
 <p><b>University of Santo Tomas</b>  <b>Research Center for Social Sciences and Education</b></p> <p>and the</p>  <p><b>Fondazione Gravissimum Educationis</b></p>	<p><b>Learning Area: Social Studies</b>  <b>2021–2022</b></p> <p>Duration of the Lesson: 2 Days  Period: First Quarter</p>	
<p><b>Teacher</b></p>	<p><b>MANUEL R. HIDALGO</b></p>	
<p><b>LEARNING OBJECTIVES</b></p>		
<p><b>Content Standards.</b>  Refer to the DepEd Curriculum Guide.</p>	<p><i>The learners demonstrate an understanding of: the significance of studying culture, society, and politics</i></p>	
<p><b>Performance Standards</b>  Refer to the DepEd Curriculum Guide.</p>	<p><i>The learners adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection</i></p>	
<p><b>Learning Competencies</b>  Write the LC code of each.</p>	<p><b>UCSP11/12SPUIa-2</b></p> <ul style="list-style-type: none"> <li><i>Demonstrate curiosity and an openness to explore the origins and dynamics of culture and society, and political identities</i></li> </ul> <p><b>Specific Objectives</b></p> <p>At the end of the lesson, the learners are expected to:</p> <ul style="list-style-type: none"> <li><i>Understand the concept of cultural Imperialism.</i></li> <li><i>Analyze the pros and cons of cultural imperialism</i></li> <li><i>Create a song/Spoken poetry/video advocacy on how they can value our own culture over foreign or other culture</i></li> </ul>	
<p><b>bFocus</b></p>	<p><input checked="" type="checkbox"/> Critical Thinking</p>	<p><input checked="" type="checkbox"/> Problem Solving</p>
<p><input checked="" type="checkbox"/> Creative Thinking</p>		
<p><b>CONTENT</b></p>		
<p>CULTURAL IMPERIALISM</p>		
<p><b>LEARNING RESOURCES</b></p>		
<p><b>Resources</b>  Indicate here the materials that you plan to use during the session.</p>	<p><b>Input materials</b>  [These refer to reading materials and other resources that will help you launch the key concepts and processes.]</p> <ul style="list-style-type: none"> <li>Powerpoint presentation</li> <li>Videos from Youtube</li> <li>Pictures from Google.com</li> </ul>	<p><b>Output materials</b>  [These refer to exercises and activity text to be accomplished by the participants during and after the session.]</p> <ul style="list-style-type: none"> <li>Springboard activity via Answer Garden</li> <li>Pre-test via Kahoot.com</li> <li>Individual task via Padlet</li> <li>Collaborative work</li> <li>Reflection</li> </ul>
<p><b>References</b></p>	<p><a href="https://www.education.vic.gov.au/school/teachers/classrooms/Pages/ppn14metacognitiontip.aspx#link1">https://www.education.vic.gov.au/school/teachers/classrooms/Pages/ppn14metacognitiontip.aspx#link1</a>  <a href="https://www.google.com/search?q=pictures+about+oppa&amp;rlz=1C1JZAP_enPH942PH942&amp;sxsrif=A0aemvJROABAwyllFwYOjdPh1MiZ9eXqPw:1631710310099&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=2ahUKEwjijqPLgoHzAhWmGqYKHTQyCRMQ_AUoAXoECAEQAw&amp;biw=1366&amp;bih=625&amp;dpr=1">https://www.google.com/search?q=pictures+about+oppa&amp;rlz=1C1JZAP_enPH942PH942&amp;sxsrif=A0aemvJROABAwyllFwYOjdPh1MiZ9eXqPw:1631710310099&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=2ahUKEwjijqPLgoHzAhWmGqYKHTQyCRMQ_AUoAXoECAEQAw&amp;biw=1366&amp;bih=625&amp;dpr=1</a>  <a href="https://www.youtube.com/watch?v=tZFGivKgFuY&amp;t=117s">https://www.youtube.com/watch?v=tZFGivKgFuY&amp;t=117s</a></p>	

**Essential Questions**

- How can you position yourself in relation to cultural imperialism in the Philippines?
- What steps do we need to take in order to avoid or lessen cultural imperialism?
- What are the pros and cons of cultural imperialism?
- What principles would you focus on to value our own culture over others?
- How would you promote nationalism and patriotism in this modern age?

**PROCEDURES**

**Springboard**

(This is the motivation part wherein the students will be given an activity that will set their mood to the new topic at hand.)

Direction: Look and analyze the following pictures. Write your observations in the Answer Garden.



**Teaching-Learning Episodes**

**Guide Questions**

- What can you say about the pictures?
- What is the common denominator in these pictures?

### Pre-Test

(A short diagnostic test will be given to gauge their prior knowledge about the lesson)

Direction: Using KAHOOT , answer the following questions. Select the letter only of the correct answers.

1. It is defined as the distinctive ideas, customs, social behavior, or way of life of a particular nation, society, people, or period.
  - a. Religion
  - b. Tradition
  - c. Culture
2. It is the unequal human and territorial relationship based on ideas of superiority and dominance.
  - a. Imperialism
  - b. Privatization
  - c. Globalization
3. A situation in which powerful culture industries and actors dominate other local, national, and regional cultures and actors
  - a. Economic Imperialism
  - b. Political and Military Imperialism
  - c. Cultural Imperialism

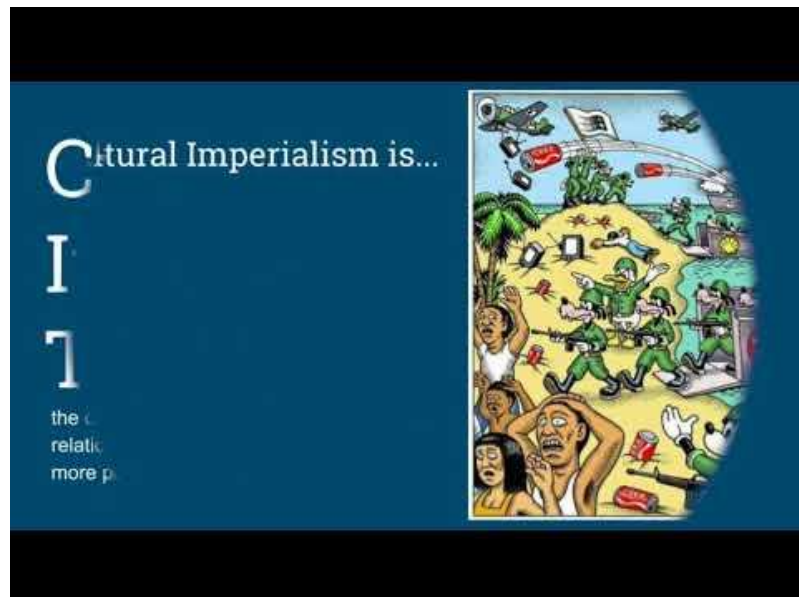
### Introduction

The learning objectives will be introduced to the class first for them to become aware of the expected output/ outcome they need to accomplish at the end of the lesson .

At the end of the lesson, students are expected to:

- Understand the concept of cultural Imperialism.
- Analyze the pros and cons of cultural imperialism
- Create a song/Spoken poetry/video advocacy on how they can value our own culture over foreign or other cultures

(The teacher will introduce the topic to the class through a video clip via youtube.com



<https://www.youtube.com/watch?v=tZFGivKgFuY&t=117s>

Guide Questions:

- What can you say about the video?
- Does cultural imperialism exist in the Philippines in the present era?

## Development

Discussion of the topic at hand will be the focused of this part of instructional plan. The following concepts will be discussed in the class through a PowerPoint presentation.

- Culture is defined as “the distinctive ideas, customs, social behavior, or way of life of a particular nation, society, people or period” (OED, 2008).
- The word imperialism is derived from the Latin verb imperare which means to command and from the Roman concept of imperium which means expansion. It was used first in the 16th century, describing the colonial, territorial, economic and military dominance and influence over smaller countries.
- Imperialism stems from the word “empire”, and is the extension of a country’s power and influence through colonization, use of military force, or other means (OED, 2014). It is the unequal human and territorial relationship based on ideas of superiority and dominance.
- Different types of imperialism.
  1. Economic Imperialism
  2. Political and Military Imperialism
  3. Cultural Imperialism
- Cultural imperialism refers to a situation in which powerful culture industries and actors dominate other local, national and regional cultures and actors
- Cultural Imperialism is “the extension of influence or dominance of one nation’s culture over others, through the exportation of cultural commodities” (OED, 2008).
- The development of cultural imperialism in the Philippines
- Impacts of cultural imperialism

## Engagement and Evaluation

(To deepen their understanding of the lesson, individual activity/ies and collaborative work will be given to meet the needed competencies.)

### Individual Task

Using the Padlet, the students will post and give their reaction on this controversial issue.

The Philippines is currently under the Cultural Imperialism of South Korea. Agree or disagree? Why?

### Collaborative work

The teacher will divide the class into three groups. Each group will be tasked to create/ make a song/ spoken poetry/ video advocacy on how they can value our own culture over foreign or other cultures

- Group 1-Song
- Group 2 - Spoken poetry
- Group 3- Video Advocacy

The group Tasks will be graded based on the following rubrics:

Category	Criteria				Points
	4 Points	3 Points	2 points	1 Point	
Presentation	A complete presentation with detailed explanation	Good solid presentation with clear explanation	Presentation is unclear	Misses key points	
Demonstrated Knowledge	Shows a complete understanding of the topic	Shows substantial understanding of the topic	Shows slight understanding of the topic	Shows lack of understanding of the topic	
Requirements	Goes beyond the requirements	Meets the requirements	Hardly meets the requirements	Does not meet the requirements	
Total Score					

**Reflection**

(Aside from the ordinary reflection of their key takeaways, they will also synthesize the lesson by going back to all its parts from springboard to the engagement.)

Reflection

The learners will write on their notebooks or journals  
their insights about the lesson.

I understand that \_\_\_\_\_.

I realized that \_\_\_\_\_.

**Note: Collateral Reading and Supplemental Activities will be given if necessary.**

**Inquiry Questions**

- How can you position yourself in relation to cultural imperialism in the Philippines?
- What steps do we need to take in order to avoid or lessen cultural imperialism?
- What are the pros and cons of cultural imperialism?
- What principles would you focus on to value our own culture over others?
- How would you promote nationalism and patriotism in this modern age?

**METACOGNITIVE DEVELOPMENT AND ASSESSMENT**

**Assessment Tools**

- Springboard via Answer garden
- Pre-test via kahoot
- Think aloud which involves the learners to perform a set of specified tasks.
- Individual Task via Padlet
- Collaborative work using rubrics

**Metacognitive Extension**



- Visualize the cultural imperialism happening in our country today.
- Figure out what might happen to us Filipinos if cultural imperialism will continue to happen in the Philippines.

**REFLECTION**

<b>Reflection</b>	<ul style="list-style-type: none"><li>▪ Teaching controversial issue is a very challenging task for us teachers. It will prompt us to reflect upon our role and somehow explore our concrete strategies for teaching to develop positive pedagogical opportunities. It has been widely viewed as preparing students for effective citizenship. It provides today's students with opportunities to understand the factors that influence how perspectives are developed and how knowledge is constructed. In the topic that I have chosen, which is Cultural imperialism, many opportunities will be possibly discussed. The cultural and social significance are at stake in this topic. Dealing with this topic will help the students realize the importance of being patriotic and nationalistic.</li></ul>
-------------------	--

Prepared by:

**MANUEL R. HIDALGO**  
Pila Senior High School  
DepEd Laguna