**21st Century Literature**

Government Property

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**Senior High School**

**from the Philippines and the World**

**Quarter 1 – Week 1**

Name of Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNING ACTIVITY SHEET**

**Pre-Colonial to Contemporary Philippine Literature**

1. **MOST ESSENTIAL LEARNING COMPETENCY WITH CODE**

Writing a close analysis and critical interpretation of literary texts and doing

an adaptation of these require from the learner the ability to identify:

1. the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary **EN12Lit-Ia-21**
2. Representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities for the students’ region/province/town) **EN12Lit-Ib-22**

**Specific Objectives:**

1. Identify the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary
2. take to heart these aspects and develop a genuine love for Philippine literature
3. **BACKGROUND INFORMATION**

As a twenty first century learner, you should be able to familiarize yourself with the history of Philippine literature and identify a literary work’s geographic, linguistic, and ethnic dimension. You must understand, too, our respected Filipino writers’ works to be able to appreciate our literary history as Filipinos. It is essential that we make this understanding deeper so that we shall be able to express our concern for these literary works and give value to our rich literary heritage.

1. **GENERAL DIRECTIONS**

To achieve the objectives of this module, do the following:

1. Take your time reading the lessons carefully.
2. Follow the directions and/or instructions in the activities and exercises diligently.
3. Answer all the given tests and exercises.
4. **LEARNING ACTIVITIES**
5. **EXPLORE**

**Activity 1:** Read the items under column A and column B. Then match them by writing the letters of your answers in a separate sheet of paper. One literary period may match more than one literary work.

**COLUMN A COLUMN B**

1. Ang Doctrina Cristiana A. Pre-colonial (BC to 1564)
2. I Saw the Fall of the Philippines B. Pre-colonial (BC to 1564)
3. Biag-Ni-Lam-Ang C. Occupation (1941 to1945)
4. Dead Stars D. Contemporary (1970 to present)
5. Kundiman E. American Colonial Period (1898 to 1941)
6. Pres. Aquino’s Speech before D. Nationalistic Period (1864 – 1896)

the US Congress

1. Pasyon
2. Myths
3. Footnote to Youth
4. Korido
5. **LEARN**

*Geographic origin refers to the place where a piece of literature came from. For example, the classic song Matud Nila came from the Visayas region.*

*The linguistic origin of a piece of literature is somewhat related to its geographic origin. For example, if a poem is written using the Visayan dialect, most probably, it originated from the Visayas region. Note though that a particular region may have more than one dialect. Take as an example the Bikol dialect which may be classified into Bikol Sorsogon, Bikol Albay, Bikol Camarines Sur, and other dialects in the Bicol Region.*

*Related to the geographic and linguistic origins of a piece of literature is its ethnic origin which refers to the racial or cultural beginning. An Ilocano poem that makes use of the Ilocano dialect may most probably trace its origin to the Ilocano race and discusses things related to the Ilocano culture. We may, however, have pieces of literature written in Ilocano which discuss things that are not Ilocano in ethnicity.*

**Different Periods of Philippine Literature**

1. **PRE-COLONIAL PERIOD (BC to 1564)**
2. Characteristics
3. Based on oral traditions
4. Crude on ideology and phraseology
5. Literary Forms
6. Oral Literature
7. Riddles (bugtong) – battle of wits among participants
8. Tigmo –Cebu
9. Paktakon – Ilonggo
10. Patotdon – Bicol
11. Proverbs (salawikain) – wise sayings that contain a metaphor used to teach as a food for thought etc.

*Example:* *Nasa Diyos ang awa, nasa tao ang gawa.*

1. Tanaga - a mono-riming heptasyllabic quatrain expressing insights and lessons on life, is "more emotionally charged than the terse proverb, and thus, has affinities with the folk lyric."
2. Folk Songs - It is a form of folk lyric which expresses the hopes and aspirations, the people’s lifestyles as well as their loves. These are often repetitive and sonorous, didactic, and naive.
3. Hele or oyayi – lullaby
4. Ambahan (Mangyan) – 7-syllable per line poem that are about human relationships and social entertainment
5. Kalusan (Ivatan) - work songs that depict the livelihood of the peopled.
6. Tagay (Cebuano and Waray) – drinking song.
7. Kanogan (Cebuano) – song of lamentation for the dead
8. Folk Tales
9. Myths – explain how the world was created, how certain animals possess certain characteristics, why some places have waterfalls, volcanoes, mountains, flora, or fauna.
10. Legends – explain the origin of things; examples are Why the Pineapple Has Eyes and The Legend of Maria Makiling.
11. Fables – use animal characters and allegory
12. Fantasy stories – deal with underworld characters such as “tiyanak,” “aswang,” “kapre,” and others.
13. Epics - these are “narratives of sustained length based on oral tradition revolving around supernatural events or heroic deeds.” (Arsenio Manuel)

Examples: Lam-ang (Ilocano),Hinilawod (Panay),Kudaman (Palawan), and Darangen (Maranao)

1. **SPANISH COLONIZATION PERIOD (1565 – 1863)**
2. Characteristics
3. It has two distinct classifications: religious and secular. It introduced Spanish as the medium of communication.
4. Literary Forms
5. Religious Literature - Religious lyrics written by ladino poets or those versed in both Spanish and Tagalog were included in early catechism and were used to teach Filipinos the Spanish language.
6. Pasyon – long narrative poem about the passion and death of Christ. The most popular was “Ang Mahalna Passion ni Jesu Cristong Panignoon Natin” by Aguino de Belen.
7. Senakulo – dramatization of the pasyon; it shows the passion and death of Christ
8. Secular (non-religious) Literature
9. Awit - colorful tales of chivalry made for singing and chanting

*Example: Ibong Adarna*

1. Korido – metrical tale written in octosyllabicquatrains (a line of verse with eight syllables)

*Example: Florante at Laura by Francisco Baltazar*

1. Prose Narratives – written to prescribe proper decorum
2. Dialogo

Example: Manual de Urbanidad

1. Tratado

Examples: Modesto de Castro's "Pagsusulatan ng Dalawang Binibini na si Urbana at si Feliza" and Joaquin Tuason's "Ang Bagong Robinson" (The New Robinson) in 1879.

1. **NATIONALISTIC PROPAGANDA AND REVOLUTIONARY PERIOD**

**(1864 –1896)**

1. Characteristics
2. Planted seeds of nationalism in Filipinos
3. Language shifted from Spanish to Tagalog
4. Addressed the masses instead of the “intelligentsia”
5. Literary Forms
6. Propaganda Literature - Reformatory in objective
7. Political Essays – satires, editorials, and news articles were written to attack and expose the evils of Spanish rule

* Diariong Tagalog – founded by Marcelo del Pilar
* La Solidaridad – editor-in-chief was Graciano Lopez-Jaena

1. Political Novels

* Noli Me Tangere and El Filibusterismo – Jose Rizal’s master pieces that paved the way to the revolution

1. Revolutionary Literature – more propagandistic than literary as it is more violent in nature and demanded complete independence for the country
2. Political Essays – helped inflame the spirit of revolution

* Kalayaan – newspaper of the society, edited by Emilio Jacinto

1. Poetry

* True Decalogue – Apolinario Mabini
* Katapusan ng Hibik ng Pilipinas –Andres Bonifacio
* Liwanag at Dilim – Emilio Jacinto

1. **AMERICAN COLONIAL PERIOD (1910 – 1945)**
2. Period of Apprenticeship (1910-1930)
3. Filipino writers imitated English and American models.
4. Poems written were amateurish and mushy, whose phrasing and diction was awkward and artificial.
5. Short Stories

* Dead Stars by Paz Marquez Benitez
* The Key by Paz Latorena
* Footnote to Youth by Jose Garcia Villa

1. Novels

* Child of Sorrow – first novel in English by Zoilo Galang

1. Period of Emergence (1920-1930)
2. Highly influenced by Western literary trends like Romanticism and Realism.
3. Short Stories – most prevalent literary form
4. Jose Garcia Villa – earned the international title “Poet of the Century”
5. **JAPANESE OCCUPATION (1942 - 1945)**
6. War Years (1942-1944)
7. Tagalog poets broke away from the Balagtas tradition and instead wrote in simple language and free verse
8. Fiction prevailed over poetry
9. 25 Pinakamabuting Maikling Kathang Pilipino (1943) – compilation of the entries to the short story contest by the military government.
10. Suyuan saTubigan by Macario Pineda
11. Lupang Tinubuan by Narciso Reyes
12. Uhaw ang Tigang na Lupa by Liwayway Arceo
13. Period of Maturity and Originality (1945-1960)
14. Bountiful harvest in poetry, fiction, drama, and essay
15. Filipino writers mastered English and familiarized themselves with diverse techniques
16. Literary “giants” appeared
17. Palanca Awards for Literature

* Jose Garcia Villa
* Nick Joaquin
* NVM Gonzales
* Bienvenido Santos
* Gregorio Brillantes
* Gilda Cordero Fernando

1. National Artist Awards

* Jose Garcia Villa
* Nick Joaquin

1. **THE REBIRTH OF FREEDOM (1945 – 1970)**
2. Characteristics
3. Americans came back to the Philippines in 1945, and there was a lot of palpable rejoicing among Filipinos.
4. Filipinos regained their freedom on July 4, 1946.
5. State of Literature During This Period
6. “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. Filipinos had, by this time, learned to express themselves more confidently, but post-war problems beyond language and print-like economic stability, the threat of new ideas, and mortality had to be grappled with side by side.” (Kahayon and Zulueta)
7. NEWSPAPERS
8. Free Press
9. Morning Sun of Sergio Osmeña, Sr.
10. Daily News of Manuel Roxas
11. Manila Times and Daily Mirror of Joaquin Roces
12. Evening News of Ramon Roces
13. The Philippines Herald of Andres Soriano, Sr.
14. Chronicle of the Lopezes
15. Bulletin of Menzi
16. WRITERS AND THEIR BOOKS
17. The Voice of the Veteran by Amante Bigornia, Roman de la Cruz, Ramon de Jesus, and J. F. Rodriguez
18. Twilight in Tokyo, and Passion and Death of the USAFFE by Leon Ma. Guerrero
19. For Freedom and Democracy by S. P. Lopez
20. Betrayal in the Philippines by Hernando Abaya
21. Seven Hills Away by NVM Gonzales
22. POETS AND THEIR POEMS
23. Have Come, Am Here by Jose Garcia Villa
24. Prose and Poems by Nick Joaquin
25. Who Spoke of Courage in His Sleep by NVM Gonzales
26. Speak Not, Speak Also by Conrado V. Pedroche
27. Philippine Harvest by Amador Daguio
28. NOVELS AND SHORT STORIES IN ENGLISH
29. Without Seeing the Dawn by Stevan Javellana
30. Pen Anthology of Short Stories (1958) by Francisco Arcellana
31. The Hand of the Enemy (1961) by Kerima Polotan
32. The Adversary (1968) and The Trail of Professor Riego (1969) by Luis V. Teodoro, Jr.
33. PHILIPPINE LITERATURE IN TAGALOG
34. Mga Piling Katha (1947-48) by Alejandro Abadilla
35. Sining at Pamamaraan ng Pagaara lng Panitikan (1965) by Rufino Alejandro
36. Manlilikha, Mga Piling Tula (1961-67) by Rogelio G. Mangahas
37. Manunulat: Mga Piling Akdang Pilipino (1970) by Efren Abueg
38. Mga Aklatni Rizal (Many books about Rizal were written by Filipino authors during this period.)
39. The Palanca Memorial Awards for Literature (headed by Carlos Palanca, Sr.) was launched in 1950 and served as inspiration to Filipino writers. Till now, The Palanca Awards are still being given although Mr. Palanca had already passed away.
40. **CONTEMPORARY/MODERN PERIOD (1970 – PRESENT)**
41. Characteristics
42. The seeds of activism resulted in the declaration of Martial Law by Pres. Ferdinand Marcos in 1972.The youth became completely rebellious during this period. This was proven not only in the bloody demonstrations and in the sidewalk expressions, but also in literature. Campus newspapers showed rebellious emotions. (Kahayon and Zulueta)
43. Martial Law repressed and curtailed human rights, including freedom of the press, and Filipino writers wrote about these dark days in their writings.
44. Writers used symbolisms and allegories to drive home their message, at the face of heavy censorship. Theater was used as a vehicle for protest, such as the PETA (Philippine Educational Theater Association) and UP Theater. From the eighties onwards, writers continued to show dynamism and innovation.
45. The period of the New Society lasted from 1972-1980, and this period had writings about the theme of development and progress of the country – the Green Revolution, family planning, proper nutrition, environment, drug addiction, and pollution. However, all these supposed to be ideal projects were being done with the military in the background. The military government were supervising the newspapers, books, and other publications.
46. Though Martial Law was lifted on January 2, 1981, the oppression and suppression being done by the Marcos government continued, and rebellion was seething among Filipinos. History would turn a sudden twist when Ninoy Aquino, one of Pres. Marcos’ critics, was assassinated on August 21, 1983. When this happened, the people’s emotions could not be suppressed; they were mad, and this showed in the pieces of literature churned out during that period.
47. Cory Aquino, Ninoy’s widow, was elected in February 1986 through a peaceful revolution, and People Power brought feelings of euphoria among the Filipino people. All these showed in the songs, poems, speeches, news, and even in television programs during that time.
48. When before, the press was suppressed and censored, the restoration of democracy during the time of Pres. Cory Aquino brought back not only press freedom, but also freedom for the Filipino people to speak up and express themselves whenever they felt the need to, without the fear of being jailed or killed for doing it. For that, the Filipino people, especially the Filipino writers, owe her a lot.
49. **ENGAGE**

**Activity 2:** Choose a short story written by a Filipino author sometime in 2015 – 2020. Identify and discuss its geographic, linguistic, and ethnic dimension. Discuss, too, what the story reflects about society. Write about 10 to 15 sentences for this.

1. **APPLY**

**Activity 3:** Read the items under column A and column B. Then match them by writing the letters of your answers in a separate sheet of paper. One literary period may have more than one literary work.

**COLUMN A COLUMN B**

\_\_\_\_\_ 1. Ibong Adarna A. Pre-colonial (BC to 1564)

\_\_\_\_\_ 2. Diariong Tagalog B. Spanish Colonial (1565 to 1898)

\_\_\_\_\_ 3. Biag-Ni-Lam-Ang C. Japanese Occupation (1941 to 1945)

\_\_\_\_\_ 4. La Solidaridad D. Contemporary (1970 to present)

\_\_\_\_\_ 5. Kundiman E. American Colonial Period (1898 to 1941)

\_\_\_\_\_ 6. Oyayi F. Nationalistic Period (1864 – 1896)

\_\_\_\_\_ 7. Senakulo

\_\_\_\_\_ 8. Haiku

\_\_\_\_\_ 9. Footnote to Youth

\_\_\_\_\_ 10. Did Duterte Just Blink?

1. **REFERENCES**

Mella E. (n.d.). *21st Century Literature from the Philippines and the World Quarter 1 Module 2: Lesson 1.* Department of Education.

1. **ANSWERS KEY**

**Activity 1**

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

**Activity 2**

There is no definite answer for this activity.

**Activity 3**

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

Prepared by: Checked by:

**JOVITO R. ABIO** **JASMIN A. CHEN**

Subject Teacher English Department Head

Noted:

**SHIRLY M. SOLIOT**

Assistant Principal II

Approved:

**ELSA V. RIPALDA PhD**

Principal IV