

21st Century Literature from the Philippines and the World

Quarter 1 – Module 1: Geographic, Linguistic, and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary



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Alternative Delivery Mode
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Senior High School

21st Century Literature from the Philippines and the World

**Quarter 1 – Module 1:
Geographic, Linguistic, and Ethnic
Dimensions of Philippine Literary
History from Pre-Colonial to the
Contemporary**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you understand 21st Century Literature from the Philippines and the World. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

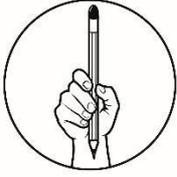
- Lesson 1 – Geographic, Linguistic, and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary.
- Lesson 2 – Identifying Representative Texts from the Regions

After going through this module, you are expected to:

1. identify geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to contemporary and representative texts from the regions.
2. write a close analysis and critical interpretation of literary texts.
3. show a sense of adaptability of the Philippine Literary History

Notes to the Teacher

Use the module with care especially in turning each page. Please be reminded to ask the student to answer the Pre-Test before moving on to the Lesson Proper. Read and make sure that the students understand the directions in every exercise. Encourage the student to observe honesty in answering the tests and activities and in checking the answers. Do not put unnecessary mark/s on any part of this module. And answer on a separate sheet of paper.



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. During this period, Jose Rizal's works such as *Noli Me Tangere* and *El Filibusterismo* were written to awaken the mind of our countrymen.
 - a. Spanish Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

2. The Philippines had literature such as legends, folk tales, folk songs, and the like.
 - a. Spanish Period
 - b. Japanese Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

3. In this period, religious books were written, such as *Doctrina Cristiana* and *Urbana and Felisa*, to support or contradict the Catholic Church.
 - a. Spanish Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of Enlightenment

4. Filipino writers went into all forms of literature like news, reporting, poetry, stories, plays, essays, and novels which clearly depicted their love of country and their longings for independence.
 - a. Edsa I Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. The 3rd Republic Period

5. Filipino literature was given a break during this period for the Filipino literature was prohibited from using. Many wrote plays, poems, short stories, etc. Topics and themes were often about life in the provinces.
 - a. Japanese Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. American Period

6. Haiku and Tanaga were influenced by what period?
 - a. Spanish Period
 - b. Japanese Period
 - c. 21st Century Period
 - d. Period of Enlightenment

7. This period presented new trends in writing using modern technology.
 - a. Edsa I Period
 - b. 21st Century Period
 - c. Pre-Spanish Period
 - d. The 3rd Republic Period

8. This literary period witnessed newspapers, which were once branded crony newspapers, become instant opposition papers.
 - a. Japanese Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Edsa I Period

9. Poetry during this period was romantic and revolutionary.
 - a. The 3rd Republic Period
 - b. Edsa I Period
 - c. 21st Century Period
 - d. Pre-Spanish Period

10. Poetry during this period was dealt with patience, regard for native culture and customs.
 - a. The 3rd Republic Period
 - b. 21st Century Period
 - c. Edsa I Period
 - d. New Society Period

11. Philippine regional literature can be BEST described as _____.
- Dynamic
 - Outdated
 - Spoken
 - Traditional
12. Imagery in poetry pertains to _____.
- Mental pictures
 - Unique drawings
 - Vague resemblances
 - Word creations
13. The use of the vernacular in regional literature is _____
- discouraged because many people do not understand a piece not written in either English or Tagalog
 - encouraged so that the culture and tradition of a people are upheld despite effects of modernity
 - opposed for the reason that it constraints the expression of thoughts, feelings, and ideas of a writer
 - affirmed by many for it allows free flow of feelings and in-sights not understandable to readers
14. A valid observation of literary development in the Philippines is that _____.
- History is recorded only in the oral tradition of the country.
 - No literature could reflect the richness of our country's experiences.
 - Literary masterpieces are written by great persons with great remembrances.
 - Literature developed alongside Philippine history.
15. Because of the archipelagic nature of the Philippines, its geographical features, and the presence of various ethno-linguistic groups in the country, regional literature has become _____.
- anti-modern and traditional
 - short yet vivid
 - rich and varied
 - nationalistic

Lesson

1

Geographic, Linguistic, and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary

21st Century Literature from the Philippines and the World Module aims to engage students in appreciation and critical study of 21st Century Literature from the Philippines and the World, encompassing their various dimensions, genres, elements, structures, contexts, and traditions.



What's In

1. What do you know about the different Literary Periods in Philippine Literature?
2. What are the essential elements of the literary pieces under different periods of literature?



What's New

Task 1. Literary Timeline

Directions: Try to complete the literary TIMELINE below. Choose your answers from the given choices written below.

1520	1521-1871	1872-1898	1898-1944	1941-1945	1946-1970	1970-1980	1981-1985	1986-1999	2001-present
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

- a. Japanese Period
- b. Rebirth of Freedom
- c. Post EDSA
- d. American Period
- e. Pre-Spanish Period
- f. 21st Century
- g. Spanish Period
- h. Period of Enlightenment
- i. Period of Activism and New Society
- j. Period of Third Philippine Republic



What is It

Think About This!

Our forefathers already had their literature, which reflected in their customs and traditions. They had their alphabet even before they had colonized. The Spanish friars burned their alphabet in the belief that they were works of the devil or were written on materials that quickly perished, like the barks of trees, dried leaves, and bamboo cylinders, which could not have remained firm even if efforts were made to preserve them. Our unique geographic location is the reason why we are rich.

PRE-SPANISH PERIOD - is characterized by:

- Chant (Bulong). This was used in witchcraft or enchantment especially in remote places in the Visayas.
- Legends. These are genres of folklore that consists of a narrative featuring human actions perceived or believed both by teller and listeners to have taken place within human history.
- Folk Tales. These are made up of stories about life, adventure, love, horror, and humor where one can derive lessons. An example of this is THE MOON AND THE SUN.
- Epics. These are long narrative poems in which a series of heroic achievements or events, usually of a hero, are dealt with at length.
- Folk Songs. These are one of the oldest forms of Philippine literature that emerged in the pre-Spanish period. These songs mirrored the early forms of culture. Many of these have 12 syllables. Examples of which are Kundiman, Kumintang o Tagumpay, Ang Dalit o Imno, Ang Oyayi o Hele, Diana, Soliraning and Talindaw.

SPANISH PERIOD (1521-1871)

Literature in this period may be classified as religious prose and poetry and secular prose and poetry.

- Spanish Influences on Philippine Literature
The first Filipino alphabet, called ALIBATA, was replaced by the Roman alphabet. Also, the teaching of the Christian Doctrine became the basis of religious practices. European legends and traditions brought here became assimilated in our songs, corridos, and moro-moros.
- Folk Songs
It manifests the artistic feelings of the Filipinos and shows their innate appreciation for and love of beauty. The examples are Leron-Leron Sinta, Pamulinawen, Dandansoy, Sarong Banggi, and Atin Cu Pung Sing-sing.

- Recreational Plays

There were many recreational plays performed by Filipinos during the Spanish times. Almost all of them were in a poetic form such Cenaculo, Panunuluyan, Salubong, Embayoka, Lagaylay, and Zarzuela.

PERIOD OF ENLIGHTENMENT (1872-1898)

In the 19th Century, Filipino intellectuals educated in Europe called Ilustrados began to write about the hitch of colonization.

The Propaganda Movement (1872-1896) - This movement was spearheaded mostly by the intellectual middle-class like Jose Rizal, Marcelo del Pilar; Graciano Lopez Jaena, Antonio Luna, Mariano Ponce, Jose Ma. Panganiban, and Pedro Paterno.

- **Some of Rizal's writings:** Noli Me Tangere, El Filibusterismo, Mi Último Adios, Sobre La Indolencia De Los Filipinos and Filipinas Dentro De Cien Años.
- **Some of Del Pilar's writings:** Pagibig sa Tinubuang Lupa (Love of Country), Kaingat Kayo (Be Careful), and Dasalan at Tocsohan (Prayers and Jokes).
- **Some of Jaena's writings:** Ang Fray Botod, La Hija Del Fraile (The Child of the Friar), Sa mga Filipino, and Everything Is Hambug (Everything is mere show), Sa Mga Pilipino...1891), and Talumpating Pagunita Kay Kolumbus (An Oration to Commemorate Columbus).

THE AMERICAN REGIME (1898-1944)

Linguistically, Americans influenced Filipino writers to write using the English language. Jose Garcia Villa became famous for his free verse.

Characteristics of Literature during this period:

The languages used in writing were Spanish and Tagalog and the dialects of the different regions. But the writers in Tagalog, continued in their lamentations on the conditions of the country and their attempts to arouse love for one's native tongue and the writers in English imitated the themes and methods of the Americans.

THE JAPANESE PERIOD (1941-1945)

Philippine Literature was interrupted in its development when another foreign country, Japan, conquered the Philippines between 1941-1945. Philippine literature in English came to a halt. This led to all newspapers not to be circulated in the community except for TRIBUNE and PHILIPPINE REVIEW.

Filipino Poetry during this period

The common theme of most poems during the Japanese occupation was nationalism, country, love, and life in the barrios, faith, religion, and the arts.

Three types of poems emerged during this period:

- a. Haiku, a poem of free verse that the Japanese like. It was made up of 17 syllables divided into three lines and
- b. Tanaga – like the Haiku, is short, but it has measure and rhyme.
- c. Karaniwang Anyo (Usual Form)

PHILIPPINE LITERATURE IN ENGLISH (1941-1945)

Because of the strict prohibitions imposed by the Japanese in the writing and publishing of works in English, Philippine literature in English experienced a dark period. For the first twenty years, many books were published both in Filipino and in English. In the New Filipino Literature, Philippine literature in Tagalog was revived during this period. Most themes in the writings dealt with Japanese brutalities, the poverty of life under the Japanese government, and the brave guerilla exploits.

REBIRTH OF FREEDOM (1946-1970)

The early post – liberation period was marked by a kind of “struggle of mind and spirit” posed by the sudden emancipation from the enemy, and the wild desire to see print. Literary writing in vernacular became popular. The writers had a better knowledge of their craft and enjoyed political activism.

1. Poetry

- a. *When I See A Barong-Barong* by Maximo Ramos

2. Short Story

- a. *Plighted Word* by Narciso G. Reyes
- b. *Scent of Apples* by Bienvenido Santos
- c. *Cadaver* by Alberto S. Florentino
- d. *They Called It “Brotherhood”* by Maximo V. Soliven
- e. *Kwento Ni Mabuti* by Genoveva Edroza

PERIOD OF ACTIVISM (1970-1972)

According to Pociano Pineda, youth activism in 1970-72 was due to domestic and worldwide causes. Because of the ills of society, the youth moved to seek reforms.

The Literary Revolution

The youth became vocal with their sentiments. They demanded a change in the government. It was manifested in the bloody demonstrations and the sidewalk expressions and also in literature.

PERIOD OF THE NEW SOCIETY (1972- 1980)

The period of the New Society started on September 21, 1972. The Carlos Palanca Awards continued to give annual awards. **Poems** dealt with patience, regard for native culture, customs, and the beauties of nature and surroundings. Newspapers donned new forms.

News on economic progress, discipline, culture, tourism, and the like were favored more than the sensationalized reporting of killings, rape, and robberies. Filipinos before were hooked on reading magazines and comics.

PERIOD OF THE THIRD REPUBLIC (1981-1985)

After ten years of military rule and some changes in the life of the Filipino, which started under the New Society, Martial Rule was at last lifted on January 2, 1981. The Philippines became a new nation, and this, former President Marcos called “The New Republic of the Philippines.” **Poems** during this period of the Third Republic were romantic and revolutionary. Many **Filipino songs** dealt with themes that were true-to-life like those of grief, poverty, aspirations for freedom, love of God, of country and fellowmen.

POST-EDSA 1 REVOLUTION (1986-1999)

History took another twist. Once more, the Filipino people regained their independence, which they lost twenty years ago. In four days from February 21-25, 1986, the so-called People Power (Lakas ng Bayan) prevailed. In the short span of the existence of the real Republic of the Philippines, several changes already became evident. It was noticed in the new Filipino songs, newspapers, speeches, and even in the television programs. The now crony newspapers that enjoyed an overnight increase in circulation were THE INQUIRER, MALAYA, and the PEOPLE’S JOURNAL.

21st CENTURY PERIOD

The new trends have been used and introduced to meet the needs and tastes of the new generation. 21st Century learners are demanded to be Information and Communication Technology (ICT) inclined to compete with the style and format of writing as well. New codes or lingos are used to add flavor in the literary pieces produced nowadays.

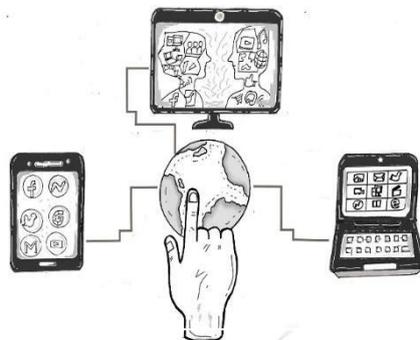
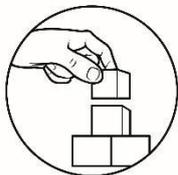


Illustration by Mary Grace S. Santos



What's More

Activity 1. Who's Who?

Direction: Identify the author of the following literary pieces written by the *Ilustrados*. Write the letter of your correct answer.

A. Jose Rizal B. Marcelo H. Del Pilar C. Graciano Lopez Jaena

- | | |
|----------------------------------|---|
| 1. Sa Mga Pilipino | 6. El Filibusterismo |
| 2. Mi Ultimo Adios | 7. Kaingat Kayo |
| 3. Filipinas Dentro De Cien Años | 8. Ang Fray Botod |
| 4. Pag-Ibig sa Tinubuang Lupa | 9. Sobre La Indolencia De Los Filipinos |
| 5. La Hija del Fraile | 10. Dasalan at Tocsohan |

Assessment 1. Characterize Me!

Directions: Complete the table below by writing the characteristics of the following literature during the Pre-Spanish Period

Legends	Folk Tales	The Epic Age	Folk Songs

Activity 2. Thinker's View

Directions: Given below is a sample of a Filipino Folktale in the Pre-Spanish Period. Read it carefully and answer the questions that follow.

THE SUN AND THE MOON
Anonymous
(Tinguian folk tale)

In the olden days, like the moon, the sun had also star children which were yellowish in color, very bright and very hot. The star children of the moon, however, were reddish and cool. That moon was scared that his stars would wither and die if they play with the star children of the sun. The moon suggested to the sun that they kill their children who were crowding the heavens with their number. When the sun had killed her children, the moon merely hid behind the clouds. In the evening, when the clouds faded, the moon stars appeared. This angered the sun so he gave chase to the moon. Thus, when he overtakes the moon, we have the so-called eclipse. Every morning, the sun kills the moon stars that he catches. Until now, this chase continues and because the moon still

1. What is the concern of the moon regarding his stars?
2. Why does the moon anger the sun?
3. What particular phenomenon is described in the Filipino Folktale?

Assessment 2. Closer Look

Directions: Write three words that will highlight the message of the excerpt from one of the most famous literary pieces during Spanish time, *Pasyon*.

KASAYSAYAN NG PASYONG MAHAL NI HESUKRISTONG
PANGINOON NATIN
(COPYRIGHT 1949 BY IGNACIO LUNA & SONS)
Panalangin sa Diyos Oh Diyos
sa kalangitan Hari ng sangkalupaan
Diyos na walang kapantay,
mabait lubhang maalam
at puno ng karunungan.
Ikaw ang Amang tibobos
ng nangungulilang lubos
amang di matapus-tapos,
maawi't mapagkukupkop sa taong lupa't alabok. Iyong itulot sa amin
Diyos Amang maawain mangyaring aming dalitin.

1. _____ 2. _____ 3. _____

Assessment 3. Saying a Song

Directions: One of the songs in the Post-EDSA I era is the song *Ang Bayan Ko*. Analyze and interpret the emotions of Filipinos and situations of the country found in each paragraph of the song.

Ang Bayan Ko
by Freddie Aguilar
*Ang bayan kong Pilipinas
Lupain ng ginto't bulaklak
Pag-ibig na sa kanyang palad
Nag-alay ng ganda't dilag

At sa kanyang yumi at ganda
Dayuhan ay nahalina
Bayan ko, binihag ka
Nasadlak sa dusa*

Chorus

*Ibon mang may layang lumipad kulungin mo at
umiiyak bayan pa kayang sakdal-dilag
ang 'di magnasang makaalpas,
Pilipinas kong minumutya pugad ng luha at dalita
aking adhika makita kang sakdal laya*



What I Have Learned

1. Pre-Spanish Literature is characterized by Legends, Folk Tales, The Epic Age, and Folk Songs.
2. The Propaganda Movement (1872-1896) was spearheaded mostly by the intellectual middle-class like Jose Rizal, Marcelo del Pilar, Graciano Lopez Jaena, Antonio Luna, Mariano Ponce, Jose Ma. Panganiban and Pedro Paterno.
3. In the American Regime, Americans influenced Filipino writers to write using the English language. English as a medium of instruction was introduced in the schools as the intellectual language of education.
4. Philippine Literature was interrupted in its development during the Japanese Period except for poetry to which the common themes were nationalism, country, love, and life in the barrios, faith, religion, and the arts.
5. In the Period of Activism, campus newspapers were written to show their protest. They held pens and wrote on placards in red paint the equivalent of the word MAKIBAKA (To dare!).
6. Period of the New Society poems dealt with patience, regard for native culture, customs, and the beauties of nature and surroundings.
7. The period of the Third Republic was romantic and revolutionary.
8. Post EDSA I noticed in the new Filipino songs, in the newspapers, in the speeches, and even in the television programs.

Task 1. As a grade 11 Filipino learner, in what way can you show a sense of adaptability to the diverse Philippines Literary History? State your answer in a 3 -5 paragraph essay.

Lesson 2 Identifying Representative Texts from the Regions

The country's rich repertoire of literary masterpieces may be rooted in the diverse cultural heritage of the Filipino people. They have produced varied texts because of differences. The mighty roar of the North and the fiery temperament of the South blended well. The Filipinos speak of the collective experiences from the people who have gone through difficulties, triumphs, struggles, successes, armed conflicts, bloodless revolutions, and others. It is the reason why these masterpieces resonated loud and clear in the Philippine archipelago.



What's In

1. What are the different Literary Periods in Philippine Literature?
2. What are the basic elements of the literary pieces under the Japanese Regime? American Period? Spanish Period?
3. What are changes in Literature during the 21st Century?



What's New

Imagery is a poetic element that tries to create a picture in the mind of the reader or a mental image through the use of figural language. It represents objects, places, ideas, or even actions that appeal to the senses of the readers.

Gabu by Carlos A. Angeles	
<p>The battering restlessness of the sea Insists a tidal fury upon the beach At Gabu, and its pure consistency Havos the wasteland hard within its reach.</p> <p>Brutal the daylong bashing of its heart Against the seascape where, for miles around, Farther than sight itself, the rock- stones part And drop into the elemental wound. The waste of centuries is grey and dead</p>	<p>And neutral where the sea has beached its brine, Where the spilt salt of its heart lies spread Among the dark habiliments of Time. The vital splendor misses. For here, here At Gabu where the ageless tide recurs All things forfeited are most loved and dear. It is the sea pursues a habit of shores.</p>

1. What image does the poem, Gabu, try to create?
2. Which word or group of words from the poem help you form this image?
Draw this on a separate sheet of paper.



What is It

A Taste of Philippine Poetry

Located in the northwest of Luzon, the Ilocos Region or Region 1 comprises four provinces, namely: Ilocos Norte, Ilocos Sur, La Union, and Pangasinan. It is bordered to the west by the turbulent South China Sea, to the east by the Cordillera

Administrative Region, the northeast and southeast by Cagayan Valley and the South by Central Luzon. Most of the inhabitants of the Ilocano homeland are concentrated along a narrow coastal plain. Because of geographical boundaries, these people often experience heavy rains and violent typhoons, especially during rainy seasons.

The region, then, takes pride in long stretches of white sand and clear waters alongside its rich cultural heritage. What you are about to read is a poem written by a Carlos Palanca Memorial awardee in Poetry in 1964, Carlos A. Angeles. His collection of poems entitled, *Stun of Jewels*, also bagged him the Republic Cultural Heritage Award in Literature in the same year.

A Moment of Silence

Gabu depicts a coastline in Ilocos that is constantly experiencing the battering restlessness of the sea. The water that comes back to the shore seems furious and ruthless with its daylong bashing, which havocs the wasteland. Being an archipelagic country, the Philippines knows the importance of water and the sea.

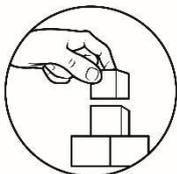
A Taste of Tagalog Essay

More popularly known now as the CALABARZON referring to the provinces of Cavite, Laguna, Batangas, Rizal, and Quezon, Region IV-A is home to Tagalog-speaking people in the Philippines. Recognized all over the country for their bravery and fearlessness in battles, CALABARZON has participated actively in the country's fight for freedom and democracy. It is home to many Philippine heroes foremost, and among them are Rizal of Laguna, Mabini of Batangas, and Aguinaldo of Cavite.

A Taste of Creative Nonfiction

The island of Visayas is one of the major geographical divisions in the Philippines, the other two being Luzon and Mindanao. It is divided into Western, Central, and Eastern Visayas. The Visayas region comprises several islands circling the Visayan Sea. Its people, therefore, share a sea-based culture and tradition that may be rooted in a strong religious foundation.

The dwelling place of many festivals such as the Ati-Atihan, Di-nagyang, Sinulog, Pintados, and Maskara, the Visayas may indeed be considered as one of the cradles of Philippine civilization.



What's More

Activity 1. Graphic Organizer

Directions: Delve deeper into the poem *Gabu* by Carlos A. Angeles using the graphic organizer. You may re-read the poem to get the details that would complete the organizer.

Title of the Text:	
Author:	
QUESTIONS	RESPONSE
TOPIC What is the text all about?	
SITUATION What is the setting referred to or described in the text?	
CLIENT Who is the target group of readers of the text? How would you describe the group in terms of skills, values, beliefs and attitudes?	
PURPOSE Why was the text written? What does it hope to achieve especially among its clients?	
PERSONA Who is the voice behind the text? What is known about him or her?	

Assessment 1. Reflect on Me

Directions: Read and answer the questions.

Aug 2009 by SIGLIWA

Salubungin ang (Bagong) Daluyong ng mga Agos sa Disyerto

SA PANAHONG tila natutuyuan ang mga linang ng panitikan noong gitnang bahagi ng dekada '60, dumaloy ang mga akda nina Efren R. Abueg, Dominador B. Mirasol, Rogelio L. Ordoñez, Edgardo M. Reyes at Rogelio R. Sikat, sa aklat katipunang Mga Agos sa Disyerto

Unang buhos ng daluyong ay noong 1964 at isang dekada ang lumipas, muling umalon at binasa ang namimitak na lupain ng panitikang Filipino nang mailimbag ang ikalawang edisyon ng Mga Agos sa Disyerto noong 1974.

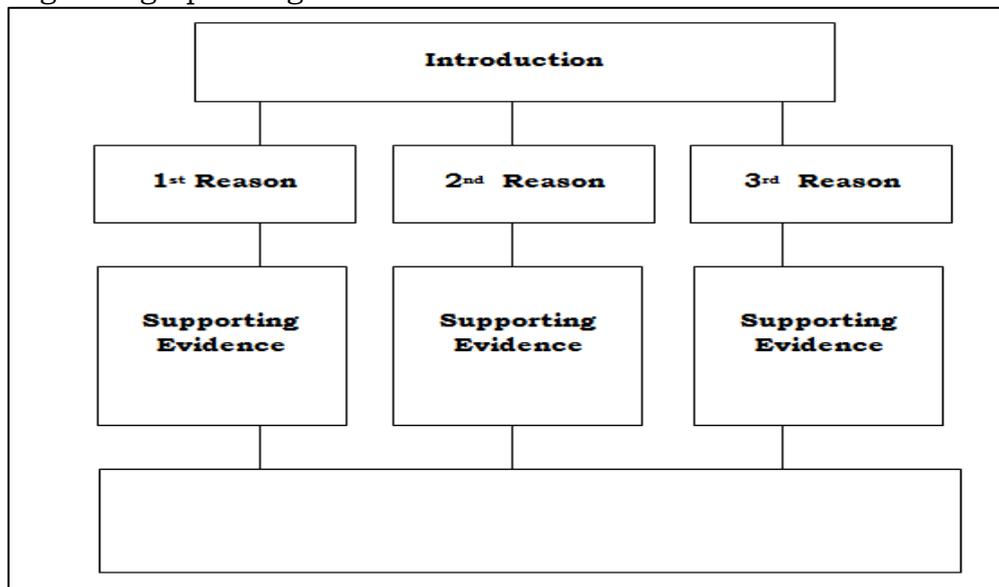
Huling sargo ng daluyong ng Agos ay 16 na taon ang nakararaan, nang lumabas ang ikat-long edisyon nito noong 1993.

Ngayon, sa panahong sampu isang pera ang patakbuhing literaturang patuloy na lumuluoy sa diwa at kaluluwa ng mga Pilipino, muling nagbabanta ang pagbugso ng mga Agos sa Disyerto.

1. In what language was the text, Mga Agos sa Disyerto written?
2. What did the text aim to accomplish?

Activity 2. Outline

What does the writer want to say about the use of Filipino especially in awakening the social and moral consciousness of the masses? Outline the main points of the essay through the graphic organizer below.



Assessment 2. Theme's Up

Pananalamin sa Tubig ng Katotohanang Panlipunan

Sinalamin ng 25 akdang isinama sa Agos (na 20 lamang noong ika-2 edisyon) katotohanang umiiral sa lipunan. Binigyang mukha ng mga ito ang kalagayan ng karaniwang tao, maging ang pingkian ng kapangyarihan at karumaldumal na karalitaan at kawa-langhiyaang umiiral sa ating lipunan.

Nilaro ng mga akda ang emosyon at kaisipan, na bagaman ginagawa na noon, hindi ganoong kahantad.

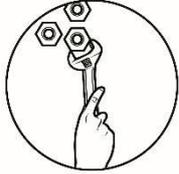
1. What is the central theme of this text?



What I Have Learned

1. Imagery is a poetic element that tries to create a picture in the mind of the reader or a mental image through the use of figurative language.
2. Gabu depicts a coastline in Ilocos that is constantly experiencing the battering restlessness of the sea.

3. *Panahon na muling Padaluyin ang Agos* is a persuasive essay that focuses on the potent capacity of a national language to arouse patriotism and love of country and its people.
4. *The Dreamweavers* is a text written by a feminist Filipina who strongly promotes women's rights.



What I Can Do

Activity 1. Verse of the Day

The text you are about to encounter is written by a native Visayan who was born in Maribojoc, Bohol. Considered by many as a feminist Filipina who strongly promotes women's rights, Marjorie Evasco is not only a Don Carlos Palanca Memorial Awardee but also recipient to several accolades here and abroad. Give the meaning of the following verses: 1, 6, & 7

Dreamweavers

by Marjorie Evasco

We are entitled to our own
definitions of the worlds
we have in common:

earth	house	(stay)
water	well	(carry)
fire	stove	(tend)
air	song	(sigh)
ether	dream	(died)

and try out new combinations
with key words
unlocking power

house on fire	sing!
stove under water	stay.
earth filled well	die.

The spells and spellings
Of our vocabularies
Are oracular
In translation

One woman in Pagnito-an
Another in Solentiname
Still another in Harxheim
And many other women
Naming

Half the world together
can move their earth
must house their fire
be water to their song
ill their dreams



Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Chant (Bulong) was used in witchcraft or enchantment especially in remote places in the Visayas.
 - a. Japanese Period
 - b. Rebirth of Freedom
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

2. Lagaylay was used in a special occasion for the Pilareños of Sorsogon during May time to get together.
 - a. Spanish Period
 - b. New Society Period
 - c. Pre-Spanish Period
 - d. Period of 3rd Republic

3. PAG-IBIG SA TINUBUANG LUPA was translated from the Spanish AMOR PATRIA of Rizal, published on August 20, 1882, in Diariong Tagalog.
 - a. Spanish Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

4. Tagalog Zarzuela, Cenaculo and the Embayoka of the Muslims were presented in the rebuilt Metropolitan Theater, the Folk Arts Theater and the Cultural Center of the Philippines.
 - a. Spanish Period
 - b. New Society Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

5. Haiku is short with a measure and rhyme consisting of 17 syllables which had a favorable diminishing effect on Tagalog literature.
 - a. American Period
 - b. Japanese Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

6. English as a medium of instruction was introduced in the schools as the intellectual language of education in this period.
 - a. New Society Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

7. This is the period wherein the youth became vocal with their sentiments and demanded change in the government.
 - a. Spanish Period
 - b. Period of Activism
 - c. Pre-Spanish Period
 - d. Period of 3rd Republic
8. Filipinos during this period were hooked on reading magazines and comics.
 - a. New Society Period
 - b. American Period
 - c. Period of 3rd Republic
 - d. 21st Century Period
9. “Ang Bayan ko” was a song popularized in this period.
 - a. Period of 3rd Republic
 - b. New Society Period
 - c. 21st Century Period
 - d. Post-EDSA 1 Period
10. This period is notable in the reawakening of the Filipino spirit when the three priests Gomez, Burgos and Zamora were guillotined without sufficient evidence of guilt.
 - a. Post-EDSA 1 Period
 - b. Period of 3rd Republic
 - c. Period of Enlightenment
 - d. Period of Activism
11. A statement of fact about Philippine regional literature is _____.
 - a. It mirrors the deeply ingrained Filipino values, culture and tradition even when keeping up with the changing times.
 - b. It reflects the conservatism of indigenous folks who have maintained a backward expression style.
 - c. It embraces only the written compilation of literary works in various styles and genres.
 - d. It depicts the influences of various colonizers that occupied the country for more than three centuries.
12. An element in poetry that refers to the image or picture created in the minds of readers that helps give light to the main idea is _____.
 - a. form
 - b. imagery
 - c. rhythm
 - d. sound pattern

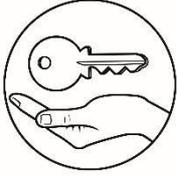
13. Many Filipino authors, writers, or poets are encouraged to use the mother tongue as the medium of expression in their craft because _____.
- Readers fail to comprehend a piece not written in either English or Tagalog.
 - Our people's culture and tradition are upheld through this despite the effects of colonization or even modernity.
 - The expression of thoughts, feelings, and ideas of a writer are emphasized in the personalized codes that they use.
 - The continuous flow of feelings and insights are inhibited when a foreign language is used instead.
14. The development of literature in the Philippines _____.
- is given life only in the oral tradition of the country.
 - could reflect the richness of our country's resources.
 - may be attributed to both local and foreign influences.
 - grew and prospered alongside the country's history.
15. Philippine regional literature has become rich and varied because of _____.
- the contributions of numerous artists who patterned after the Western literary masters.
 - the nationalistic fervor of texts written in various stages of our history as a nation.
 - various topics used as themes by the writers and their alignment to world events.
 - the archipelagic nature of the Philippines, its geographical features, and the presence of various ethno-linguistic groups in the country.



Additional Activities

Activity 1 Short Reflection

1. In what ways can you as a Filipino reader be affected by such works (short stories in Tagalog) that endeavor to open the minds of people on socio-political and moral issues confronting the country.



Answer Key

What I Know

1. C
2. D
3. A
4. B
5. A
6. B
7. B
8. D

Assessment

1. C
2. A
3. D
4. A
5. B
6. B
7. B
8. A

What I can Do

Activity 1. Verse of the Day

Verse 1 – We are entitled to our experiences that determine how things appear to us.

Verse 6 – Women are stronger together

Verse 7 – It tells of the strengths of women both physically, spiritually and mentally

What's More

Lesson 1:

Activity 1. Thinker's View

1. That moon was scared that his stars would wither and die if they play with the star children of the sun.

2. In the evening, when the clouds faded, the moon stars appeared.

3. The Eclipse.

Assessment 1.

Characterize Me!

1. Legends. Old Filipino customs are reflected in these legends.

2. Folktales. Evaluate our personalities and improve our perspectives in life.

early forms of culture.

Activity 2. Who's Who?

1. C
2. A
3. A
4. B

Assessment 2. Closer Look

1. Faith
2. Awe
3. Worship

Assessment 3. Saving a Song

1st – The Philippines is a beautiful and rich country

2nd – Because of its natural beauty, it was colonized by foreign

What's More

3rd – The country is crying for freedom

4th – A patriot would love to see his country free

Lesson 2:

Activity 1. Graphic Organizer

1. Gabu is a representation of life.

2. A coastline in Ilocos that is constantly experiencing the battering restlessness of the sea.

Assessment 1. Reflect On Me

1. Tagalog
2. Encouraging people to be excited about literature

Activity 2. Outline Introduction – Philippine Literature is going through a drought

1st point – many are anticipating the reawakening of literature today is focused on the demand of the public

3rd point – A call for re-emergence of Philippine literature

Assessment 2. Theme's Up

1. Anger / Resentment

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