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Lesson Exemplar for English

Lesson
2

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 7
Quarter 3: Lesson 2 (for Week 5)
SY 2024-2025

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ENGLISH/QUARTER 3/ GRADE 7 (for Week 5)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one's purpose, context, and target audience.
B. Performance Standards	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	<p>Learning Competency Examine the quality and structure of a news article as a journalistic text.</p> <p>Learning Objectives</p> <ol style="list-style-type: none">Analyze propaganda techniques in a journalistic text (testimonials vs. plain folks; stereotyping vs. fear appeals).Analyze how non-linear texts represent and/or summarize the contents in a journalistic text.Distinguish facts from claims/opinions.Determine the veracity of the information presented.
C. Content	Journalistic text (News/Press Release) Propaganda types and techniques Fact versus opinion Veracity of information
D. Integration	Information literacy and integrity

II. LEARNING RESOURCES

- Calub, C., & Calub, F. (2022). Propaganda in journalism, advertising, and politics. *Tarlac State University*.
https://www.researchgate.net/publication/361039309_PROPAGANDA_IN_JOURNALISM_ADVERTISING_AND_POLITICS
- Davao Today. (2022, June 20). FACT CHECK: NCIP's claims on the terms Igorot, Lumad, Tumandok are false. *Davao Today*. <https://davaotoday.com/human-rights/fact-check-ncips-claims-on-the-terms-igorot-lumad-tumandok-are-false/>
- GMA News. (2020, July 30). ADVISORY: President Duterte declares July 31, Friday, a regular holiday to mark Eid'l Adha or the Feast of Sacrifice, according to Malacañang Palace. | via Virgil Lopez/GMA News Online. *Facebook*.
<https://www.facebook.com/gmanews/photos/a.126333131976/10159091245391977/>
- Litonjua, T. (2021, February 25). FALSE: Photo proves Alcadev school teaches Lumad kids how to become NPA. *Rappler*.
<https://www.rappler.com/newsbreak/fact-check/alcadev-teacher-admits-teaching-lumad-children-how-to-become-npa/>
- Rappler. (2020, July 27). FALSE: "No classes for all" in 2020-2021. *Rappler*. <https://www.rappler.com/newsbreak/fact-check/no-classes-for-all-school-year-2020-2021/>
- Tantuco, V. (2021, February 25). FALSE: Lumad is a word made up by the CPP-NPA-NDF. *Rappler*. <https://www.rappler.com/newsbreak/fact-check/lumad-word-made-up-cpp-npa-ndf/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>(Days 1 and 2 within 55 minutes each)</p> <p>Short Review</p> <p>Recall and Match:</p> <p>The teacher may review the class with the previous lesson on a) diction and style and b) quoting, paraphrasing, and summarizing. The students answer the worksheet Recall and Match. In this activity, the students review the concepts in the first column by looking for their correct terms in the second column.</p>	<p>The teacher may further the review of concepts by illustrating examples from the previous lesson in Week 4.</p> <p><i>Answers to the activity:</i></p> <ol style="list-style-type: none"> 1. summary (summarizing) 2. precision 3. simplicity 4. a paraphrase (paraphrasing) 5. quote 6. brevity
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Point and Find Out:</p> <p>The teacher shows this image on the screen or board.</p>	



Photo source: <https://www.rappler.com/newsbreak/fact-check/alcaDEV-teacher-admits-teaching-lumad-children-how-to-become-npa/>

The teacher asks the following questions to the students:

1. What is the false information all about?
2. Who is involved in the false post?
3. How is the post made false?
4. How is the image used to show false information?
5. How does the false information or post affect you as a reader and the public?
6. How can we identify whether the news information we read online or in print is correct or false?

2. Unlocking Content Area Vocabulary Search Me Up!

The students answer the worksheet **Search me up!** Using a dictionary, they look for the word whose meaning is closest or synonymous to the underlined word in each sentence. The proper use of the dictionary and the subskill

As the teacher asks the questions, they encourage the students to point out in the image the factors or reasons that make the post false.

The teacher should call upon students to share their answers to the questions. Additionally, the teacher may facilitate small group discussions (SGDs) during which students can discuss their experiences with fake news or false information online or in print. During this activity, the teacher can connect students' answers to the lesson on propaganda techniques used in informational texts and explain

	<p>‘synonym’ are practiced and enriched through this activity. The teacher may also emphasize how meanings can be derived through context clues.</p>	<p>why it is important to verify information.</p> <p>The teacher may ask the students with the synthesis questions to monitor how they can come up with their answers.</p>
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Propaganda Types and Techniques in Journalistic Texts</p> <p>1. Explication</p> <p>Pair and Share</p> <p>The students answer the worksheet Pair and Share. In this initial activity, students, working in pairs, brainstorm the characteristics that render information false, the reasons for spreading such information online, and the potential impact of false information on both themselves and the public.</p> <p>Points for Discussion (Teacher’s Guide)</p> <ul style="list-style-type: none"> • Propaganda refers to any information disseminated to persuade and influence one’s feelings, beliefs, and actions. • According to Calub and Calub (2022), propaganda exists because of spreading rumors or information, either false or correct, to influence public opinion. • Two general types of propaganda <ul style="list-style-type: none"> ○ White propaganda refers to disseminating information from a credible and unbiased source; hence, the message is accurate. ○ Black propaganda involves spreading false or misleading information to deceive or manipulate the audience into spreading lies or fabricated information. <p>2. Worked Example</p> <p>Activity A: Think and Decide</p>	<p>The teacher may call some pairs to share their answers with the class. While listening to the different observations of the students, the teacher may lead them to the types of propaganda: white and black. The students may also be asked whether the posted information online is white or black propaganda. The points for discussion may be used as a guide.</p> <p>The teacher should call some students to share their answers with the class. The class may even debate the type/s of</p>

The students answer the worksheet **Think and Decide**. In this activity, they examine the information from the graphic, and the Rappler press release **FALSE: Photo proves Alcadev school teaches Lumad kids how to become NPA** by identifying the prevalent type of propaganda technique/s used. Then, they discuss how the propaganda/s is/are used and their intended effect on the readers/audience.

The teacher may use this rubric in scoring the writing activity.

10-7	6-4	3-1
The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.
The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.

Activity B: Picto-analysis

The students answer the next activity, **Picto-analysis**. Since the propaganda techniques found in texts could be enhanced through non-linear texts, such as charts, graphs, or pictures, this activity allows the students to examine visual elements used to illustrate false information propaganda elements.

Points for Discussion (Teacher's Guide)

- **Testimonial.** Famous or authoritative persons are featured to make a statement about the issue. Using personalities to attest to the issue or promote a product or service increases the credibility and popularity of the issue or product, which invites readers or audiences to believe and be influenced (Calub & Calub, 2022).
- **Plain folks.** The information is associated with individuals to create an image that values common people or the masses. This propaganda aims to relate to the common people by presenting an ordinary, humble person who shares the same values and experiences as the readers.
- **Stereotyping or name calling.** Negative words are used to create an emotional response, often aimed at discrediting someone or to create a negative opinion about someone. Calub and Calub (2022) said this

propaganda presented in the information.

Further, the teacher may use other examples to illustrate the different propaganda techniques in journalistic writings, such as news and press releases.

The teacher should help the students highlight the visual elements that illustrate the propaganda techniques. They may also emphasize how non-linear texts can be used to represent false information.

propaganda involves using “derogatory phrases to create a negative opinion about someone” or an issue (p. 3).

- **Fear appeal.** The information is created to influence someone by causing fear or anxiety in the audience. This propaganda aims to give the readers or audience an idea about the possible frightening or horrible circumstance and how it can be avoided.

The teacher may use this rubric in scoring the writing activity.

10-7	6-4	3-1
The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.
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3. Lesson Activity

Surveying Propaganda Techniques

In this part of the lesson, the students answer the activity in which they examine the information in the graphics and from the press releases by identifying the type of propaganda and the propaganda techniques used. They use the checklist in surveying the techniques.

SUB-TOPIC 2: Fact versus Opinion (Days 1 and 2 within 55 minutes each)

1. Explicitation

The teacher posts these images on the board or screen.

Image A

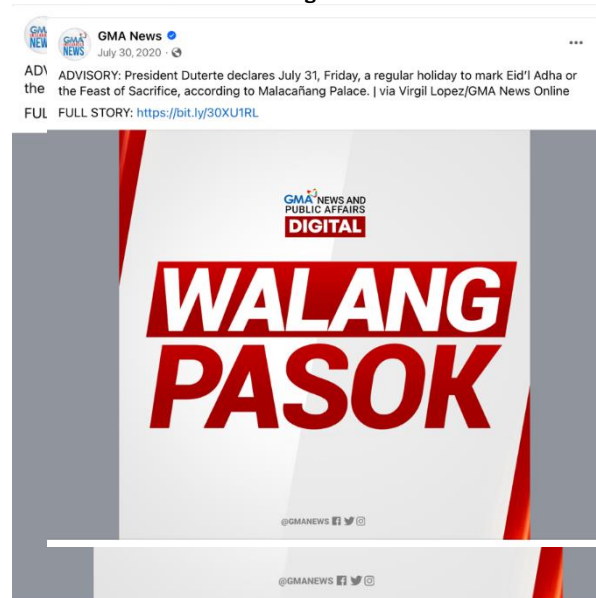


Photo source:
<https://www.facebook.com/gmanews/photos/a.126333131976/10159091245391977/>

Image B

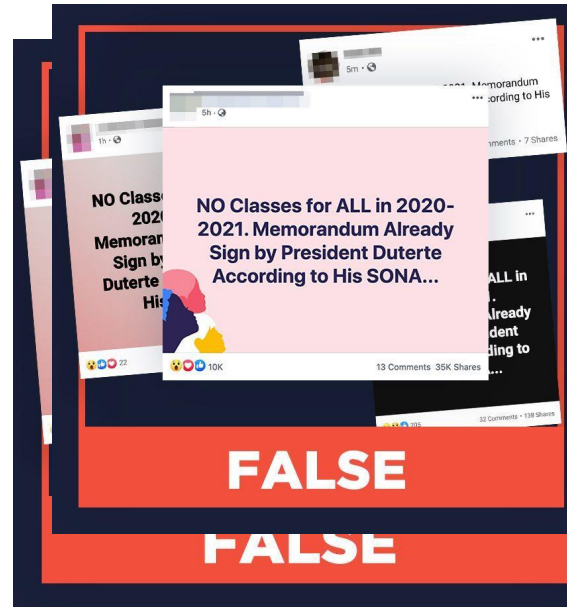


Photo source: <https://www.rappler.com/newsbreak/fact-check/no-classes-for-all-school-year-2020-2021/>

The students then answer the activity. **Pen Your Observation.** In this preliminary task, the students identify which image contains more factual and credible information. They write their observation by noting the details and how they are delivered to the public.

While the teacher is processing answers to the activity, they may ask the students the following questions:

1. What makes the information in Image A more factual or credible?

	<ol style="list-style-type: none"> How are the facts presented in Image A? Why is the information in Image B not reliable? How does Image B affect you as a reader? <p>2. Worked Example</p> <p>Activity A: Fact or Opinion?</p> <p>In this activity, the teacher groups the class with 4-5 members. Each group is given ten cards that contain factual and opinionated statements. Then, each group sorts out the fact or opinion cards within one minute.</p> <p>The following are sample statements that the teacher can use.</p> <ol style="list-style-type: none"> <i>There are more than 100 languages in the Philippines.</i> <i>The sun is a star.</i> <i>I think the iPhone is better than the Android.</i> <i>From my point of view, swimming is better than basketball.</i> <i>PBBM is the 17th president of the Philippines.</i> <i>I love reading books.</i> <i>Aristotle said, "Happiness depends upon ourselves."</i> <i>Boxing is the most exciting sport in the Philippines.</i> <i>Indonesia is part of Southeast Asia.</i> <i>Banana is rich in potassium.</i> <p>The teacher leads the class discussion by using the statements in the cards.</p> <p>Points for Discussion (Teacher's Guide)</p> <ul style="list-style-type: none"> A fact is a generally acceptable statement that can be proven true based on objective evidence. In other words, the statement is verifiable by truthful accounts (figures, dates, statistical reports, research findings, etc.). A fact is an event that happens, is happening, or has happened. Facts are essential and crucial for understanding and evaluating information from multimodal platforms and forming informed opinions and decisions. Factual statements are supported with references and expressions like 'according to,' 'based on the study of,' or 'Einstein said.' 	<p>The teacher may do the activity in the form of a game. Further, they may use other statements besides the pre-identified ones.</p> <p>Answers:</p> <ol style="list-style-type: none"> Fact Fact Opinion Opinion Fact Opinion Fact Opinion Fact Fact
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- An opinion, on the other hand, is a statement of feelings or viewpoints about a subject that may not be based on evidence or may not be verifiable by truthful accounts.
- An opinion may be believed to exist or have occurred, but the evidence may not be objective and reliable.
- Most opinionated statements use signal phrases like, '*I think,*' '*I believe,*' '*In my opinion,*' '*In my viewpoint/point of view,*' '*In my reason,*' or adjectives, such as '*good,*' '*better,*' '*the best*' unless proven. These words and phrases represent personal feelings, attitudes, or views.

Activity B: Room Domination

The teacher groups the class into two.

Each group selects one representative. Then, the two student representatives stand together at the front and quickly identify each flashing statement as either **fact** or **opinion** by raising their right hand. The first to raise a hand guesses the answer; once they answer correctly, their group earns a point. The student with the most correct answers wins for their group and takes control of the room. Meanwhile, each group has the option to change representatives during the game.

The following are sample statements that the teacher can use.

1. *Cebu is the best city in the world.*
2. *The earth is round.*
3. *I think listening to rock music distracts attention.*
4. *Singapore is the capital city of Singapore.*
5. *Today seems hotter than yesterday.*

3. Lesson Activity

Let's Fact-Check!

In this activity, the students examine the information of the excerpts from Rappler press release *FACT CHECK: NCIP's claims on the terms Igorot, Lumad, Tumandok are false* by identifying which text contains factual or opinionated information.

The teacher may use other statements besides the pre-identified ones.

Answers:

1. Opinion
2. Fact
3. Opinion
4. Fact
5. Opinion

	<p>After the students answer the activity, the teacher leads the processing of answers by returning to the discussed concepts. The teacher must help the students examine how language is used to present factual and opinionated statements.</p> <p>The teacher may use this rubric in scoring the writing activity.</p> <table> <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 ideas are logically and coherently explained.</td><td>The ideas are somewhat logically and coherently explained.</td><td>The ideas are not logically and coherently explained.</td></tr> </table>	10-7	6-4	3-1	The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.	The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.	<p><i>Answers:</i></p> <ol style="list-style-type: none"> Text A-Opinion Text B-Fact Text A-Fact Text B-Opinion
10-7	6-4	3-1									
The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.									
The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.									
D. Making Generalizations	<p>1. Learners' Takeaways Grab a graph The teacher may group the class for this activity. For this part, the students create personalized infographics to summarize their knowledge/learning on a) propaganda types and techniques and b) fact versus opinion. Afterward, the teacher may do a gallery walk of infographics inside the classroom as the students discuss their works.</p> <p>The teacher may require the students to digitize or draw their infographics on paper. The teacher may provide contextualized guidelines for this activity. Further, they should provide the students with enough time to finish the activity.</p> <p>2. Reflection on Learning How do I fair? The students answer the worksheet <i>How do I fair?</i> in which they reflect on their strengths and weaknesses in examining propaganda statements and factual and opinionated information in texts.</p>	<p>If instructional time permits, the teacher may add similar activities if the students do not perform satisfactorily in the learning tasks. They may design one or two challenging activities when the students manifest a thorough understanding of the lessons or easier ones when the students perform poorly in the tasks.</p> <p>The teacher may call some students to share their work with the class.</p>									

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

NOTES TO TEACHERS

A. Evaluating Learning	<p>Formative Assessment For the evaluation of learning, the students answer the 10-item test.</p> <p>A. Identification Instructions: Identify what is described or asked in each item.</p> <ol style="list-style-type: none"> 1. This refers to information disseminated to influence and convince one's feelings, beliefs, and actions. 2. Liza watches TV news programs to get updates on the Barangay and Sangguniang Kabataan Elections 2023. What general type of propaganda is shown in this situation? 3. When false information is posted on Facebook, it tends to mislead and deceive readers. What general type of propaganda is exhibited in this situation? 4. This propaganda technique uses negative words to create a negative opinion about someone or something. 5. An authoritative person, like a politician, is featured to make a statement about an issue. <p>B. Fact or Opinion Instructions: Write F if the statement contains a piece of factual information; otherwise, write O if the statement includes a piece of opinionated information.</p> <ol style="list-style-type: none"> 6. I think apples are sweeter than mangoes. 7. According to the Food and Nutrition Research Institute, green leafy vegetables are rich in Vitamin A. 8. It is always good to start a day with coffee. 9. Cooking with wood or charcoal is more dangerous than using fuel gas. 10. Eggplant is botanically considered a fruit, not a vegetable. 			<p><i>Answers:</i></p> <p>A.</p> <ol style="list-style-type: none"> 1. propaganda 2. white propaganda 3. black propaganda 4. stereotyping or name-calling 5. testimonial <p>B.</p> <ol style="list-style-type: none"> 6. O 7. F 8. O 9. O 10. F
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>On the instructional materials (IMs) utilized</p> <ul style="list-style-type: none"> • During the teaching-learning process, the teacher may

	strategies explored			<p>note the problems encountered by the students in reading the texts.</p> <ul style="list-style-type: none"> Should the teacher feel the text is inappropriate for the student's grade level, they may look for another material that still develops the same learning competencies. <p>On learner engagement/interaction</p> <ul style="list-style-type: none"> The teacher may note the students' attitude towards others during paired or group activities, such as debates, group discussions, etc. The teacher may use the observations as bases for future group learning tasks.
	materials used			
	learner engagement/interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <u>Principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> <u>Students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they know?</i> <u>Ways forward</u> <i>What could I have done differently?</i> 			<p>There are many ways of teaching propaganda types and techniques. The teacher may explore other activities if the model activities in this lesson exemplar do not work with the students.</p> <ul style="list-style-type: none"> After teaching the lessons, the teacher may note the topics the students did not understand well, especially identifying propaganda techniques and examining facts versus opinions. Students' misconceptions about propaganda techniques and facts and

	<i>What can I explore in the next lesson?</i>	opinions may serve as inputs for review in the next session.
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