilizing Lambanog. After each presentation, the group explains why it has chosen the scene and how the particular sociocultural practice is observed in the different communities in the country. Here are examples of the scenes in the story. **Drinking Lambanog as a sign of respect to nature by throwing a small amount of it to the ground** **Drinking Lambanog with calamansi chaser** The teacher may use the rubric below to rate the students' formative performance. Feedback could be given after.	

	3	**2**	**1**
Understanding of the sociocultural practice	The students portray the scene as narrated in the story.	The students portray the scene with an adequate understanding of the narration.	The students portray the scene far from the narration.
Non-verbal delivery	The acting is effective and convincing through the use of	The acting is satisfactory through the use of and supported by	The acting is not effective and convincing because of the

	After the presentations, the teacher processes and synthesizes the students' performances, leading to the discussion of local color as an essential element in analyzing a story from a sociocultural context. ***Points for Discussion (Teacher's Guide)*** ● Local color is a narrative technique in fiction that presents the shared unique local practices and values of people in a particular place. ● Local color highlights the shared language, traditions, customs, manners, stories, and geography of people who live in a particular place. For instance, when reading a text to understand the local colors, one has to look at the expressions of sociocultural practices and values. ● Local color can be revealed through the analysis of the character/s or narrator, setting, plot events, and theme. ● By studying local color, one is able to know the peculiarities of the culture of the characters involved in a story. ● Local color may situate the reader in the sociocultural context that shapes the text. ● The sociocultural context, thus, is another way of creating meaning in a text by analyzing the sociocultural practices and values embedded in the narrative elements—character/s or narrator, setting, plot structure, symbols, and theme.	The teacher may use the points for discussion as a guide in teaching local color as a literary technique. The teacher may review the essential literary elements such as setting, character and characterization, and plot events which are covered and tackled in weeks 1 and 2.

	and supported by a variety of non-verbal cues.	a good number of non-verbal cues.	limited non- verbal cues.
Participation	All members of the group actively participate and engage in the activity.	Two members in the group do not actively participate and engage in the activity.	Three members in the group do not actively participate and engage in the activity.

	2. Worked example **Trace and Relate!** In this activity, the students answer the worksheet **Trace and Relate!** This worksheet lets the students trace the sociocultural practices revealed in the text as they analyze the essential elements: setting (time and place), character and characterization, plot events, and local language. The students also conduct research to enrich their understanding of the sociocultural aspects of the text. Consequently, the teacher should give the students enough time to research. After making the students answer the worksheet, the teacher facilitates the checking of their answers. The teacher may call students to share their answers or facilitate a socialized discussion. **3. Lesson Activity** At this point, the teacher shows videos about how Lambanog is produced or lets the students read the article. The sample videos illustrate the process of making Lambanog. Links to the videos: ● https://youtu.be/es1VEFukNRg (GMA Public Affairs, 2017b) ● https://youtu.be/AHo2_4fCUF4 (GMA Public Affairs, 2017a) Article: Lambanog: The History and Mystery of this Coconut Spirit by Reade A. Huddleston, pages 34-36. ● Link to the article (Artisan Spirit Magazine, 2023): https://issuu.com/artisanspiritmag/docs/artisanspirit_issue042_web After watching the videos, the students accomplish the worksheet **Contrast and Connect!** This worksheet allows the students to note the differences or similarities between Filipinos and Americans in terms of drinking Lambanog or beer. By being asked the question, "***Do you think our drinking culture is similar to other countries?"***, the students can expand their ideas and connect the differences of identities when two cultures meet over a Lambanog or beer. The teacher may call some students to share their answers. They may also record the students' answers on the board for everyone's reference.	The teacher may give this activity a day before or after the session so that the students can have more time to do their research. This can be an optional activity should there still be enough instructional time. The videos or articles may enrich the students' understanding of Lambanog as a locally produced beer.

SUB-TOPIC 2 (Day 3)

1. Explicitation:

Read and Elaborate!

The teacher draws the students' attention back to the short story, *We Filipinos are Mild Drinkers*. Then, the teacher posts the excerpted scene below on the screen/board.

"Hello, my little brown brother," he said, patting me on the head.
"Hello, Joe," I answered.
"Any bars in this town?" he asked.
That was usually the first question American soldiers asked when they visited our barrio..
"I am sorry, Joe," I replied. "There are no bars in this barrio." "Oh, hell!
You know where I could buy more whisky?"
"No, Joe. I am sorry. We do not drink whisky."
"Here, have a swig. You have been working too hard," he said, offering me his half-filled bottle.
"No, thank you, Joe," I said. "We Filipinos are mild drinkers." "Well, don't you drink at all?"
"Yes, Joe, I drink, but not whisky." "What the hell do you drink?"
"I drink *Lambanog*." "Jungle juice, eh?"
"I guess that is what the GIs call it." "You know where I could buy some?"
"I have some you can have, but I do not think you will like it."

- Why did the Filipino say, "We Filipinos are mild drinkers?"

The teacher could use the extracted scene as a way to talk about sociocultural values in the short story. The teacher may also emphasize that sociocultural values can be identified through the themes of the story.

Points for Discussion (Teacher's Guide)

- Theme means the central idea conveyed, either direct or implicit, in a literary work that depicts any human experience (Curry & Samara, n.d.; Hamilton, 2007).

The points for discussion may be used by the teacher as a guide in teaching the theme as a literary technique.

- Theme reveals the underlying meaning of a short story by looking at the author's linguistic choices and the words he uses in writing (Makaryk, 1993).
- Hence, what the writer feels, thinks, or experiences is exemplified in the words of the literary work they pen (Piañar, 2018).
- The theme of a story should be analyzed based on a dominant idea or concept about specific human or non-human social and cultural experiences.
- Understanding human values can also be enriched by looking at the themes. For instance, the value of love in the family can be understood by looking at how members of a family, in a short story, show care and extend support for each other at any time; in the short story read, the value of friendship or *pakikisama* can be understood by looking at how the Filipino offered Lambanog, without hesitation, to the thirsty American soldier.
- Hence, sociocultural values can be drawn from sociocultural practices.

2. Worked Example

Engage and Discuss!

The teacher groups the students into five. Each group is given a theme card that contains the sociocultural values revealed in the short story (Piañar, 2020). For 10 minutes, the students within groups discuss the assigned sociocultural values and how they are depicted in the story. The students have to cite scenes in the story that show the values. The teacher may provide the students with the table below to guide them in the discussion.

The teacher may ask the students to do an interpretive or dramatic reading of the excerpted scene. Thereafter, the teacher asks the students with the following questions for discussion.

1. Who are talking in the excerpt/scene?
2. What was the American looking for?
3. How did the Filipino character respond to the question of the American character?
4. What value is shown in the act of the Filipino?

Sociocultural Values in We Filipinos are Mild Drinkers	**Textual Evidence** (Specific Scene in the Story)
1. Friendship or *Pakikisama*	
2. Hospitability	
3. Manliness or *Machismo*	

4. Cultural Identity	

5. Hard work/Perseverance

After the small group discussions, the students present their ideas in front of the class. Feedbacking could be done after. In this formative test, the teacher rates the students' performance using the rubric below.

Dimensions	**4 (Excellent)**	**3 (Good)**	**2 (Fair)**	**1 (Poor)**

Understanding of the ideas	All the information is presented accurately, clearly, and comprehensively.	An adequate amount of information is presented accurately, clearly, and comprehensively.	An adequate amount of information is presented accurately with vague and incomplete explanation.	Most of the information shared is erroneous, with little to no explanation.
Organization of ideas	The information is well-organized with clear introduction and purpose of the discussion. The main points are clearly supported by complete specific details with effective transitions. The ideas are summarized towards the end.	The main points of the information are clearly established, but the presentation needs improvement in connecting three (3) details with one another. The ideas are summarized towards the end.	The main points of the information are clearly established, but the presentation needs improvement in connecting five (5) details with one another. The ideas are summarized towards the end.	The overall presentation of information lacks cohesion from one detail to another. The main points are not clearly emphasized, with no synthesis at the end of the presentation.
Verbal delivery	Speech is	Speech is	The low	Speech is not

		clear and audible to the audience. The speaker uses the target language that is appropriate and effective.	clear and audible to the audience, with noticeable errors in the target language.	volume of voice is affecting the clarity of speech. The use of informal language (jargon) distracts the speech delivery.	clear and inaudible to the audience. The use of language seems to be unintelligible .	
	Non-verbal presentation	The speaker is confident while delivering their discussion. They show appropriate hand gestures, facial expressions, eye contact, and body movements. The speaker	The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of one of the following: **hand gestures, facial**	The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of two of the following: **hand gestures, facial expressions,**	The speaker is not confident while delivering their discussion as shown in their distracting **hand gestures, facial expressions, eye contact, and body**	

			is also mindful of the audience while they remain focused on the topic.	**expressions, eye contact, and body movements**. The speaker is also mindful of the audience while they stay focused on the topic.	**eye contact, and body movements**. The speaker is also mindful of the audience while they stay focused on the topic.	**movements**. The speaker sometimes wanders off from the topic, which makes the audience disinterested in listening.	
	This rubric is adapted from Longwood University (n.d.), retrieved from: https://www.longwood.edu/media/mathematics-and-computer-science/public-site/SpeakingRubric.pdf **3. Lesson Activity Think and Decide!** In this task, the students accomplish the worksheet **Think and Decide!** This worksheet lets the students identify one shared practice of drinking Lambanog or beer in their local places. They also talk about the values ascribed to it. The teacher may call some students to share their work with the class.						
D. Making Generalizations	**1. Learners' Takeaways (Day 4)** **Learn to Unlearn!** For this part, the students supply the table in the worksheet **Learn to Unlearn!** with their answers based on what they learned from the story and what they unlearned as they explored the sociocultural practices and values of [drinking] Lambanog. The teacher may call some students to share their work with the class. **2. Reflection on** **Learning Think and Reflect!** As a metacognition activity, the students complete the worksheet **Think and Reflect!** The teacher should provide the students with enough time to finish the activity. Then, they may call some students to share their work with the class.						

<table>
<tr><th colspan="2">IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Evaluating Learning</td><td>
Research and Write!
As an evaluation activity, the students, in pairs, write a research-based essay about the contemporary cultural practices of Lambanog drinking in the Philippines, particularly in their locality. The students interview one young and one old Lambanog or beer drinker regarding their drinking practices. The students further ask the interviewees what values they think they get from the drinking sessions. Afterwards, the students, in their write-up, juxtapose (compare and contrast) the practices of the young and the old beer drinkers. The students should also relate the contemporary practices and values to the short story, We Filipinos are Mild Drinkers, and see the evolution or change of Lambanog or beer drinking culture through time.

For the interview activity, the teacher may give the following sample interview questions to the students as a guide. The questions may also be translated into the language understood by the interviewees.
1. What kind of beer do you usually drink?
2. How often do you drink Lambanog/beer?
3. Do you drink alone, with someone, or with friends?
4. When you drink with someone, what drinking practices do you do?
5. What values do you get when you join a drinking session with friends?
6. Do you think the drinking session culture in our place has changed over time?

The teacher may use the rubric below in scoring the students' outputs. Feedbacking could be done after.

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<tr><th>10-7</th><th>6-4</th><th>3-1</th></tr>
<tr><td>The ideas are relevant, complete, and comprehensive.</td><td>The ideas are relevant but the amount of information is inadequate.</td><td>The ideas are relevant but no explanation is provided.</td></tr>
<tr><td>The examples are based on research and readings.</td><td>An adequate number of examples are based on research and readings.</td><td>Most, if not all, of the examples are not research-based.</td></tr>
</table>
</td><td>The teacher may require the students to encode or handwrite their essay. In case it is encoded, the teacher decides on the specifications (i.e., font style, font size, spacing, number of pages, etc.) of the encoded output.</td></tr>
</table>

	The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.	
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ·○ *principles behind the teaching* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ·○ *students* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ·○ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*			