

LESSON PLAN TEMPLATE

Lesson Title	Unveiling Values through Structural Analysis of Anglo-American Poetry
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 9
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: Analyze literary texts as expressions of individual or communal values within structural context: Rhyme and meter, Diction, and Tone and mood. Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating Anglo - American 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. Performance Standards: The learners analyze the style, form, and features of Anglo - American 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 (one - act play) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	At the end of the session, learners are expected to: • Identify various rhyme schemes and metrical patterns in selected Anglo-American poems. • Explain how the musicality of a poem, created through rhyme and meter, reflects communal or individual values. • Compare the rhythmic structures of English poetry with traditional Filipino poetic forms like the Tanaga.	At the end of the session, learners are expected to: • Analyze the diction used in literary texts to identify the author's purpose and underlying values. • Differentiate between the denotative and connotative meanings of words within a cultural context. • Evaluate how specific word choices reflect Filipino-Anglo cultural identities.	At the end of the session, learners are expected to: • Distinguish between tone and mood in various Anglo-American and local literary excerpts. • Determine how tone and mood contribute to the expression of individual or communal values. • Infer the author's attitude toward a subject based on structural and linguistic cues.	At the end of the session, learners are expected to: • Synthesize rhyme, meter, diction, tone, and mood to provide a comprehensive analysis of a literary text. • Draft an original multimodal plan for a poem or short play that reflects their cultural identity and communal values. • Demonstrate communicative competence by presenting an analysis of a chosen poem.
Learner Context:	The learners demonstrate high engagement in auditory and rhythmic activities but often struggle with the technical nomenclature of prosody. They show a strong interest in modern music and rap, which can be used as a bridge to understanding	Learners exhibit a diverse range of vocabulary levels. While they are proficient in conversational English, they often overlook the nuance of word choice in formal poetry. There is a noticeable interest in social media trends where 'slang' and 'diction'	Learners are generally empathetic and can easily identify 'feelings' in a story, but they struggle to differentiate between the author's attitude (tone) and the reader's feeling (mood). They perform well in collaborative role-playing	Learners are at the stage where they are ready to apply their knowledge but require clear structures for synthesis. They are tech-savvy and enjoy using digital tools for presentations. The main barrier is time management during the creative process and the

	meter. A few learners with reading difficulties find it challenging to visually identify patterns without hearing the text read aloud. Most students are expressive during group discussions but hesitant when performing individual structural analysis.	change meaning, which serves as a strength for this lesson. Potential barriers include a lack of exposure to archaic Anglo-American vocabulary.	activities. A barrier is the tendency to use generic descriptors like 'happy' or 'sad' instead of more nuanced terms like 'nostalgic', 'defiant', or 'solemn'.	fear of 'getting it wrong' when interpreting complex themes. Strengths include their ability to relate literature to their own lives as young Filipinos.
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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:	● Rhythm Clap-Along : The teacher plays a popular rhythmic Filipino folk song (e.g., 'Leron Leron Sinta') and asks students to clap to the beat, transitioning then to the iambic pentameter of a Shakespearean sonnet. ● Word Match: A quick board activity	● The 'Feeling' of Words: Present word pairs like 'House vs. Home' or 'Bahay vs. Tahanan'. Students vote on which word feels warmer and explain why. ● Vocabulary Prediction: Preview five difficult words from the day's poem and have students guess their meaning	● Mood Music: Play three different instrumental tracks (e.g., a festive Kundiman, a somber funeral march, and an upbeat pop song). Students write one word for how each makes them feel (Mood). ● Tone Check: The teacher says the phrase 'Oh, great!' in three	● The 'Value' Recap: A rapid-fire 'Pass the Ball' game where students must name one structural element and one value discussed in the previous three sessions. ● Gallery Walk: Display the 'Mood Boards' from Session 3 to inspire the final analysis.
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	where students match rhyming pairs of words from both English and Filipino contexts (e.g., 'Heart/Part' and 'Bayan/Laban').	based on visual clues.	different ways (sarcastic, excited, annoyed) and asks students to identify the 'Tone'.	
Flow:	● Introduction: Define Rhyme and Meter using visual aids. Introduce 'The Road Not Taken' by Robert Frost. ● Scaffolding: Model the process of marking the rhyme scheme (AABA) and counting syllables for meter on the board using the first stanza. ● Social Learning: In small groups, students analyze 'The Road Not Taken' alongside a Filipino 'Tanaga'. They must	● Direct Instruction: Discuss Diction (formal vs. informal) and its impact on tone. Use excerpts from 'I Have a Dream' by Martin Luther King Jr. ● Active Retrieval: Students identify 'emotive' words in the text that signal communal values like justice and equality. ● Scaffolding: Use a 'Diction Web' graphic organizer to map out the connotation	● Concept Clarification: Use a T-chart to define Tone (Author's Voice) vs. Mood (Reader's Atmosphere). ● Modeling: Analyze 'The Man with the Hoe' by Edwin Markham. Highlight how the 'somber' mood and 'indignant' tone reflect values regarding labor and human dignity. ● Social Learning: In 'Value Circles', students read a local	● Integration Activity: Present a short poem by a contemporary Filipino-American writer. In pairs, students perform a 'Full Scan' identifying Rhyme, Meter, Diction, Tone, and Mood. ● Check for Understanding: Pairs present their findings to another pair for validation. ● Scaffolding: Provide a 'Multimodal Blueprint' template. This guides students in planning

	identify similarities in how rhythm creates a sense of order or tradition (communal values). ● Checks for Understanding: 'Think-Pair-Share' where students explain to a partner why a poet might choose a strict meter versus free verse to express a specific value like discipline or freedom. ● Active Retrieval: A short 'exit ticket' where students must write one rhyming couplet about a local community value.	s of specific words in the poem and their local equivalents (e.g., 'Freedom' vs. 'Kalayaan'). ● Social Learning: Groups analyze a modern Filipino poem written in English, focusing on how the choice of 'Filipinisms' or local terms adds to the text's authenticity and value. ● Check for Understanding: A 'Word Swap' activity where students replace key words in a stanza and discuss how it changes the poem's message.	poem about resilience (e.g., 'Invictus' compared to a poem about a typhoon survivor). They discuss the tone and mood. ● Scaffolding: Provide a 'Tone and Mood Word Bank' with definitions to help students move beyond simple adjectives. ● Check for Understanding: 'Mood Boards' - Groups create a quick collage of words and symbols that represent the mood of a specific stanza.	how they will eventually publish their own literary text (one-act play or poem). ● Social Learning: Peer Feedback Session - Students share their proposed themes for their original works and receive suggestions on what diction or tone would best fit their intended value. ● Summary: Teacher synthesizes how these structural elements are not just 'rules' but tools for expressing who we are as individuals and as a nation.
Learning Resources:	● Laptop and Projector ● PowerPoint presentation on Rhyme and Meter ● Copies of	● Printed copies of 'I Have a Dream' (excerpt) ● Graphic Organizers	● Audio Speakers for 'Mood Music' ● Copies of 'The Man with the	● Contemporary Filipino-American Poems ● Multimodal Blueprint Templates

	'The Road Not Taken' and sample Tanagas ● Chalkboard for live scansion	(Diction Web) ● Smart TV/Projector ● Diction Comparison Worksheets	Hoe' ● Tone and Mood Word Bank Handouts ● Art materials for Mood Boards	● Laptops for drafting (if available) or Activity Sheets ● Projector for displaying student work
Opportunities for integration:	● Music: Integration of beat and tempo concepts. ● Araling Panlipunan : Exploring traditional Filipino values embedded in indigenous poetic forms.	● Values Education (EsP): Discussion on the power of words in promoting social justice and respect. ● Media Literacy: Analyzing diction in local news headlines.	● Arts: Using visual elements to represent abstract emotions. ● History: Contextualizing the social conditions in 'The Man with the Hoe' with the industrial revolution and local labor history.	● ICT: Planning for multimodal publishing (videos, digital posters, etc.). ● Theater Arts: Preparing the foundation for the performance standard of creating a one-act play.
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:	● Interactive Scansion: Students use individual mini-whiteboards to mark the rhyme scheme of a	● Diction Analysis Chart: Students fill out a table listing 5 key words from the text, their	● Tone/Mood Identification Quiz: A short 5-item quiz using excerpts where students must identify	● Comprehensive Analysis Worksheet: A final worksheet covering all five elements

	provided stanza projected on the screen. ● Peer Review: Groups swap their analysis of the Tanaga and Frost poem to check for accuracy in syllable counting and rhyme identification .	denotation, connotation, and the value they represent. ● Oral Questioning: Randomly call on students to explain why a specific word choice is more effective than a synonym in the context of the poem.	both tone and mood. ● Evidence Finding: Students underline specific lines in 'The Man with the Hoe' that prove a specific tone is being used.	(Rhyme, Meter, Diction, Tone, Mood) for a new, unseen short poem. ● Project Pitch: A 1-minute 'elevator pitch' of their original multimodal project idea.
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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 find a lyrics snippet of a contemporary Filipino song in English and identify its rhyme scheme, explaining what 'value' the song promotes.	● Ask students to write a short paragraph about their 'Pamilya' (Family) using 'high-level' formal diction, then rewrite it using 'informal' diction, noting the difference in impact.	● Learners find a photograph of a local community event and write a 3-sentence description: one for the mood of the photo and two reflecting the tone they want to convey about the event.	● Students begin gathering 'artifacts' (photos, sounds, local objects) that will support the multimodal aspect of their upcoming one-act play project.
Reflections:				

	• How did the use of local Tanagas help learners grasp the concept of meter? • Which students required more one-on-one support during the scansion activity?	• Did the comparison between 'House/Hom e' and 'Bahay/Taha nan' effectively bridge the gap to understanding connotation ? • Were the visual aids sufficient for learners with lower vocabulary levels?	• Was the distinction between tone and mood clear enough through the auditory activity? • How did students react to the heavy themes in 'The Man with the Hoe'?	• Are the learners ready to transition from analysis to creation? • Which structural element remains the most difficult for the majority, and how can it be reinforced during the project phase?
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