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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar
for English

Quarter 1
Week
4

Lesson Exemplar for English Grade 8
Quarter 1: Lesson 2 of 3 (Week 4)
SY 2025-2026

Development Team

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LEARNING AREA/QUARTER/ GRADE LEVEL

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	**Evaluating literary texts** **EN8LIT-I-1 Analyze literary texts as expressions of individual or communal values within:** 1. Structural context ● rhyme and meter ● diction ● tone and mood ● style ● patterns and motifs ● figures of speech and sound devices **Lesson Objectives:** a. determine and interpret the dominant figures of speech (tropes) used in the Afro-Asian poem (simile, metaphor, personification, imageries, etc.); b. infer how tone and mood are established in the Afro-Asian poem through the poetic style, pattern or motif; and c. identify the rhyme and meter of the Afro-Asian poem.

D. Content	Topic 1: Analyzing the structural context of an Afro-Asian poem
	Subtopics:
	 ● Sense
	   ○ Figurative language
	   ○ Tone and mood
	   ○ Style

	o Pattern and motifs ● Sound o Rhyme and meter ● Structure
E. Integration	SDG 5: Achieve gender equality and empower all women and girls 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

II. LEARNING RESOURCES

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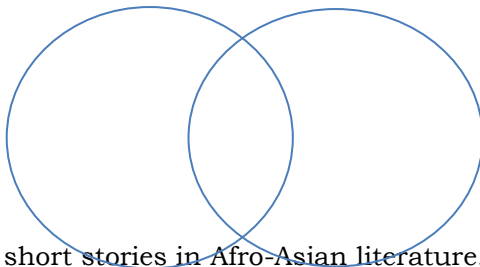
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III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** 1. **Short Review** Fill in the blanks.	The review activity may be done through an interactive game. Answers:

	1. A _____ is a person, animal, being, creature, or thing involved in a story. 2. _____ is a compilation of inter-woven series of tales in prose and poetry in India, mostly animal fables. 3. _____ is the turning point of story. 4. _____ is the type of conflict which shows struggles against customs, traditions, and practices. 5. _____ is the author of Things Fall Apart. 2. **Feedback (Optional)** Share important points and insights from your essays on promoting peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.	1. character 2. Panchatantra 3. climax 4. character vs. society 5. Chinua Achebe Ask the students to share important insights from their paper. Facilitate the discussion of the students.
B. Establishing Lesson Purpose	1. **Lesson Purpose** Differentiate the structure of a story and a poem using the Venn diagram. Write your answers inside the diagram. **Story** **Poem** You have learned about short stories in Afro-Asian literature. In this lesson, we will talk about the poems in Afro-Asian literature. Poetry, the purest form of writing, has an impact on us because it depicts the diversity of human experiences hidden in the poetic lines or verses. Poetry is actually 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. Poems are a form of literature that uses poetic or figurative elements (sense, sound, and structure) and devices (e.g., metaphor, simile, alliteration, assonance, tone, mood, etc.) to convey meaning and experiences.	Ask the student to recall their knowledge on the structure of a story in contrast to the structure of a poem. This may be done as a board work activity.

Afro-Asian poems will give us an understanding of African and Asian culture, beliefs, and history.

2. **Unlocking Content Vocabulary**
Read the sentences in Column A and identify the meaning of the underlined word. Choose the letter of the correct answer from Column B.

Column A	**Column B**
1. The lion in the zoo was very <u>tame</u>, so the zookeeper could safely feed it by hand.	a. sit atop of
2. The colorful parrot liked to <u>perch</u> on the highest branch of the tree, sitting comfortably and looking around at everything below.	b. not dangerous, compliant
3. The king issued a <u>decree</u> ordering that everyone in the kingdom must plant a tree in their yard.	c. extreme force or strength
4. It was an <u>intense</u> volleyball game because both teams wanted to win the game.	d. land covered with trees
5. During our hike, we walked through the <u>woodlands</u> filled with many trees and plants.	e. a mandate or legal order

Relate the study of poems to the study of Afro-Asian people, beliefs, culture, and traditions.

Using context clues, let the students decode the unfamiliar words in column A. Students may do this activity as a class instead of doing this individually.

Answers:
1. b
2. a
3. e
4. c
5. d

C. Developing and Deepening Understanding

1. Explicitation

● Think-Pic!
Look at this picture and imagine that these two birds are talking about. Write your answer in a speech bubble for each bird.

This activity may be done by group or the teacher may post this on the board.

The teacher shall process the students' answers and relate these answers to the poem, "The Tame and the Free Bird".

- Read this poem by Rabrindanath Tagore. Rabrindranath Tagore is an Indian poet who was the first Asian to win the Nobel Prize in Literature in 1913.

THE TAME BIRD AND THE FREE BIRD
by Rabindranath Tagore

The tame bird was in a cage; the free bird was in the forest.
They met when the time came; it was a decree of fate.
The free bird cries. "Oh my love, let us fly to the woods."
The caged bird whispers "Come here, let us both settle in a cage."
Says the free bird, "Among the bars, where is the room to spread one's wings?"
"Alas," cries the caged bird, "I should not know where to sit perched in the skies."
The free bird cries, "My darling, sing the songs of the woodlands."

The caged bird says, "Sit by my side; I'll teach you the speech I learned."
The forest bird cries, "No, ah no! Songs can never be taught."
The caged bird says, "Alas for me, I know not the songs of the woodlands."
Their love is intense with longing, but they never can fly wing to wing.
Through the bars of the cage they look, and vain is their wish to know each other.
They flutter their wings in yearning and sing, "Come close, my love!"
The caged bird whispers, "Alas, my wings are powerless and dead.
Retrieved from: https://hs2englishliterature.blogspot.com/2010/09/tame-bird-and-free-bird-rabindranath.html

Guide Questions:
1. Who are the speakers in the poem?
2. What do the free bird and the tame bird want to do together?
3. Compare and contrast the situation of the tame bird and the free bird. Cite lines from the poem and use the Venn diagram to organize your answer.

Ask the students to read this poem orally or silently.

An oral interpretation strategy may be employed in reading the poem, such as verse choir, dramatic reading, etc.

After reading the poem, let the students answer the following questions.

Tame Bird   Free Bird
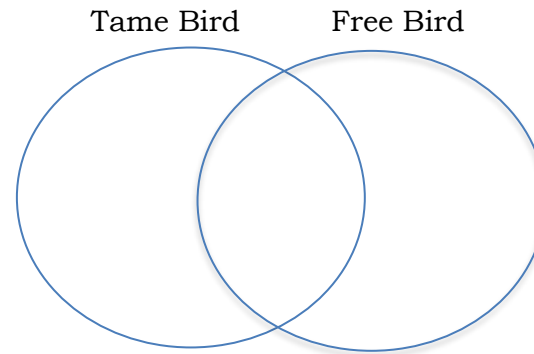
DAY 2
2. Worked Example

- Read this.
- **A.** **Trope in Literature**

Trope is defined as a catch-all term for figures of speech that says one thing while artfully and imaginatively implying another. Examples are metaphor, simile, allegory, synecdoche, and so forth.

"Juliet is the sun!" says Romeo. This is a trope; specifically, it is a metaphor.

Other types of tropes or figurative language are as follows.

- Metaphor

  An implied comparison between two dissimilar things that have something in common.

  Example: "All the world is a stage."

- Simile

  A stated or direct comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.

Discuss tropes in literature. Access this QR code for the complete discussion of the topic.

Example: Roberto's problem is <u>as big as</u> the <u>mountain</u>.

- Personification

  A figure of speech in which an inanimate object or abstraction is given human qualities or abilities.

  Example: The <u>sky</u> is <u>crying</u>.

  Retrieved from https://www.thoughtco.com/top-figures-of-speech-1691818

- Antithesis
  Words or phrases are parallel in order and the statement expresses opposite or contrasting meanings.
  Example: When love was murdered, hate was born. (Love by John Paul Ang)

3. Lesson Activity
- Go back to the poem, *The Tame Bird and The Free Bird* by Rabindranath Tagore. Determine the figure of speech used in these lines from the poem and the meaning they create.

Lines	Figures of Speech	Meaning
1. The free bird cries. "Oh my love, let us fly to the woods."		
2. The caged bird whispers "Come here, let us both settle in a cage."		
3. Their love is intense with longing, but they never can fly wing to wing.		

B. Tone and Mood in Literature

What is tone in literature?

In literary analysis, tone is an author's attitude toward their subject matter. The author's tone in a literary work can reflect their personal opinion, or the tone can

Answers:
1. personification
2. personification
3. antithesis

channel the feelings of a particular character. <u>Authors convey tone through their word choice, punctuation, and sentence structure.</u>

What is mood in literature?

While tone signifies an author's point of view, the mood refers to the atmosphere of a literary piece and the overall feeling it conveys to the reader.

In poetry, <u>the mood describes how word choice, subject matter, and the author's tone convey an overall feeling that characterizes the emotional landscape of a poem for readers.</u> How each reader feels will differ, but poets can provide a point of view in their literary work to allow readers to enter a specific atmosphere.

Retrieved from https://www.masterclass.com/articles/tone-vs-mood

- Go back to the poem, *The Tame Bird and The Free Bird* by Rabindranath Tagore. Describe the tone and the mood of the poem. Focus on how tone and mood are established in the poem through its poetic style (word choice) and motif or theme.

Describe the tone of the poem.	Cite lines/verses and explain.
Infer the mood of the poem.	Cite lines/verses and explain.

DAY 3
1. **Explicitation**

A. Share a Memory:

Inferring the tone and mood of the persona also contributes to the understanding of the poem. Discuss how to infer tone and mood of the poem.

	What is your fondest memory with a friend?
	
	B. Read this poem.
	 Down from the Mountain
	by Li Po (Chinese poet)
	As down Mount Emerald at eve I came,
	The mountain moon went all the way with me.
	Backward I looked, to see the heights aflame
	With a pale light that glimmered eerily.
	
	A little lad undid the rustic latch
	As hand in hand your cottage we did gain,
	Where green limp tendrils at our cloaks did catch,
	And dim bamboos o'erhung a shadowy lane.
	
	Gaily I cried, "Here may we rest our fill!"
	Then choicest wines we quaffed; and cheerily
	"The Wind among the Pines" we sang, until
	A few faint stars hung in the Galaxy.
	
	Merry were you, my friend: and drunk was I,
	Blissfully letting all the world go by.
	2. Worked Example
	
	   A. <u>Rhyme and Meter</u>
	
	Rhyme is the repetition of syllables, typically at the end of a verse line. Rhymed words conventionally share all sounds following the word's last stressed syllable.
	
	Rhyme is one of the first poetic devices that we become familiar with, but it can be a tricky poetic device to work with.
	
	Example: I think that I shall never <u>see (A)</u>
	       A poem as lovely as a <u>tree</u>. (A)
		Ask the students to share a happy memory with a friend. Relate the students' answers to the poem to be discussed.
		
		Ask the students to read the poem. The teacher may provide questions to process the text.
		
		Discuss rhyme and meter in a poem.

What is meter in poetry?

Meter is the basic rhythmic structure of a line within a work of poetry. Meter consists of two components:

1. The number of syllables
2. A pattern of emphasis on those syllables

A line of poetry can be broken into "feet," which are individual units within a line of poetry. A foot of poetry has a specific number of syllables and a specific pattern of emphasis.

Retrieved from https://www.masterclass.com/articles/poetry-101-what-is-meter-learn-the-difference-between-qualitative-and-quantitative-meter-in-poetry-with-examples
and https://clpe.org.uk/poetry/poetic-devices/rhyme#:~:text=Rhyme%20is%20the%20repetition%20of,poetic%20device%20to%20work%20with

In poetry, meter is measured in feet. Types of feet in poetic meter:
    a. iamb
        • unaccented followed by accented syllable
         Example: de**FEND**
    b. trochee
        • accented followed by unaccented syllable
         Example: **MER**cy
    c. dactyl
        • accented followed by 2 unaccented syllables
         Example: **CA**mouflage
    d. anapest
        • 2 unaccented followed by 1 accented syllable
         Example: super**CEDE**

Types of Meter
    a. Monometer – one foot per line
    b. Dimeter – two feet per line
    c. Trimeter – three feet per line
    d. Tetrameter – four feet per line
    e. Pentameter – five feet per line

Scan the QR code to access full discussion of rhyme and meter.

Let the students practice identifying the metrical pattern using a stanza from the poem, Down from the Mountain.

Emphasize that meter and foot are only present in traditional poems or poems that follow

f. Hexameter – six feet per line
g. Heptameter – seven feet per line
h. Octameter – eight feet per line

exact measurements, such as a sonnet.

3. Lesson Activity
   A. Determine the rhyme scheme by labeling each line of the poem with a corresponding letter.

Poem	Rhyme Scheme
Down from the Mountain As down Mount Emerald at eve I came, The mountain moon went all the way with me. Backward I looked, to see the heights aflame With a pale light that glimmered eerily.	(a)
A little lad undid the rustic latch As hand in hand your cottage we did gain, Where green limp tendrils at our cloaks did catch, And dim bamboos o'erhung a shadowy lane.	(b) (a) (b)
Gaily I cried, "Here may we rest our fill!" Then choicest wines we quaffed; and cheerily "The Wind among the Pines" we sang, until A few faint stars hung in the Galaxy.	(c)
Merry were you, my friend: and drunk was I, Blissfully letting all the world go by.	

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B. Determine the meter and feet of these stanzas from the poem Down from the Mountain. A sample is provided to guide you.

Type of meter: pentameter (five feet per line)
Type of feet: iamb
Metrical pattern: iambic pentameter

As down/ Mount Em/erald/ at eve/ I came,
The mountain moon went all the way with me.
Backward I looked, to see the heights aflame
With a pale light that glimmered eerily.

C. Read *Africa my Africa* by David Diop and answer the questions that follow.

Africa my Africa
Africa of proud warriors in ancestral Savannahs
Africa of whom my grandmother sings
On the banks of the distant river
I have never known you
But your blood flows in my veins
Your beautiful black blood that irrigates the fields
The blood of your sweat
The sweat of your work
The work of your slavery
Africa, tell me Africa
Is this your back that is bent
This back that breaks under the weight of humiliation
This back trembling with red scars
And saying yes to the whip under the midday sun?
But a grave voice answers me
Impetuous child that tree, young and strong
That tree over there
Splendidly alone amidst white and faded flowers
That is your Africa springing up anew
springing up patiently, obstinately
Whose fruit bit by bit acquires

This could be done as a reinforcement activity.

	The bitter taste of liberty. *Retrieved from * Guide Questions: 1. What tropes or figures of speech are present in the poem? Cite lines or verses to support your answer. 2. What is the tone of the persona? Cite lines to prove your answer. 3. What is the mood of the poem? Cite lines to prove your answer. 4. Is there a rhyme scheme in the poem? 5. Does the poem follow a metrical pattern (meter and feet)? Explain your answer.	
D. Making Generalizations	**DAY 4** 1. **Learners' Takeaways** Describe how these poetic elements are determined in a poem. | Trope	Tone	Mood	Rhyme	Meter
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				| 2. **Reflection on Learning** **How do these poetic elements or devices help in understanding and analyzing the poem?**	

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

A. Evaluating Learning	**DAY 4**
	1. Formative Assessment
	
	Write **TRUE** if the statement is correct and **FALSE** if not.
	  1. The mood describes how word choice, subject matter, and the author's tone convey an overall feeling that characterizes the emotional landscape of a poem for readers.
	  2. Meter is not measured through foot/feet.
	  3. Rhymed words share similar sounds of the word's last stressed syllable.
	  4. Tone is the persona's attitude toward their subject matter.
	  5. Personification is a figure of speech in which an inanimate object is given human qualities or abilities.
	
	2. Homework (Optional)
				Answer Key:
				1. True
				2. False
				3. True
				4. True
				5. False

B. Teacher's Remarks	*Note observations on any of the following areas:*	**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, the earner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:*
	  ▪ *principles behind the teaching*
	    What principles and beliefs informed my lesson?
	    Why did I teach the lesson the way I did?
	  ▪ *students*
	    What roles did my students play in my lesson?
	    What did my students learn? How did they learn?
	  ▪ *ways forward*
	    What could I have done differently?
	    What can I explore in the next lesson?
				Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.