



	School:	Dalaguete National High School	Grade Level	Grade 12												
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy												
Daily Lesson Plan	Teaching Dates & Time:	September 27-28, 2022 7:40-12:00 noon 1:00-5:00 P.M.	Quarter:	1												
	I. OBJECTIVES <p style="text-align: center;">WEEK 4-DAY 1 for Set A, and Set B</p> <p>NOTE: Be sure that the lesson for a particular topic is discussed. (non-negotiable)</p>															
A. Content Standard		The learner demonstrates an understanding of media and information literacy (MIL) and MIL-related concepts.														
B. Performance Standard		The learner organizes a creative and interactive symposium for the community focusing on being a media and information-literate individual.														
C. Learning Competencies/Objectives		The learner explains how media from traditional to new new media shape the values and norms of people and society.														
II. CONTENT		Traditional Media to New Media														
III. LEARNING RESOURCES																
A. References																
1. Teacher's Guide pages																
2. Learner's Materials pages																
3. Test Book pages																
4. Learning Resources (LR) portal																
B. Other Learning References																
Self-Learning Home Task (SLHT)		Pages 1-16														
IV. PROCEDURES																
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other: Online Slides Presentation														
		Directions. Identify the evolution of media from traditional to new media based on the given statement/s. Choices are Prehistoric Age, Industrial Age, Electronic Age, and Digital Age. Please write down your answers on a short-size bond paper or an intermediate paper.														
DRILLS: Use game as an activity to engage, correct, and assess learner's prior knowledge to determine their readiness to the present lesson. Give analysis right after performing the said activity.		<table border="1"> <thead> <tr> <th>Statement</th> <th>Age/Period</th> </tr> </thead> <tbody> <tr> <td>1. Mainframe computers were used by large organizations.</td> <td></td> </tr> <tr> <td>2. Wearable technology like tech togs are worn by individuals.</td> <td></td> </tr> <tr> <td>3. Smartwatch provides a local touchscreen.</td> <td></td> </tr> <tr> <td>4. Papyrus was used as a writing surface.</td> <td></td> </tr> <tr> <td>5. Printing press was one of the most influential events.</td> <td></td> </tr> </tbody> </table>			Statement	Age/Period	1. Mainframe computers were used by large organizations.		2. Wearable technology like tech togs are worn by individuals.		3. Smartwatch provides a local touchscreen.		4. Papyrus was used as a writing surface.		5. Printing press was one of the most influential events.	
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REVIEW: The Teacher will ask 3 to 5 relevant questions leading to the topics to be discussed.

The teacher may ask the students to recall the previous lesson and share it before the class.

Social Media/Media Literacy: Responsible Use

Over 70% of youth report use of social media such as Facebook, Instagram, Snapchat, Twitter, YouTube, Tumblr, and the list of possible platforms continues to expand. The majority of youth report using more than one social media platform. Social media use, and internet use more generally, is a typical part of most youths’ daily lives. Supporting them in responsible use and navigation of various platforms is important for any supportive adults in their lives.

What to do

Here are some ways you can support the youth in your life to engage in responsible social media use: [Read more here](#)

Source: <https://sites.google.com/depd.gov.ph/mil/slhts/q1-week-3>



MOTIVATION: It is the teacher’s priming that will hook engage student’s interest to focus by giving essential and relevant, situations to activate the prior knowledge leading to the presentation of new lesson.

The teacher shall ask the following questions:

- Did traditional media shape the values and norms of people and society in the past?
- Does new media shape the values and norms of people and society at present?



LESSON PROPER: Teacher’s input or abstraction to deliver and present the concepts of the lesson in a systematic manner. Provoke thinking of students by asking relevant questions to gauge student’s understanding of the lesson/s.

Directions. Read the reading material.

Evolution of Traditional Media to New Media

The evolution of media started from the Prehistoric Age wherein people discovered fire, developed paper from plants and forged equipment or weapons through stone, bronze, copper and iron.

The control of fire by early humans was a turning point in the [technological](#) evolution of [human beings](#). [Fire](#) provided a source of warmth, protection from [predators](#), a way to create more advanced [hunting](#) tools, and a method for [cooking](#) food. These cultural advances allowed human geographic dispersal, cultural innovations, and changes to diet and behavior.

Additionally, [creating fire](#) allowed human activity to continue into the dark and colder hours of the evening.

During that period, Papyrus was made from the [pith](#) of the papyrus plant, [Cyperus papyrus](#), a wetland [sedge](#).^[1] *Papyrus* (plural: *papyri*) can also refer to a document written on sheets of

such material, joined together side by side and rolled up into a [scroll](#), an early form of a book.

The ancient people used stone tools for farming and hunting. They even used stone tools in making cave markings.

Early civilizations during the Bronze Age (c.3500—700BC) in the Middle East began to combine bronze or copper alloys to produce spears, daggers, swords and axes. Later, swordsmiths started producing finely detailed swords with stronger iron blades. These techniques did spread to China, India, South-east Asia and Europe, where they had a profound influence on future warfare.

However, Iron Age became the final epoch of the [three- age division](#) of the [prehistory](#) and [protohistory](#) of [humanity](#). It was preceded by the [Stone Age](#) ([Paleolithic](#), [Mesolithic](#), [Neolithic](#), and [Chalcolithic](#)) and the [Bronze Age](#). The next evolution of media known in the Industrial Age. Just like when people used the power of steam, developed machine tools, established iron production and manufacturing of various products (including books through the printing press). This period brought the changes in economic and social organization that began around 1760 in Great Britain and later in other countries, characterized chiefly by the replacement of hand tools with power-driven machines such as the power loom and the steam engine, and by the concentration of industry in large establishments.^{[1][2]}

The first power loom was designed in 1784 by Edmund Cartwright and first built in 1785. It was refined over the next 47 years until a design by Kenworthy and Bullough made the operation completely automatic.

And the atmospheric engine was invented by [Thomas Newcomen](#) in 1712, which was often referred to simply as a [Newcomen engine](#). The engine was operated by condensing steam drawn into the cylinder, thereby creating a partial vacuum which allowed the atmospheric pressure to push the piston into the cylinder. It was the first practical device to harness [steam](#) to produce [mechanical work](#).^{[1][2]} Newcomen engines were used throughout [Britain](#) and Europe, principally to pump water out of [mines](#). Hundreds were constructed through the 18th century. Those were machine tools used by the people for the production of products.

During this period the printing press produced multiple reading materials or news. It had the mechanical device for applying pressure to an [inked](#) surface resting upon a [print](#) medium (such as paper or cloth), thereby transferring the ink. It marked a dramatic improvement on earlier printing methods in which the cloth, paper or other medium was brushed or rubbed repeatedly to achieve the transfer of ink, and accelerated the process. Typically used for texts, the invention and [global spread of the printing press](#) was one of the most influential events in the second millennium.^{[1][2]}

The evolution of media continued all over the world. In the Electronic Age, the people harnessed the power of electricity that led to electrical telegraphy, electrical circuits and the early large scale computers (through vacuum tubes, transistors and integrated circuits). In this age, long distance communication through the use of electrical telegraph became possible. Then, the electricity generation powered inventions and innovations through the process of electrical network in general usage. Moreover, the development of electrical circuits was maximized until the invention of Mainframe computers.

And finally, the Digital Age sparked brilliant inventions and innovations where people advanced the use of microelectronics in the invention of personal computers, mobile devices and wearable technology. In this age, the Internet paved the way for faster communication and the creation of the social network. Moreover, voice, image, sound and data are digitized

The development of microelectronics became most popular and applicable in all fields. The use of personal computers, mobile devices, and wearable technology devices such as activity tracker or fitness tracker, sensor, smartwatch that shaped the values and norms of the people as end users of the digital world.

The best smartwatches can perform lots of tricks, like searching the internet with your voice, tracking your location with GPS or even monitoring your heart rate to protect your overall health. These will likely work best when paired to one of the [best smartphones](#) on the market, but some of the models even work without a phone in tow.

Disclaimer: The statements stated above are borrowed from the online sources. The Department of Education does not claim or own the presented statements. Links for the sources are found in the reference part of the Self-Learning Home Task (SLHT).



PRACTICE EXERCISES: The teacher will provide practice exercises that will be answered by the students in pairs or in group or in individual performance in the new normal.

Activity:

Exercise 2 @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-4>

1. Explore the given statements or situations which would justify how the media shaped the values and norms of people and society. Mark Check (/) if the stated statement or situation is expressing that the media shaped the values and norms of people and society. Mark X if it is not. Please write down your answers on a short-size bond paper or an intermediate paper. [Read more here](#)

Analysis:

Based on the presented article @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-4>, explain how the functions of media shape the values and norms of people and society.

Note: The students shall answer the question.



GENERALIZATION: The teacher will give questions to draw out or elicit from the students what is expected to generalize about concepts and or demonstrate steps in solving problems.

Abstraction:

Directions. Read the reading material, Contributions of Media in the Modern Society by George Lumayag @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-4>, Then, share the summary of the lesson before the class.

Guide Questions:

- What are the contributions of the media in modern society?
- Summarize the reading material “Contributions of Media in the Modern Society”?



APPLICATIONS: The teacher will give questions on application to ensure that the lessons were understood and skills were being acquired. Ask real life situations if possible to develop appreciation of students.

Applications:

Exercise 1: Day 1

Directions. Write your answer on a one half crosswise intermediate paper. Explain how media from traditional to new new media shape the values and norms of people and society.



QUIZ: The teacher will give a pen paper test to verify and ensure students’ mastery of the lesson.

Assessment:

Directions. Please answer the 1-10 item assessment @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-4>



ASSIGNMENT: The teacher will give 1 or 2 easy, 1 or 2 average, and 1 difficult activities to be done at home to strengthen the students assessment.

Assignment is optional



GUIDE QUESTIONS FOR REFLECTIONS

How many students didn’t find difficulties in answering their lesson?

How many students find the lesson interesting, engaging, and enjoyable?

<p>REFLECTION: The teacher needs to reflect what went well and what went wrong to improve teacher's and students' performance.</p>	What is lacking in the lesson? (Prior knowledge, skills needed, or interest to listen and pay attention).
	How many students were trying to cope up despite the same difficulties encountered in the delivery of the lesson?
	How many students mastered the lesson despite the limited resources facilitated the teaching and learning process?
	How many students finished their work on time, and how many of them did not finish their work on time? Why?
	Number of learners who earned 80% in the evaluation.
	Number of learners who earned 80% above.
	Number of learners who need additional activities and require for remediation.
	What went well? (Ex. I planned well what strategy fits my students, and the lesson as well shall be discussed. Then, this is the reason why 90% of them acquired the skills needed to use and perform.)
	What do I need to improve in my teaching performance and students' performance? (Ex. I have to employ a variety of strategies that fit my students and sustain my energy to execute another lesson.)

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Master Teacher I