



**Department of Education
Region X - Northern Mindanao
DIVISION OF CAGAYAN DE ORO**

Fr. William F. Masterson, SJ Avenue, Upper Balulang, Cagayan de Oro City

Learning Activity Sheets in 21st Century Literature from the Philippines and the World



SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence. Dedication. Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing.

Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

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21st CENTURY LITERATURE FROM THE PHILIPPINES AND THE WORLD

MONITORING OF ACCOMPLISHED LEARNING ACTIVITY SHEETS

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Geographic, Linguistic, And Ethnic Dimensions Of Philippine Literary History From Pre-Colonial To The Contemporary			
2	Representative Texts And Authors From Each Region			
3	Contributions Of Local Writers To The Development Of Regional Literary Traditions			
4	Contributions Of The Canonical Filipino Writers To The Development Of National Literature			
5	Various 21st Century Literary Genres And The Ones From The Earlier Genres/Periods Citing Their Elements, Structures And Traditions			
6	Literary Meaning From Literal Language Based On Usage			
7	Figures Of Speech And Other Literary Techniques And Devices In The Text			
8	Literary, Biographical, Linguistic, And Sociocultural Contexts And How They Enhance The Text's Meaning And Enrich The Reader's Understanding			
9	Situating The Text In The Context Of The Region And The Nation			
10	Relationship Of Context With The Text's Meaning			
11	Literatures from Asia, North America, Europe, Latin America, and Africa			
12	Literary Elements, Genres, and Traditions In World Literature Part 1			
13	Literary Elements, Genres, and Traditions In World Literature Part 2			
14	Literary Texts In World Literature			
15	Cultural and Aesthetic Diversity of World Literature			
16	21 st Century Literary Genres From Across The Globe Part 1			
17	21 st Century Literary Genres From Across The Globe Part 2			
18	Literary Uses Of Language Part 1			
19	Literary Uses Of Language Part 2			
20	Literary Techniques And Devices In Global Literature			
21	Biographical, Linguistic, And Sociocultural Contexts In Global Literature			
22	Text And Context Relationship In Global Literature			
23	Literary Meanings In Context And Critical Reading Strategies In Global Literature			

Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary.		
Learning Competency : Identify the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary. EN12Lit-Ia-21		
Reference: https://bit.ly/2DmLn5g		LAS No.: 1

CONCEPT NOTES:

The **Pre-colonial Literature** includes all literature produced before the Spanish colonization like chants, proverbs, songs, and folk narratives. They depict the people's livelihood, customs, and traditions. The following are;

1. **Folktale** - anonymous, timeless, and placeless tale circulated orally among a group of people.
2. **Fable** - features animal characters or inanimate objects that behave like people.
3. **Legend** - this is presented as history but is unlikely to be true.
4. **Myth** - this is told to explain a belief, a practice, or a natural phenomenon.
5. **Epic** - narrative poem celebrates the adventures and achievements of a hero.

Philippine Literature during the Spanish Occupation: The Spanish missionaries taught the gospel through the native language, so they hired natives to translate Spanish religious instructional materials. Eventually, the natives became fluent in Spanish.

EXERCISE: Identify the following statements, if it is true or false. Write your answer on the space provided at the end of every statement.

1. Folktales about Juan are very popular. Some emphasize certain virtues, and some serve as warning about behavior. _____
2. "Biag ni Lam-ang" is an Ilocano epic that tells about the adventures of Lam-ang, a man with supernatural powers. _____
3. The monkey is a common animal character in Philippine fables. It is often depicted as a tricky animal. _____
4. There are different Filipino legends of the great flood. The story of Bukidnon tells that a huge crab caused the water to rise by going into the sea. _____
5. There are Philippine versions of the creation myth. The Igorot's story tells that Lumawig the Great Spirit created people. _____

Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Philippines		
Lesson Title : Representative texts and authors from each region.		
Learning Competency : Identify representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/ region/province/ town) EN12Lit-Ia-22		
Reference: Suzana, et.al. 21st Century Philippine Literature from the LAS No.: 2 Philippines.		

CONCEPT NOTES:

Philippine Literature in the 21st Century (2001 up to the present)

This body of literature includes digital writings, graphic novels, textula, hypertext, and other emerging literary genres at present. **Textula** is poetry written and read on a mobile phone. It is popularized by the playwright **Frank Rivera**, who came to be known as the "makata sa cell phone." His works of textula and other poems are performed in different occasions, such as rallies, school programs, and contests; published in newspapers; heard on radio; and shared on social media or through **text messaging**.

LITERATURE IN REGION X (Northern Mindanao)

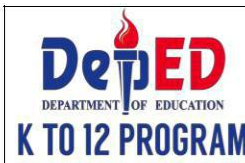

(Filipino: Hilagang Mindanao) is composed of five provinces and two cities classified as highly-urbanized, all occupying the north-central part of Mindanao island, and the island-province of Camiguin. The regional center is Cagayan De Oro City, where most of the national government's regional offices and other big establishments are located.

Component Provinces: Bukidnon, Camiguin, Lanao del Norte, Misamis Occidental, and Misamis Oriental.

EXERCISE:

On the space provided below, create your own *textula*. (15 points).
 (Rubric: Rhyming - 5 points; Text and Context - 5 points; Five lines - 5 points)

Write here:

 	SHARED OPTIONS SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY GRADE 11 DLP LEARNING ACTIVITY SHEET	
Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Contributions of local writers.		
Learning Competency : Value the contributions of local writers to the development of regional literary traditions EN12Lit-Ia-23		
References : Brainly.ph, Demetrio, F. S.J. ed. (1995). The Local Historical Sources of Northern Mindanao. Cagayan de Oro City: Legacy Sales & Printing Press, Inc., Bautista, Filomeno M. (1939). Glimpses of Mindanao, pp. 203-204		LAS No.: 3

CONCEPT NOTES

LITERATURE IN REGION X (Northern Mindanao)

One local writer from Region X was **Francisco R. Demetrio** who finished his studies from St. Augustine School at Ateneo de Cagayan de Oro. He also took theology at Woodstock College in Maryland. He was ordained priest last 1951. He wrote "Christianity on Context" and won the National Press Award for Myth and Symbols, "National Book Award" from Manila Critics and "Premio Pitre Somomone". One of his written works was the Encyclopedia of Philippine Folk Beliefs and Customs Volumes I and II in the year 1970.

Another local writer who wrote, "The Legend of Cagayan: The conquerors became the conquered" was Filomeno M. Bautista, a native of Cagayan de Oro formerly known as Cagayan de Misamis.

EXERCISE:

Based on an interview with your parents, list seven (7) folk beliefs and customs they have been practicing until now.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Contributions of the canonical Filipino writers		
Learning Competency : Appreciate the contributions of the canonical Filipino writers to the development of national literature. EN12Lit-Ia-24		
Reference: https://bit.ly/2PVpQaD Images courtesy: www.ncca.gov.ph		LAS No.: 4

CONCEPT NOTES:

A canonical writer - is an author whose works belong to a collection of works traditionally valuable to the Philippine society; some of the canonical authors and their works are:

1. **Bienvenido Lumbera** - *Balaybay, Mga Tulang Lunot at Manibalang*, 2002; *Sa Sariling Bayan, Apat na Dulang May Musika*, 2004; "Agunyas sa Hacienda Luisita,"
2. **Edith Tiempo** - "The Little Marmoset" and "Bonsai"
3. **Virgilio Almarino** - *Ang Makata sa Panahon ng Makina, Balagtasismo versus Modernism*
4. **N.V.M. Gonzalez** - *The Winds of April, Seven Hills Away, Children of the Ash-Covered Loam*
5. **Cirilo Bautista** - *Sunlight on Broken Stones*
6. **Francisco Coching** - "King of Komiks" and the "Dean of Philippine Comics".

EXERCISE: Guessing game! Guess who is in the picture?

1.



2.



3.



4.



5.



6.



Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Various 21st Century Literary Genres		
Learning Competency: Differentiate/compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions. EN12Lit-Ia-25		
Reference: http://literarydevices.net/genre/		LAS No.: 5

CONCEPT NOTES:

Literary Genre is a category of literary composition. **Genres** may be determined by *literary technique, tone, content, or even in length* (as in the case of fiction).

- A. **EPIC POEM** is a long, narrative poem that is usually about heroic deeds and events that are significant to the culture of the poet. Many ancient writers used epic poetry to tell tales of intense adventures and heroic feats.
- B. **NARRATIVE POETRY** is a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in metered verse. Narrative poems do not have to follow rhythmic patterns.
- C. **ROMANTIC POEM** is a poetry that emphasized intuition over reason and the pastoral over the urban, often eschewing consciously poetic language in an effort to use more colloquial language
- D. **DRAMATIC POETRY** is any **drama** that is written in verse that is meant to be recited. It usually tells a story or refers to a situation. This would include closet drama, dramatic monologues, and rhyme verse.
- E. **LYRIC POEM** it has a musical rhythm, and their topic often explore romantic feelings or other strong emotions.

EXERCISE: A sample poem (entitled *Litany*) is given below. Answer the guide questions using the back page of this paper.

I am also the moon in the trees
and the blind woman's tea cup.
But don't worry, I'm not the bread and the knife.
You are still the bread and the knife.
You will always be the bread and the knife,
not to mention the crystal goblet and--somehow--the wine.

- Describe what the character is talking about in this poem? To whom is the person talking to?
- What is your initial reaction as you begin to read the poem? What kind of poem is it?

Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Literary meaning		
Learning Competency : Infer literary meaning from literal language based on usage. EN12Lit-Ia-26		
Reference: https://bit.ly/2PsWala		LAS No.: 6

CONCEPT NOTES:

Literal and **figurative** languages are distinct within some fields of language analysis, particularly in stylistics, rhetoric, and semantics. *Literal language* uses words exactly according to its conventional accepted meaning or denotation. *Literal language* means exactly what it says, while *figurative language* uses similes, metaphors, hyperbole, and personification to describe something often through comparison with something different.

EXERCISE:

ESTABLISHING ATMOSPHERE THROUGH SETTING

It was a dark and stormy night.

In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind.



Analyze the literary meaning from literal language based on usage of the poem above. Write at least five sentences.

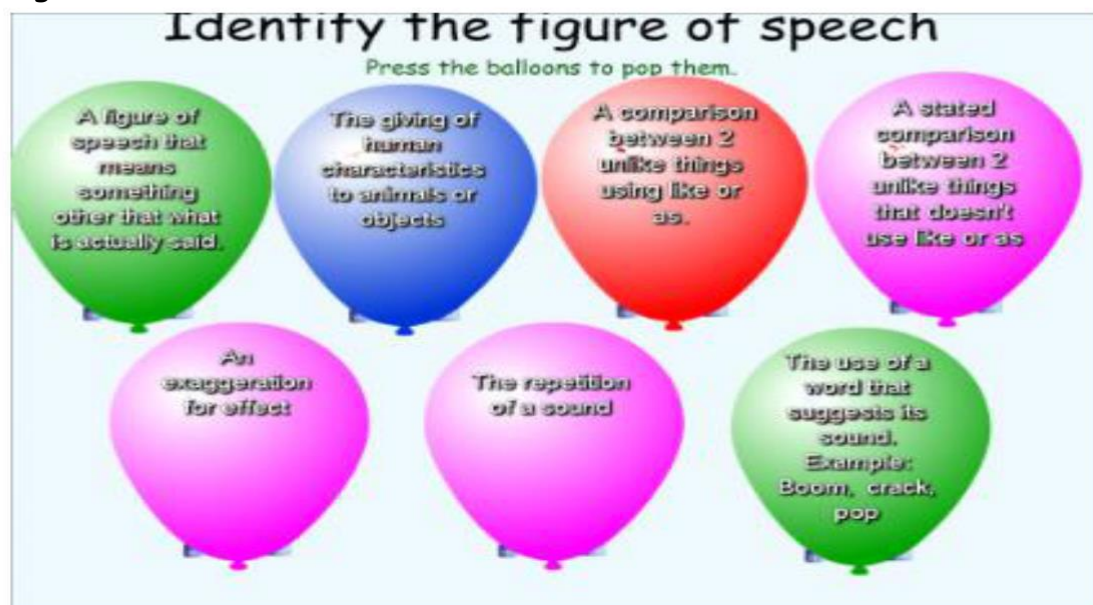
Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Figures of speech		
Learning Competency : Analyze the figures of speech and other literary techniques and devices in the text. EN12Lit-Ia-27		
References : https://bit.ly/2K5T1Ct , https://bit.ly/2DHikKM LAS No.: 7 https://bit.ly/2zdTyy1 , https://bit.ly/2HsRWCK		

CONCEPT NOTES:

A **figure of speech** is a word or phrase that has a meaning something different than its literal meaning. Among the most commonly used are:

- 1. Simile** - is the rhetorical term used to designate the most elementary form of resemblances: most similes are introduced by "like" or "as." These comparisons are usually between dissimilar situations or objects that have something in common, such as "My love is like a red, red rose."
- 2. Metaphor** - is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common, (e.g. Her tears were a river flowing down her cheeks).
- 3. Personification** - occurs when you treat abstractions or inanimate objects as human, that is, giving them human attributes, powers, or feelings (e.g., "nature wept" or "the wind whispered many truths to me").
- 4. Onomatopoeia** -use of words that imitate the sounds associated with the objects they refer to.
- 5. Irony** - use of words to convey the opposite of their literal meaning.
- 6. Hyperbole** - an extravagant statement (e.g., It was so cold, I saw polar bears wearing hats and jackets).

EXERCISE: Read and identify what figure of speech is asked in each balloon and write the corresponding number.



Name:	Date:	Score:
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Biographical, linguistic, and sociocultural contexts		
Learning Competency : Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding. EN12Lit-Ia-28		
Reference: https://brainly.ph/question/1676921#readmore		LAS No.: 8

CONCEPT NOTES:

The literary, biographical, linguistic, and sociocultural context can consist of a variety of factors. Here are some things you could consider in placing a text in **context**:

the life or **biography** of the poet

other works that the poet has written

the **historical period** in which that poem was written

the **place** or **event** that gave rise to the poem

the ways in which the **language** used in the poem reflects the period in which it was written

the particular **culture** within which the poem was written

the **social background** of the poet or the theme or setting of the poem

Consider the example below:

Manuel E. Arguilla's "How My Brother Leon Brought Home a Wife" is a story told through Baldo's, Leon's brother, point of view. He narrated how Leon brought his soon-to-be wife, Maria, in their hometown (Nagrebcan, La Union) to meet his family. To analyze this story, let us first consider some facts about Arguilla:

Arguilla was born on June 17, 1911 in Bauang, La Union to Crisanto Arguilla and Margarita Estabillo.

He was the fourth child and his family owned a small piece of land in their town. He was married to Lydia Villanueva, who was from Ermita, Manila.

EXERCISE: Based on the example given above, list also some of the linguistic, social and cultural contexts, based on your understanding:

- _____
- _____
- _____

Name: _____	Date: _____	Score: _____
Subject : 21st Century Philippine Literature from the Regions		
Lesson Title : Relationship Of Context With The Text's Meaning		
Learning Competency : EN12Lit-Ia-30		
Explain the relationship of context with the text's meaning.		
References : Sanchez, et.al. 21st Century Philippine Literature from the Philippines./ https://www.enotes.com/homework-help/what-difference-between-text-context-260948		LAS No.:10

CONCEPT NOTES:

Text refers to the words which are written, while **context** is the surroundings of the text, whether it is created within the text or describing the situation of the author's life in which the text was written.

The relationship between the **text** and **context** is very critical in understanding the content of literal material. It is through the analysis of *text-context* relationship that the audiences are able to understand the intended message of the author. Text reception occurs at different space and time. It is, therefore, very important for the audience to first seek the understanding of a *text-context* relationship so as to fully grasp the author's message.

EXERCISE: Choose the correct meaning of texts below.

1. Projectiles include those items that are shot forward such as a cannon shell, bullet, or rocket. Using the example clue, the word **projectiles** in this sentence means,

☐ A things put down ☐ B things hurt ☐ C things shot forward ☐ D things broken

2. The professor was a favorite among the college students. His sagacity was helpful to them as they pursued their degrees. The professor was known to use his experience, insight, and common sense to help students pursue their education. Using the example clue, the word **sagacity** in this sentence means,

☐ A silliness ☐ B wisdom ☐ C thoughtlessness ☐ D negligence

3. Famous conquistadors include Cortes, who conquered Aztec Mexico and Pizarro, who conquered Inca Peru. Using the example clue, the word **conquistadors** in this sentence means

☐ A geographers ☐ B losers ☐ C victims ☐ D conquerors

4. A sleuth, such as Sherlock Holmes, can be very helpful in solving crimes. Using the example clue, the word **sleuth** in this sentence means

☐ A senior citizen ☐ B man ☐ C pilot ☐ D detective

5. Zack was a good at many sports. He excelled in swimming, running, horsemanship, fencing, and target shooting. He decided to compete in the pentathlon rather than having to choose one of the events. Using the example clue, the word **pentathlon** in this sentence means

☐ A competition with two events ☐ B competition with ten events ☐ C competition with eight events ☐ D competition with five events

Name: st	Date:	Score:
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : LITERATURES FROM ASIA, NORTH AMERICA, EUROPE, LATIN AMERICA AND AFRICA		
Learning Competency : Identify representative texts and authors from Asia, North America, Europe, Latin America and Africa. EN12Lit-IIa-22		
References :		LAS No.: 11

CONCEPT NOTES

Literature enables us to better understand one's own emotions, the social situations, society, history, and various cultures around the globe. Literature makes life richer! Think of all the places you can go to, people that you get to meet, and situations you get to experience without leaving our homes or classrooms!

Below are some of the famous authors from other parts of the world and some of their popular works:

ASIA

Name: **KEVIN KWAN**
Nationality: **SINGAPOREAN**
Famous works: **CRAZY RICH ASIANS, CHINA RICH GIRLFRIENDS, RICH PEOPLE PROBLEMS**

NORTH AMERICA

Name: **GEORGE R.R. MARTIN**
Nationality: **AMERICAN**
Famous works: **GAME OF THRONES, A CLASH OF KINGS, A STORM OF SWORDS, A FEAST FOR CROWS**

EUROPE

Name: **J.K. ROWLING**
Nationality: **BRITISH**
Famous works: **HARRY POTTER series, FANTASTIC BEASTS**

AUSTRALIA

Name: **JOANE VAN OS**
Nationality: **AUSTRALIAN**
Famous works: **OUTBACK
HEART, THE SECRET OF
THE LONELY ISLE,
CASTAWAY**

LATIN AMERICA

Name: **PAUL COELHO**
Nationality: **BRAZILIAN**
Famous works: **THE ALCHEMIST, WARRIOR OF THE LIGHT, ELEVEN MINUTES**

AFRICA

Name: **NADINE GORDIMER**
Nationality: **SOUTH AFRICAN**
Famous works: **BURGER'S DAUGHTER, JULY'S PEOPLE**

EXERCISE:

Can you name three popular authors from around the globe and their famous books? Write below the names of the authors and one of their books:

AUTHOR	NAME OF BOOK
1.	
2.	
3.	

Name: _____	Date: _____	Score: _____
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : LITERARY ELEMENTS, GENRES, AND TRADITIONS IN WORLD LIT. P-1		
Learning Competency : Explain the texts in term of literary elements, genres, and traditions. EN12Lit-IIb-32		
References :		LAS No.: 12

CONCEPT NOTES

Literary elements aid in the discussion and understanding of a work of literature; literary elements could be said to be produced by the readers of a work just as much as they are produced by its author. Below are parts of literary elements:

Character - is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

Setting - is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

Plot - a series of events and character actions that relate to the central conflict.

Conflict - is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict.

Theme - is central idea or concept of a story.



EXERCISE: Write the correct answer on the space provided before each number.

- _____ 1. It is a series of events and character actions that relate to the central conflict.
- _____ 2. It is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- _____ 3. It is the time and place in which it happens.
- _____ 4. is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict.
- _____ 5. is central idea or concept of a story.



Name:	Date:	Score:
Subject : 21 ST Century Literature from the Philippines and the World		
Lesson Title : LITERARY ELEMENTS, GENRES, AND TRADITIONS IN WORLD LIT. P-2		
Learning Competency : Explain the texts in term of literary elements, genres, and traditions. EN12Lit-IIb-32		
References :		LAS No.: 13

CONCEPT NOTES

Genres

of literature are important to learn about. Genres are categories that all written materials fit into based on common structures and themes. There are two main categories of genres of literature:

 **Fiction** - is anything that did not happen in real life.

☐ There are four subgenres of Fiction:

☐ **Historical Fiction** - is set in the past and involves real people and events but the story itself never happened.

☐ **Realistic Fiction** - events in the story realistically could have occurred, but did not.

☐ **Science Fiction** - is set in the future and involves aliens, robots, space ships and futuristic technology.

☐ **Fantasy** - cannot take place within our society and involves monsters, creatures and characters with magical or superhuman powers.

 **Non-fiction** - is any true depiction of a person or event in history.

☐ There are four subgenres of Non-Fiction:

☐ **Informational Writing** - provides information such as sources, facts, statistics, and dates. Examples are newspapers, magazine articles, textbooks, encyclopedias and record books.

☐ **Persuasive Writing** - tries to influence the reader and may be opinion-based. Examples are pamphlets, brochures, political speeches, advertising campaigns.


▪ **Biography** - is a story about a person's life that is written by someone other than who the story is about. It may be official or unofficial.

▪ **Autobiography** - is written about someone's life and is written by the person it is about. Examples are journals and diaries.

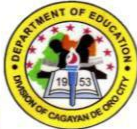
EXERCISE: Write **✓** for fiction and **✗** for non-fiction.

___ 1. Science textbook ___ 3. The Diary of Anne Frank

___ 2. Harry Potter ___ 4. The Vampire Diaries



DEPARTMENT OF EDUCATION



DEPARTMENT OF EDUCATION
DIVISION OFFICE - MARIKINA CITY

SHARED OPTIONS

SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY

GRADE 11 DLP LEARNING ACTIVITY SHEET

Name: _____	Date: _____	Score: _____
Subject : 21st Century Literature from the Philippines and the World		
Lesson Title : LITERARY TEXTS IN WORLD LITERATURE		
Learning Competency : Situate the texts in the context of the region, nation, and the world. EN12Lit-IIc-29		
Photo credits: Courtesy of Flickr.com		LAS No.: 14

CONCEPT NOTES

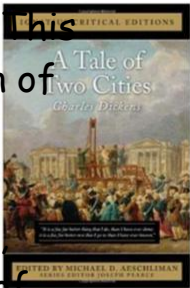
Text refers to the words which are written, while context is the surroundings of the text. In literary studies, the term "text," refers solely to the written word on the page. When discussing a text, we are discussing the actual and literal words used by the writer.

Context refers to a situation or surroundings. This term can describe a situation created within a narrative or within a text. Context can describe the situation within the literature within which it is written.



Context could be historical, cultural, social or political. For example, Dr. Jose Rizal's *Noli Me Tangere* and *El Filibusterismo* has a specific social and political context where we can discern the situation of the Philippines during the Spanish colonial period in the Philippines.

Another example is Charles Dickens, *A Tale of Two Cities* (1770). novel begins in 1757, while its final scene looks forward to the situation of the post-revolutionary Paris. This story has a historical context, which Dickens has organized around various events that occurred during the French Revolution. He has drawn historical features from major events including the fall of Bastille, the September Massacres, and the Reign of Terror. This backdrop is the story's context.



EXERCISE:

Give the context of the example below. You can choose whether the novel is historical, cultural, social or political in context.

George Orwell (author) felt disillusioned by Soviet Communism, and its revolution during his time. In the phenomenal novel, *Animal Farm*, Orwell has expressed himself by using satire (a mockery) through the allegorical characters of Old Major (an old boar) and Boxer (a horse); relating them to the Russian Revolution and its characters. Your answer: _____



Name: _____

Date: _____

Score: _____

Subject : 21st Century Literature from the Philippines and the World

Lesson Title : **CULTURAL AND AESTHETIC DIVERSITY IN WORLD LITERATURE**

Learning Competency : Appreciate the cultural and aesthetic diversity of literature of the world. **EN12Lit-IIc-33**

Reference: <http://flicker.com>

LAS No.: 15

CONCEPT NOTES



Our first interaction with other cultures often comes from movies, books, and other media. Knowledge of other cultures helps increase tolerance and literature can enhance your understanding of other cultures.

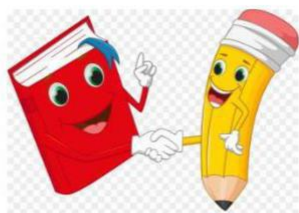
There are two perspectives authors write about in literature:

1. **Insider** - author is of the culture being written about.
2. **Outsider** - author is of a different culture and writes from association, experiences, and research.

Different types of cultural themes include family traditions, beliefs, major holidays, emotions or ways of life, folktales, and folklores among others.

EXERCISE: When you were younger you probably had read many stories from around the world. You probably learned something about the culture of other countries such that family, friendship, loyalty and love are highly valued.

Can you recall and give five (5) folktales from around the world?



1. _____
2. _____
3. _____
4. _____
5. _____

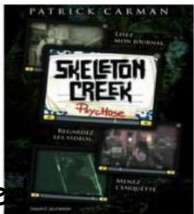


Name:	Date:	Score:
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : 21 ST CENTURY LITERARY GENRES FROM ACROSS THE GLOBE P-1		
Learning Competency : Compare and contrast the various 21 st century literary genres and their elements, structures, and traditions from across the globe. EN12Lit-IIId-25		
Photo credits: http.flicker.com		LAS No.: 16

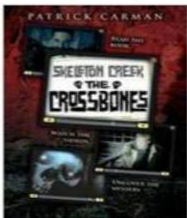
CONCEPT NOTES

The 21st Century literatures are new literary work created within the last decade. It is written by contemporary authors and deals with current themes/issues and reflects a technological culture often breaking traditional writing rules. Emerging genres are the following:

- **Illustrated Novel** - Generally, 50% of the narrative is presented without words. The reader must interpret the images in order to comprehend the complete story. Textual portions are presented in traditional form. Some illustrated novels may contain no text at all. Illustrated novels span all genres.
- **Digi- Fiction** - is a literary experience that combines three media: book, movie/video, and Internet website. In order to get the full story, students must engage in navigation, reading, viewing, in all three formats.
- **Graphic Novel** - is a narrative work in which the story is conveyed to the reader using comic form. The term is employed in a broad manner, encompassing non-fiction works and thematically linked short stories as well as fictional stories across a number of genres.
- **Manga** - is the Japanese word for comics. It is used in the English-speaking world as a generic term for all comic books and graphic novels originally published in Japan. Manga is considered an artistic and storytelling style.
- **Doodle-Fiction** - A literary presentation where the author incorporates doodle drawings and hand written graphics in place of traditional font. Drawings enhance the story, often adding humorous elements that would be missing if the illustrations were omitted.



EXERCISE: Identify the genres of the following literatures below:



Name:	Date:	Score:
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : 21 ST CENTURY LITERARY GENRES FROM ACROSS THE GLOBE P-2		
Learning Competency : Compare and contrast the various 21 st century literary genres and their elements, structures, and traditions from across the globe. EN12Lit-IIId-25		
Photo credit: http.flicker.com		LAS No.: 17

CONCEPT NOTES

The 21st Century literatures are new literary work created within the last decade. It is written by contemporary authors and deals with current themes/issues and reflects a technological culture often breaking traditional writing rules. Emerging genres are the following:

- **Chicklit** - is a genre of fiction which addresses issues of modern womanhood, often humorously and lightheartedly. ➡



Ernest Hemingway:
For sale: baby socks, never worn.

Margaret Atwood :
Longed for him. Got him. Shit.

- **Flash Fiction** - is a style of fictional literature of extreme brevity.

- **Speculative Fiction** - is a dystopian, supernatural fiction, weird fiction, superhero fiction, apocalyptic/post-apocalyptic, fantastical fiction, sci-fi.
- **Spoken poetry** - is an oral art that focuses on the aesthetics of word play and intonation and voice inflection.



EXERCISE: Compose below a Spoken Word Poetry dedicated to your family:


RUBRIC:

Relevant theme - 10

Organization - 10


Poetic language - 10

TOTAL 30 points



DEPARTMENT OF EDUCATION

K TO 12 PROGRAM



SHARED OPTIONS

SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY

GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:

Date:

Score:

Subject : 21st Century Literature from the Philippines and the World

Lesson Title : 21ST CENTURY LITERARY USES OF LANGUAGE FROM ACROSS THE GLOBE - Part 1

Learning Competency : Distinguish the literary uses of language from the non-literary and understand their use as well as the formal features and conventions of literature. EN12Lit-IIe-34

References: <https://bit.ly/2TiWtgY>LAS No.: 18

CONCEPT NOTES

Literary texts are texts that are narrative, or tell a story, and contain elements of fiction. Some good examples of literary texts include novels, short stories, and poetry. However, non-literary texts are texts whose primary purpose is to convey information and do not have the same narrative and fictional elements as literary texts. Examples of non-literary texts include textbooks, legal documents, articles in academic journals, recipes, how-to books, and instruction manuals.

EXERCISE: Distinguish from below which belongs to the Literary Text and the Non-Literary Text. Write LT for literary text and NLT for non-literary text.

Competence.Dedication.Optimism

Name:	Date:	Score:
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : 21 ST CENTURY LITERARY USES OF LANGUAGE FROM ACROSS THE GLOBE - Part 2		
Learning Competency : Distinguish the literary uses of language from the non-literary and understand their use as well as the formal features and conventions of literature. EN12Lit-IIe-34		
References : https://bit.ly/2TiWtgY	LAS No.: 19	

CONCEPT NOTES

When you are reading or re-reading, it is a good idea to find a point of focus for critical response. You may like or don't like a piece but if you will break the piece down to its component formal elements, you will find the level of your understanding increasing. The following are formal features of literature:

- **SYMBOL** - means literally something that means something else. A dove, for example is a symbol of peace.
- **IMAGE** - is a visual representation. In literature images are often used together to create a pattern which can give a reader a sense of tone or can establish a theme.
- **ANALOGY** - is an extended comparison -- usually of one setting or psychological situation to another. Often an author will develop such a comparison by using the words associated with one place or set of circumstances and comparing them to another.
- **CONTEXT** - of a piece is more than its physical location--its SETTING. It is also its TIME PERIOD, and CULTURE. Context helps to establish tone and theme through placing an observation or event within a specific framework.



EXERCISE: Give the **SYMBOL** and **CONTEXT** below of Juan Luna's *Spoliarium* which had been used in many literatures.

SYMBOL:



CONTEXT:

Name:	Date:	Score:
Subject : 21 ST Century Literature from the Philippines and the World		
Lesson Title : LITERARY TECHNIQUES AND DEVICES IN GLOBAL LITERATURE		
Learning Competency : Identify the figures of speech and other literary techniques and devices in the text. EN12Lit-IIe-27		
Reference: http.flicker.com		LAS No.: 20

CONCEPT NOTES

Commonly, the term Literary Devices refers to the typical structures used by writers in their works to convey his or her message(s) in a simple manner to his or her readers. When employed properly, the different literary devices help readers to appreciate, interpret and analyze a literary work.



Literary Devices have **two aspects**. They can be treated as either **Literary Elements** or **Literary Techniques**. It will be convenient to define them separately.

- Literary Elements** have an inherent existence in literary piece and are extensively employed by writers to develop a literary piece. E.g. plot, setting, narrative structure, characters, mood, theme, moral etc. Writers simply cannot create his desired work without including *Literary Elements* in a thoroughly professional manner.
- Literary Techniques**, on the contrary, are structures usually a word/s or phrases in literary texts that writers employ to achieve not merely artistic ends but also readers a greater understanding and appreciation of their literary works. Examples are: metaphor, simile, alliteration, hyperbole, allegory, etc.

EXERCISE: Write below your answers to the given question:

1. What are the common literary elements found in a story?

2. Give 5 examples of literary techniques:

Name: <u>st</u>	Date:	Score:
Subject : 21 Century Literature from the Philippines and the World		
Lesson Title : BIOGRAPHICAL, LINGUISTIC, AND SOCIOCULTURAL CONTEXTS IN GLOBAL LITERATURE		
Learning Competency : Explain the biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and the reader's understanding. EN12Lit-IIf-28		
References : https://study.com/academy/lesson/interpreting-works-in-21-context.html LAS No.:		

CONCEPT NOTES

Almost every word has many shades of meaning, and therefore needs to be interpreted by context. The following are forms of context that enhance text meaning:

Biographical Context - is formed by the beliefs, education, culture, and experiences of the author. Readers acquire information about the author's life by reading the text.

Linguistic Context - refers to the words and sentences that surround any part of a discourse or speech that helps determine its interpretation. For example, if one begins in a discussion on Kobe Bryant and in the next sentence refers to "him" as being a top notch athlete, the linguistic context lets you know that the antecedent to "him" (the person him refers to) is Kobe Bryant.

Sociocultural Context - refers to the idea that language is closely linked to the culture and society in which it is used. For example, *Tomaten auf den Augen haben*, a popular German idiom, literally means "You have tomatoes on your eyes." But the meaning behind the expression is you are not seeing what everyone else can see.

EXERCISES. Discuss briefly the following:

1. Biographical context - _____

_____.

2. Linguistic context - _____

_____.

3. Sociocultural context - _____

_____.

Name: _____	Date: _____	Score: _____
Subject : 21 st Century Literature from the Philippines and the World		
Lesson Title : TEXT AND CONTEXT RELATIONSHIP IN GLOBAL LITERATURE		
Learning Competency : Examine the relationship between text and context in global literature. EN12Lit-IIg-35		
References : https://bit.ly/1UxE1gw		LAS No.: 22

CONCEPT NOTES

In reading, both text and context must be considered. To understand and appreciate a literary selection (novel, short story, poetry), a reader must understand the significant contexts in which it was written. Essentially this is the same difference as foreground and background. **Text** is the actual words of a piece of writing such as, "I'm hungry so I went to the market to buy half a kilo of rice and some salt."

Context, however, is the meaning of the overall sentence rather than the definition of each individual word. In the example "I'm hungry so I went to the market to buy half a kilo of rice and some salt," the context could mean that the narrator is poor he or she could only afford half a kilo of rice and some salt perhaps to make porridge. Context can help us understand the 'big picture' of a sentence or a paragraph, rather than the smaller view of what one word or a phrase means alone.

Other than that **context** clues are also sources of information about a word that helps readers understand the word. This word or phrase offers insight, either directly or indirectly, into the word's meaning.

EXERCISE: Examine and underline below the context meaning of each highlighted word in the following sentences.

Example: It was an **idyllic day**; sunny, warm and perfect for a walk in the park.

1. She hums **continuously**, or all the time, and it annoys me.
2. The dates are listed in **chronological order**. They start at the beginning and end with the last event.
3. Her **animosity**, or hatred, of her sister had divided the family.
4. Bill felt **remorse**, or shame, for his harsh words.
5. This situation is a **conundrum** - a puzzle.



Name: <u>st</u>	Date:	Score:
Subject : 21 Century Literature from the Philippines and the World		
Lesson Title : LITERARY MEANINGS IN CONTEXT AND CRITICAL READING STRATEGIES IN GLOBAL LITERATURE		
Learning Competency : Understand literary meanings in context and the use of critical reading strategies in global literature. EN12Lit-IIh-36		
Reference: https://bit.ly/2zYevwn		LAS No.: 23

CONCEPT NOTES

Below is an outline of some basic strategies for critical reading:

1. **Annotating** - when you annotate, you underline important parts of the text, such as the thesis statement, topic sentences of body paragraphs and explanatory material. Annotating may also include circling key words and writing comments or questions you have about the material in the margins.
2. **Contextualizing** - when you contextualize a text, you place it within its original historical or cultural context. As a reader you should try to identify this context and consider how this context differs from your own.
3. **Outlining** - this can be used as a preliminary to summarizing. Outlining allows you to identify the basic structure of a text and the main ideas of the text. In an outline you are listing the main ideas and supporting evidence of a text.
4. **Paraphrasing** - when you paraphrase a text, you put it into your own words. This can be helpful in understanding a difficult or ambiguous passage.
5. **Summarizing** - summarizing creates a new text by synthesizing the material of the original. After outlining the text, the information is put together again in your own words. Summarization fosters understanding of the text, as you need to be able to recreate the meaning of the text in your own words.

EXERCISE: Examine the story *Animal Farm* by George Orwell as contextualized and underline the context of the book.

George Orwell felt disillusioned by Soviet Communism, and its revolution during his time. In the phenomenal novel, Animal Farm, Orwell has expressed himself by using satire through the allegorical characters of Old Major and Boxer; relating them to the Russian Revolution and its characters. Orwell uses animals to explain history and context of Soviet Communism, some of which relate to party leaders. For instance, the pig Napoleon represents Joseph Stalin, and Snowball represents Leon Trotsky. In fact, Orwell uses this fable for political and aesthetic reasons, following the Russian Revolution as its context.