

LESSON PLAN TEMPLATE

Lesson Title	Navigating Narratives: Analyzing Plot Structures and Cultural Values in Afro-Asian Literature
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 8
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: Plot Structures • Analyze literary texts as expressions of individual or communal values within Structural context: o Plot: § Linear and flashback § Parallel Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Afro - Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity. Performance Standards: The learners analyze the style, form, and features of Afro - Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	- Identify the components of a linear plot structure in a selected Afro-Asian short story. - Relate specific plot events to the expression of individual or communal Filipino and Afro-Asian values. - Construct a visual plot diagram showing the chronological sequence of events.	- Define flashback as a plot device and explain its purpose in character development. - Analyze how flashbacks reveal communal history and personal values in a literary text. - Rewrite a linear scene into a flashback sequence to demonstrate understanding of narrative shifts.	- Distinguish parallel plot structures within a text or across two related stories. - Compare and contrast the values expressed by different characters in parallel narratives. - Create a 'Dual-Path' map showing how two storylines converge or mirror each other.	- Critique the effectiveness of different plot structures in conveying cultural identity. - Plan a multimodal original literary text using a chosen plot structure (Linear, Flashback, or Parallel). - Reflect on how their chosen structure highlights specific Filipino or Afro-Asian values.
Learner Context:	- The class consists of Grade 8 learners with mixed readiness levels; some can independently analyze texts while others require guided reading. - Most learners show high engagement when visual aids, such as graphic organizers, are used.	- Learners find non-linear narratives challenging and often get confused with time shifts in stories. - They respond well to 'time-travel' metaphors and cinematic examples (e.g., flashbacks in popular Filipino teleseryes).	- Learners are interested in social issues and enjoy comparing different perspectives. - Stronger learners can easily see connections between stories, but struggling learners may need help seeing the 'mirroring' effect of parallel	- Learners demonstrate high creativity when given the chance to use art or technology. - Some learners may feel overwhelmed by the task of 'composing,' so clear templates and choices are necessary. - They value peer feedback but need

	• Learners are generally participative in group discussions but may hesitate when expressing complex ideas in English. • A few learners face barriers in reading comprehension, specifically in identifying the climax and resolution of stories with unfamiliar cultural settings.	• Barriers include difficulty in identifying transitional phrases that signal a shift in time (e.g., 'He remembered...', 'Years ago...').	• plots. • Social learning is a strength; they enjoy collaborative tasks that involve debate or comparison.	structured rubrics to give constructive criticism.
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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:	• Quick Recall: Students participate in a 'Story Scramble' where they arrange five jumbled sentences representing a local Pinoy legend (e.g.,	• Flashback Friday: Show a 1-minute clip from a well-known movie or commercial that uses a flashback. Ask: 'How did the past explain what is	• Parallel Lives: Ask two students to describe what they did at 7:00 AM this morning. Contrast their activities to show that different stories	• Gallery Walk: Display the posters and maps from the previous three sessions. Students go around and put a 'star' sticker on the structure they find
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	The Legend of the Pineapple) into the correct chronological order. ● Hook: Short discussion on why stories are usually told from beginning to end.	happening in the present?'	happen at the same time.	most interesting.
Flow:	● Introduction: Define Linear Plot Structure and explain its significance in traditional storytelling (Scaffolding) ● Modeling: The teacher reads an excerpt from an Afro-Asian text (e.g., 'The Hands of the Blacks' by Luis Bernardo Honwana) and maps the exposition and rising action on the board. ● Active Retrieval: In pairs, students identify the turning point	● Concept Explanation: Introduce 'Flashback' as a structural tool to provide backstory and depth to communal values. ● Scaffolding: Provide a 'Signal Word Bank' (e.g., 'reminisced', 'back then', 'formerly') to help learners spot shifts in time. ● Active Retrieval: Read a story segment featuring a flashback. Students use 'Time-Jump Cards' (Past/Present) to	● Direct Instruction: Explain Parallel Plot structure using the concept of 'Meanwhile...' in storytelling. ● Check for Understanding: Use a Venn Diagram on the board to compare two characters from an Afro-Asian text whose lives run parallel (e.g., a rich character and a poor character reflecting communal values). ● Scaffolding: Provide a 'Parallel Plot Graphic Organizer'	● Synthesis Lecture: Brief recap of Linear, Flashback, and Parallel structures and their impact on the reader. ● Modeling: Show a sample multimodal plan (e.g., a storyboard for a digital story or a draft for a poem with a flashback). ● Individual/Group Work: Students choose one plot structure to plan their own original story reflecting their cultural identity (Scaffolding: Storyboard)

	(climax) of the story and discuss how the protagonist's actions reflect a specific value like dignity or resilience (Social Learning). ● Check for Understanding: A 'Stop and Sketch' activity where students draw a small icon representing the resolution of the story. ● Guided Practice: Groups complete a 'Value-Plot Map' linking plot points to cultural values found in both the text and their own Filipino community.	indicate which time period is being described as the teacher reads aloud. ● Social Learning: Small groups analyze why the author chose to use a flashback instead of telling the story chronologically. Does it highlight a forgotten value? ● Application: Students perform a 'Freeze Frame' of a present-day scene and a 'Flashback' scene that explains a character's current motivation.	with guided prompts for each storyline. ● Active Retrieval: Give groups 'Scenario Envelopes' where they must create two simultaneous events happening in a Filipino barangay that reflect the same value (e.g., Bayanihan). ● Discussion: How do parallel plots allow an author to show multiple sides of a communal value?	templates). ● Social Learning: 'Peer Consultation' where students pitch their plot idea to a partner and get feedback on whether the value is clear. ● Reflection: Students write a 'Director's Note' explaining why they chose their specific plot structure to represent their community.
Learning Resources:	● PowerPoint Presentation on Plot Structures. ● Printed copies of 'The Hands of the Blacks'. ● Plot Diagram	● Video clip/LCD Projector. ● Short story excerpts featuring flashbacks. ● 'Time-Jump' color-coded cards.	● Graphic Organizers (Venn Diagram, Dual-Path Map). ● Scenario Envelopes with local contexts. ● Markers and	● Storyboard Templates. ● Art Supplies (crayons, markers). ● Peer Feedback Rubric. ● Samples of multimodal texts.

	- Worksheet. - Whiteboard markers and board.		Manila paper.	
Opportunities for integration:	Araling Panlipunan : Discussion of social hierarchies and human rights within the context of the story's setting. Values Education: Exploration of self-worth and respect for others' identity.	History: Comparing how personal memories (flashbacks) contribute to our understanding of national history.	Media Literacy: Analyzing news reports that show two different sides of the same event. Sociology: Understanding diverse perspectives within a single community.	ICT: Preparation for creating digital stories or presentations. Arts: Visualizing scenes through storyboarding.

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 must write one sentence identifying the 'Rising Action' of the story and one Filipino value that mirrors the protagonist's struggle. - Observations during the 'Value-Plot Map' group activity to	Timeline Mapping: Students create a 'Broken Timeline' where they plot the story's events as they appear in the text vs. how they happened chronologically. - Teacher check-ins during group 'Freeze	Quick-Write : Students explain in 3 sentences how the two parallel plots in the lesson's text eventually relate to a single theme or value. - Evaluation of the 'Dual-Path' maps for accuracy in plotting simultaneous	Draft Submission: A completed storyboard or plot outline with a clearly stated 'Communal Value' and chosen 'Plot Structure'. - Peer Feedback forms.
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	identify students needing additional support.	Frame' preparation.	s events.	
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:	Ask students to interview an elder at home about a traditional 'alamat' or family story that follows a straight timeline and identify the moral value it teaches.	Students write a one-paragraph 'Memory Box' entry for a character in the story, describing a past event that shaped their current values.	Watch a short film or read a comic strip with parallel plots and identify the point where the two stories meet.	Start collecting images or recording audio/video snippets at home to be used for their final multimodal project in the coming week.
Reflections:	- Which part of the linear plot did students find most difficult to identify? - How effectively did the visual diagram help the lower-readiness learners?	- Did the 'Time-Jump Cards' effectively minimize confusion regarding the narrative shifts? - Are students able to connect the flashback to the character's core values?	- Were students able to identify the thematic link between the parallel stories? - How did the 'Parallel Lives' hook help in conceptualizing the structure?	- Did the students choose a variety of plot structures, or did they gravitate toward the simplest one? - How can I further support those who struggled to articulate their 'Director's Note'?