

8

Lesson Exemplar for English

Quarter 1

Lesson

2

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Lesson Exemplar for English Grade 8
Quarter 1: Lesson 2 (Week 5)
SY 2025-2026

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ENGLISH/QUARTER 1/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. 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.
B. 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.
C. Learning Competencies and Objectives	<p><i>Evaluating literary texts</i></p> <p><i>EN8LIT-I-1 Analyze literary texts as expressions of individual or communal values within:</i></p> <ol style="list-style-type: none"> 1. Structural context <ul style="list-style-type: none"> ○ rhyme and meter ○ diction ○ tone and mood ○ style ○ patterns and motifs ○ figures of speech and sound devices 2. historical context 3. sociocultural context <p><i>Lesson Objectives:</i></p> <ul style="list-style-type: none"> ● <i>identify and interpret symbolisms, allusions, and/or themes that exemplify the sociocultural/historical contexts of an Afro-Asian poem.</i>
C. Content	<p>Topic 2: Analyzing the sociocultural/historical context of the Afro-Asian poem (1 Week)</p> <p>Subtopics:</p> <p>Symbolisms, allusions, and/or themes as literary elements exemplifying sociocultural/historical contexts</p>





D. Integration	SDG 10: Reduce inequality within and among countries SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels
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II. LEARNING RESOURCES

- Indeed Editorial Team. (August, 2023). *8 Types of Symbolism Used in Literature*. Retrieved from <https://www.indeed.com/career-advice/career-development/types-of-symbolism#:~:text=An%20allusion%20is%20a%20subtle,within%20a%20story%20or%20work.>
- Kramer, L. (June 2, 2022). *Allusion*. Grammarly. Retrieved from <https://www.grammarly.com/blog/allusion/>
- LitCharts. (n.d.). *Theme*. Retrieved from <https://www.litcharts.com/literary-devices-and-terms/theme>
- Tearle, O. (2024). *A Summary and Analysis of Langston Hughes' 'The Negro Speaks of Rivers'*. Retrieved from <https://interestingliterature.com/2023/02/langston-hughes-the-negro-speaks-of-rivers-summary-analysis/>


III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS						
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review</p> <p>Define these literary elements. Write a word or a phrase in each column.</p> <table> <tr> <th>Tone</th><th>Mood</th><th>Rhyme and Meter</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	Tone	Mood	Rhyme and Meter				Post this table on the board. Ask students to recall a word or phrase that defines the literary element. The teacher may also provide the word or phrase so students can choose from those and post it on the table.
Tone	Mood	Rhyme and Meter						

	<div>2. Feedback (Optional)</div> <div>Share important points and insights from your occasional paper.</div>	
<div>B. Establishing Lesson Purpose</div>	<div>1. Lesson Purpose</div> <div>Students will identify and interpret symbolisms, allusions, and/or themes that exemplify the sociocultural/historical contexts of an Afro-Asian poem. Through this, they will develop a deeper appreciation for the richness and complexity of Afro-Asian literary traditions and the diverse cultures and histories they represent.</div> <div>2. Unlocking Content Vocabulary</div> <div>Directions: Find the five hidden words and define each. These words are literary terms.</div> <div><div>Lexical Labyrinth</div><div><div>k s i y r m i p o e t r y r k p j x</div><div>s n x v x q z x t w p m o o c z r d</div><div>s t q e f i s c y z o c a j x f z h</div><div>x u h d i g x e q y k o s e r t l l</div><div>m y p v m i d w j b k n t d j h t d</div><div>v b f w v b y u n r v t l z n e d m</div><div>t s y m b o l i s m u e s l o m x l</div><div>c z z u b l g x d w m x o o u e e v</div><div>p f x i z n m e r n b t s s o d i l</div><div>l a k r i h x n u l t d t h d u t h</div><div>m k j p w f i q p l u b d g e c o b</div><div>l a l l u s i o n g x j j l o t u o</div></div></div>	<div>Explain to the students that in this lesson, you will talk about the poems in Afro-Asian literature. Emphasize that poetry, the purest form of writing, has an impact on us because it depicts the diversity of human nature. Poetry is one of the oldest forms of art and a creation of the human imagination. It conveys a variety of emotions, including love, friendship, grief, and other human emotions. Afro-Asian poems will give us an understanding of their culture, beliefs, and history through literature.</div> <div>The crossword puzzle can be pasted on the board or through powerpoint presentation. Give emphasis that these hidden words are related to literature. Once they find the word, they are tasked to share their understanding.</div> <div>Expected answers are:</div> <div><div><div>• poetry</div><div>• symbolism</div></div></div>

	<p>Created from: https://www.superteacherworksheets.com/generators/wordsearch.php#ws</p>	<ul style="list-style-type: none"> ● allusion ● theme ● context <div> <p>.....p o e t r y.....</p> <p>.....c.....</p> <p>.....o.....t.....</p> <p>.....n.....h.....</p> <p>.....t.....e.....</p> <p>..s y m b o l i s m..e.....m..</p> <p>.....x.....e.....</p> <p>.....t.....</p> <p>.....</p> <p>..a l l u s i o n.....</p> </div>
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation <i>Directions: Identify the meaning/interpretation of each image presented.</i></p> <div> <div> <p>1.</p>  </div> <div> <p>2.</p>  </div> <div> <p>3.</p>  </div> <div> <p>4.</p>  </div> </div>	<p>Start the activity by presenting a series of pictures, and ask the students how they interpret each.</p> <p>Expected answers are:</p> <ol style="list-style-type: none"> 1. Heart Symbol/ Finger Heart (Represents love, affection, and compassion) 2. Infinity Symbol (Symbolizes eternity, limitlessness, and endlessness) 3. Scales of Justice (Represents fairness, balance, and equality in the legal system) 4. Sun Symbol (Represents life, vitality, and energy) <p>Emphasize during feedback that these symbols carry cultural,</p>

	<p>Images from:</p> <ol style="list-style-type: none"> 1. https://i.pinimg.com/736x/e9/17/a0/e917a0a7fc390be636f2b57b12699786.jpg 1. https://t4.ftcdn.net/jpg/04/88/52/77/360_F_488527747_8OxDhTOAFXUANrRiefFA9iAX8fu716DE.jpg 2. https://media.istockphoto.com/id/1277216880/vector/balance-scale-of-justice-icon.jpg?s=612x612&w=0&k=20&c=4lbY7gSI-4OelcA3oCr2pusg-XvwmpCNWJLz7gjzsak= 3. https://static-00.iconduck.com/assets.00/sun-symbol-emoji-2048x2048-witvey4r.png <p>2. Worked Example</p> <p>The teacher would discuss the concepts on symbolism, allusion, and themes.</p> <p><i>What is symbolism?</i></p> <p>Symbolism refers to the use of an action, object, or name to represent an idea or quality. It's essentially the act of taking something that is usually concrete and associating it with a symbol to give it a new or greater significance. Writers use symbolism to explain an idea or concept to their readers in a poetic manner without saying it outright. The use of symbolism allows writers to make their stories more complex.</p> <p><i>Why is symbolism important?</i></p> <ul style="list-style-type: none"> • It acts as a visual aid for readers to better understand complex ideas of concepts. • It helps readers follow a book's central theme more easily. • It allows writers to write their ideas more creatively and artfully. • It allows readers to think about and interpret the author's words independently. • It adds emotional weight to a work of literature. • It helps address a potentially controversial theme discreetly rather than approaching it openly. <p><i>Examples:</i></p>	<p>religious, or historical significance and are often used to convey complex ideas, beliefs, or concepts visually.</p> <p>Give emphasis that many works of literature include the use of some form of symbolism to create an impact. Typically, it's done by adding another meaning to something like an action, name or object. Authors like to use symbolism for many reasons.</p>
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	<ol style="list-style-type: none"> 1. Life is a rollercoaster. 2. You're as brave as a lion. 3. Our loyalty is to the crown. <p><i>What is an allusion?</i> Allusions are figurative devices that imply meaning without explicitly stating it, but they do so differently. An allusion is a subtle reference to another text, fact, or story. Allusions often reference famous literary works or historical events.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. To my dog, our neighborhood park is the Garden of Eden. 2. I'm Juliet to your Romeo. 3. Sad rom-coms are my kryptonite. <p><i>What is a theme?</i> A theme is a universal idea, lesson, or message explored throughout a work of literature. One key characteristic of literary themes is their universality, which is to say that themes are ideas that not only apply to the specific characters and events of a book or play, but also express broader truths about human experience that readers can apply to their own lives.</p> <p><i>How to identify themes in the text?</i> One way to try to identify or describe the thematic statement within a particular work is to think through the following aspects of the text:</p> <ul style="list-style-type: none"> • Plot: What are the main plot elements in the work, including the arc of the story, setting, and characters. What are the most important moments in the story? How does it end? How is the central conflict resolved? • Protagonist: Who is the main character, and what happens to him or her? How does he or she develop as a person over the course of the story? • Prominent symbols and motifs: Are there any motifs or symbols that are featured prominently in the work—for example, in the title, or recurring at important moments in the story—that might mirror some of the main themes? 	<p>Ask the students what these statements mean. Let them identify the symbols utilized in the sentence.</p> <p>Expected answers are:</p> <ol style="list-style-type: none"> 1. rollercoaster (indicate the highs and lows or ups and downs that life brings, similar to the ups and downs of a rollercoaster) 2. lion (simile compares your bravery to that of a lion, as lions often represent courage and bravery) 3. crown (an example of metonymy, the word "crown" replaces the name of a royal person) <p>Ask the students what these statements mean. Let them identify the allusions utilized in the sentence.</p> <p>Expected answers are:</p> <ol style="list-style-type: none"> 1. Garden of Eden (alludes to the Christian Bible, referring to utopia) 2. Juliet/Romeo (alludes to Romeo and Juliet by William Shakespeare, referring to the
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	<p><i>Examples of a Thematic Statement:</i></p> <ul style="list-style-type: none"> • Love cannot be bought. • Getting revenge on someone else will not fix your problems. • Learning to forgive is part of becoming an adult. <p>DAY 2</p> <p>A. The teacher will present a picture of a river. The following prompt questions will be asked:</p> <ul style="list-style-type: none"> • What are some characteristics of rivers? • How do rivers feature in myths, legends, and religious texts? • What emotions or ideas might people associate with rivers?  <p>Image from: https://7641islands.ph/wp-content/uploads/2022/06/IMG_7443-scaled.jpg</p> <p>B. The students are tasked to read the selected afro-asian poem.</p>	<p>star-crossed love story of the two characters)</p> <p>3. Kryptonite (alludes to Superman comics and media, referring to weaknesses)</p> <p>The teacher can give other examples such as popular novels, films, or music that students can relate to, and let them identify the theme.</p> <p>Give emphasis that a work's thematic concept is the broader topic it touches upon—for instance: Judgment, Love, Revenge, Forgiveness; while its thematic statement is the particular argument the writer makes about that topic through his or her work.</p> <p>Introduce the topic of rivers and their symbolic significance in different cultures. Explain that rivers often hold deep symbolic</p>
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	<p>The Negro Speaks of Rivers</p> <p>BY LANGSTON HUGHES</p> <p>I.</p> <p>I've known rivers:</p> <p>I've known rivers ancient as the world and older than the flow of human blood in human veins.</p> <p>II.</p> <p>My soul has grown deep like the rivers.</p> <p>III.</p> <p>I bathed in the Euphrates when dawns were young.</p> <p>I built my hut near the Congo and it lulled me to sleep.</p> <p>I looked upon the Nile and raised the pyramids above it.</p> <p>I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans, and I've seen its muddy bosom turn all golden in the sunset.</p> <p>IV.</p> <p>I've known rivers:</p> <p>Ancient, dusky rivers.</p> <p>V.</p> <p>My soul has grown deep like the rivers.</p> <p><i>Historical and Sociocultural Context</i></p> <p>"The Negro Speaks of Rivers" is a poem by American writer Langston Hughes. He was a prominent figure of the Harlem Renaissance, a cultural, social, and artistic movement that emerged in the 1920s in Harlem, New York. This movement aimed</p>	<p>meanings in literature, art, and cultural practices.</p> <p>At this point, the teacher will present the poem "The Negro Speaks of Rivers" by Langston Hughes. It can be read silently or aloud.</p> <p>Give instructions that questions will be asked after the first reading.</p> <p>After the second reading, encourage them to underline or highlight words or phrases that stand out in each stanza, and make connections between these elements.</p> <p>After highlighting words/phrases which stood out for</p>
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	<p>to celebrate African American heritage and culture, challenging racial stereotypes and promoting racial pride.</p> <p>It was published in <i>Crisis</i>, a journal of African-American writing, in June 1921. Hughes had written the poem while actually traveling on a river: he was crossing the Mississippi at the time, and it makes sense to view his poem as being about Mississippi above all.</p> <p>The poem is composed of five stanzas, of varying lengths. The speaker of the poem, as its title makes clear, as a 'Negro': a Black person of African descent. Hughes himself was one of the most noted African-American writers of his age, but here he adopts the voice of all Black people throughout history, going back thousands of years.</p> <p>C. Brainstorming!: The students can do the task individually or by group.</p> <p><i>Directions: With the highlighted words/phrases in the poem during the previous activity, explain what makes it stand out in the stanza. Be guided with the following prompt questions:</i></p> <ol style="list-style-type: none"> 1. How does the speaker describe these words/statements? What characteristics does the speaker attribute to them? 2. Are there any references to historical events, figures, or cultural touchstones? How do they contribute to the poem's meaning? 3. What are the central themes explored in the poem? <p>DAY 3</p> <p>1. Lesson Activity</p> <p><i>Directions: Fill out the table below. Identify the symbols, allusions, and theme of the poem "The Negro Speaks of Rivers" by Langston Hughes. Give your interpretation of each.</i></p>	<p>them, introduce the context of the poem.</p> <p>In this activity, discuss as a class, encouraging students to build on each other's ideas and provide evidence from the text to support their claims.</p> <p>(1) Symbolism (2) Allusion (3) Theme</p> <p>Remind students to provide evidence from the text to support their claims.</p>
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	<table> <tr> <th>Stanza</th><th>Symbols/Allusions</th><th>Interpretation</th></tr> <tr> <td>I</td><td></td><td></td></tr> <tr> <td>II</td><td></td><td></td></tr> <tr> <td>III</td><td></td><td></td></tr> <tr> <td>IV</td><td></td><td></td></tr> <tr> <td>V</td><td></td><td></td></tr> <tr> <td>General Theme</td><td colspan="2"><i>(Thematic Statement)</i></td></tr> </table>	Stanza	Symbols/Allusions	Interpretation	I			II			III			IV			V			General Theme	<i>(Thematic Statement)</i>		
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D. Making Generalizations	<p>DAY 4</p> <p>1. Learners' Takeaways</p> <p>The Exit Ticket: <i>Direction: In 1-2 paragraphs, answer the following questions. Write your answer on the worksheet provided.</i></p> <ul style="list-style-type: none"> • What are the different ways to analyze and interpret a poem? • How do symbols and allusions influence poetry? • How does culture manifest in literary pieces or works? <p>2. Reflection on Learning</p> <p>Share your reflection regarding the previous activity on the significance of literature in the society and its culture.</p>	<p>As a generalization, the students will be asked the following questions. Processing of answers will follow.</p> <p>Use the students' answers to clarify any misconceptions of the lessons.</p> <p>Emphasize that "The Negro Speaks of Rivers" encapsulates the complexities of the African American experience, weaving together themes of history, heritage, resilience, and identity within the broader context of the Harlem Renaissance and the ongoing struggle for civil rights and racial equality.</p>																					

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION					NOTES TO TEACHERS
A. Evaluating Learning	DAY 4 1. Formative Assessment Write a an essay about how Afro-Asian poems such as the "The Negro Speaks of Rivers" by Langston Hughes, encourage the readers to reduce inequality within and among countries, and promote peaceful and inclusive societies.				The paper will help students relate the poems with the targeted SDGs in this lesson: SDG 10: Reduce inequality within and among countries SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels
	Criteria	Excellent (20-25 pts)	Good (15-19 pts)	Needs Improvement (10-14 pts)	
	Introduction (5 pts)	* Clearly introduces the essay topic and connects it to the specific poem "The Negro Speaks of Rivers" by Langston Hughes. * Provides a strong thesis statement that outlines the essay's main argument about how the poem promotes social change.	* Introduces the essay topic but may not explicitly mention the poem or provide a clear thesis.	* Lacks a clear introduction or thesis statement.	
	Analysis of the Poem (10 pts)	* Provides a clear and insightful analysis of how Langston Hughes utilizes symbols, allusions, and themes in "The Negro Speaks of Rivers" to address issues of	* Analyzes the poem but may not fully explore the connection between its elements and the theme of social change. * Textual evidence may be	* Analysis of the poem is weak or lacking. * Textual evidence is absent or irrelevant.	

		inequality. * Integrates specific textual evidence from the poem to support the analysis.	limited or not well-explained.			
	Connection to Social Change (5 pts)	* Effectively demonstrates how the message of "The Negro Speaks of Rivers" encourages readers to work towards reducing inequality within and among countries. * Discusses the poem's ideas in the context of promoting peaceful and inclusive societies.	* Attempts to connect the poem to social change but the discussion may be underdeveloped or lack clarity. * May focus on just one aspect of social change (e.g., reducing inequality) without addressing the broader concept of peaceful and inclusive societies.	* Connection between the poem and social change is weak or missing.	* Does not discuss social change in relation to the poem.	
	Conclusion (5 pts)	* Provides a strong concluding statement that summarizes the essay's main points about the poem's message and its call for social change. * Offers a final thought or suggestion on the poem's lasting relevance in the fight for equality and peaceful societies.	* Conclusion summarizes the essay but may lack a strong final statement or connection to the broader themes of social change.	* Conclusion is weak or lacking.	* Does not offer a conclusion.	

	Grammar & Mechanics (5 pts) * Essay is well-written with clear and concise language. * Grammar, spelling, and punctuation are used correctly with minimal errors. * Uses proper formatting and citation if required.	* Essay has some grammatical errors or awkward phrasing. * May lack clarity in sentence structure or word choice.	* Frequent grammatical errors or unclear writing make the essay difficult to understand.	* Essay is riddled with errors and lacks proper formatting.	
	2. Homework (Optional) <i>Directions: Choose a symbol or allusion from the poem “The Negro Speaks of Rivers” by Langston Hughes. Create a short story, poem, or drawing that retells the story or portrays the concept from the perspective of the symbol or allusion.</i>				
B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.	
	strategies explored				
	materials used				
	learner engagement/ interaction				
	others				
C. Teacher’s Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <i>principles behind the teaching</i> <i>What principles and beliefs informed my lesson?</i>				Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to

	<p><i>Why did I teach the lesson the way I did?</i></p> <ul style="list-style-type: none"> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 	<p>improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>
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