

LESSON PLAN TEMPLATE

Lesson Title	Structural Analysis and Values in Literature
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net)
Grade Level and Section	Grade 10
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:	<p>Learning Competency: Analyze literary texts as expressions of individual or communal values within: • Structural context: o Organic unity o Sign and referent o Binary opposition 2</p> <p>Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating World literature (poetry, prose, and drama) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.</p> <p>Performance Standards: The learners analyze the style, form, and features of World literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short film) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.</p>			
	Session 1	Session 2	Session 3	Session 4
Learning	• Identify the	• Define signs	• Identify	• Synthesize

Objectives:	<p>concept of organic unity in a selected Filipino short story.</p> <ul style="list-style-type: none"> ● Explain how individual parts of a text contribute to its overall meaning and communal values. 	<p>and referents within a literary and cultural context.</p> <ul style="list-style-type: none"> ● Analyze how specific signs in Philippine literature refer to communal values. 	<p>binary oppositions in a literary text.</p> <ul style="list-style-type: none"> ● Discuss how these oppositions highlight individual or communal value conflicts. 	<p>organic unity, signs, and binary oppositions to evaluate a literary text's expression of values.</p> <ul style="list-style-type: none"> ● Reflect on how these structural elements shape one's cultural identity.
--------------------	---	--	---	---

Learner Context:	<p>Learners demonstrate high engagement when analyzing stories involving family dynamics. A significant portion of the class prefers visual representations of plot structures. Some learners face barriers with abstract literary terminology, requiring concrete examples from their daily lives in the community.</p>	<p>The class shows a strong interest in local symbols and superstitions. While they are proficient in identifying literal meanings, they sometimes struggle to bridge the gap to figurative referents. Visual aids and realia are essential for bridging this gap.</p>	<p>Learners respond well to debate-style discussions. They have a tendency to view stories in 'black and white,' which makes them ready for binary opposition analysis but requires guidance to see the nuances between the poles.</p>	<p>Students are most productive when given creative tasks that allow for multimodal expression. They have shown growth in connecting literary themes to their own lives but still require structured templates for synthesis tasks.</p>
-------------------------	--	--	--	---

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:	<ul style="list-style-type: none"> ● Active Retrieval: 'Story Puzzle' activity where 	<ul style="list-style-type: none"> ● Show and Tell: Display a 'Walis Ting-ting' and ask students 	<ul style="list-style-type: none"> ● Active Retrieval: 'Opposites Game' where students 	<ul style="list-style-type: none"> ● Active Retrieval: 'Concept Map Marathon'— groups have
--------------------	--	--	--	--

	<p>students arrange jumbled events of a local legend to see how they fit together.</p> <ul style="list-style-type: none"> Quick review of the previous week's lesson on literary elements. 	<p>what it represents beyond a cleaning tool (unity, cooperation)</p>	<p>quickly shout the opposite of words like 'Light,' 'Wealth,' 'Tradition,' and 'Silence.'</p>	<p>2 minutes to write everything they remember about the three structural contexts.</p>
Flow:	<ol style="list-style-type: none"> Scaffolding : Present a visual 'Organism' diagram to explain Organic Unity—how every 'limb' (element) of a story serves the 'body' (the theme). Checks for Understanding: Use a Think-Pair-Share approach where students identify the purpose of a specific character in a short text. Social Learning: In small groups, students analyze a short story like 'The Mats' by 	<ol style="list-style-type: none"> Scaffolding : Introduce Saussure's concept of signifier (sign) and signified (referent) using local icons (e.g., Jollibee bee, the Philippine Flag). Social Learning: Group activity 'Symbol Hunt' using local poems; students identify objects and their deeper cultural referents. Checks for Understanding: 'Stop and Jot'—pause the lesson for students to write down one 	<ol style="list-style-type: none"> Scaffolding : Explain Binary Opposition as a tool to reveal tension in a story (e.g., Urban vs. Rural). Social Learning: Divide the class into two sides of a 'Binary Spectrum' to debate which side a character represents in a specific scene. Checks for Understanding: Ask students to identify the 'dominant' versus 'marginalized' side in the pair (e.g., Why is 'modernity' often seen 	<ol style="list-style-type: none"> Scaffolding : Provide a 'Synthesis Matrix' that guides students to look for all three elements in a single comprehensive text (e.g., 'Dead Stars' excerpt or a local contemporary story). Social Learning: Collaborative poster making where groups illustrate the 'Structure of Value' in the text. Checks for Understanding: Gallery Walk where students leave feedback on

	<p>Francisco Arcellana, mapping how the setting and characters create a unified message about family.</p> <p>4. Active Retrieval: Exit ticket asking: 'Which part of the story could not be removed without changing the message?'</p>	<p>sign they saw in a poem and what communal value it refers to.</p> <p>4. Active Retrieval: A quick 'Symbol Matching' game on the board.</p>	<p>as superior to 'tradition' in some stories?).</p> <p>4. Active Retrieval: Reflection log entry: 'What is the main conflict in the story expressed as an X vs. Y opposition?'</p>	<p>other groups' posters using 'I see/I wonder' sticky notes.</p> <p>4. Active Retrieval: 3-2-1 Summary (3 things learned, 2 questions left, 1 value identified).</p>
Learning Resources:	<ul style="list-style-type: none"> Printed copies of 'The Mats' by Francisco Arcellana Slide Presentation on Organic Unity Graphic Organizer (Tree Diagram) 	<ul style="list-style-type: none"> Real-life objects (Walis Ting-ting, Rice stalk) Excerpts from local poetry Projector and Slide Presentation 	<ul style="list-style-type: none"> Video clip of a Filipino contemporary short film Printed activity sheets with T-charts Smart TV/Projector 	<ul style="list-style-type: none"> Manila paper and markers Synthesis Matrix templates Rubrics for the poster activity
Opportunities for integration:	<p>Integration with Edukasyon sa Pagpapakatao (EsP) by discussing the value of respect for elders and family traditions depicted in the literature.</p>	<p>Integration with Araling Panlipunan by exploring historical symbols and their meanings in the development of Filipino identity.</p>	<p>Integration with Media Literacy by analyzing how binary oppositions (e.g., hero vs. villain) are used in local TV dramas (teleseryes).</p>	<p>Integration with Arts (MAPEH) through the visual representation of literary themes in the poster-making activity.</p>

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.

<p>Formative Assessment:</p>	<ul style="list-style-type: none"> ● Observation of group discussions using a checklist. ● Completed Graphic Organizer showing the relationship between plot elements and the central theme. 	<ul style="list-style-type: none"> ● Worksheet where students list 3 signs from a text and explain their referents and the values they represent. ● Oral participation during the Symbol Hunt activity. 	<ul style="list-style-type: none"> ● T-chart completion identifying at least three binary oppositions in a text. ● Quality of participation in the 'Binary Spectrum' debate. 	<ul style="list-style-type: none"> ● The 'Synthesis Matrix' worksheet. ● Group poster and the peer feedback collected during the Gallery Walk.
-------------------------------------	--	---	--	--

Ways Forward.

Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.

<p>Extended learning opportunities:</p>	<ul style="list-style-type: none"> ● For advanced learners: Write a paragraph explaining how the ending of the story reinforces the theme. ● For struggling learners: Draw a comic strip representing the most important scene that holds the story together. 	<ul style="list-style-type: none"> ● Research a traditional symbol in their specific province and write a 3-sentence explanation of its referent. 	<ul style="list-style-type: none"> ● Find a popular song lyric and identify one binary opposition used to convey the song's message. 	<ul style="list-style-type: none"> ● Write a short journal entry reflecting on which communal value identified this week is most important to their own family.
--	---	--	---	--

Reflections:	<ul style="list-style-type: none">● Did the visual 'Organism' analogy help learners grasp the concept of organic unity?● Which groups required more scaffolding during the mapping activity?	<ul style="list-style-type: none">● How effective was the use of realia in explaining sign and referent?● Are students able to distinguish between personal signs and communal signs?	<ul style="list-style-type: none">● Did the 'Binary Spectrum' activity help learners see the tension in the text?● Which binary oppositions were most difficult for the students to identify?	<ul style="list-style-type: none">● To what extent did the synthesis activity demonstrate mastery of the three structural contexts?● How will the insights from this week's analysis inform their upcoming short film project?
---------------------	---	--	--	---