**21st Century Literature**

Government Property

**NOT FOR SALE**

**Senior High School**

**from the Philippines and the World**

**Quarter 1 – Week 4**

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

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

**LEARNING ACTIVITY SHEET**

**Context and Text’s Meaning**

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

Discuss how different contexts enhance the text’s meaning and enrich the reader’s understanding.

Code: **EN12Lit-Ie-30**

**Specific Objective:**

1. Identify the different contexts enhance the text’s meaning and enrich the reader’s understanding, and
2. Discuss how different contexts enhance the text’s meaning and enrich the reader’s understanding.
3. **BACKGROUND INFORMATION**

Reading literary pieces becomes a challenge to a student like you. But as the years go by, changes happened even in the literary genre. Understanding the selection you read takes time, but if you will familiarize yourself with the context of the literary piece, appreciation comes along.

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:** Let us recall the previous lesson you have studied. Fill in the table by writing the correct definition of each 21st Century Literary Genre. Select your answers from the choices bellow the table.

|  |  |
| --- | --- |
| **GENRE** | **DEFINITION** |
| 1. Illustrated Novel |  |
| 1. Manga |  |
| 1. Graphic Novel |  |
| 1. Blog |  |
| 1. Doodle Fiction |  |
| 1. Hyper Poetry |  |
| 1. Text-Talk Novel |  |
| 1. Digi-Fiction |  |

1. Stories told almost entirely in dialogue simulating social network exchanges
2. Is a genre of speculative fiction dealing with imaginative concepts such as futuristic science and technology, space travel, time travel, faster than light travel, a parallel universe and extra-terrestrial life.
3. Narrative work in which the story is conveyed to the reader using a comic form.
4. Combines three media: book, movie/video and internet website.
5. A website containing short articles called posts updated regularly by the same person or by people interested in the same topic.
6. Story through text and illustrated images where 50% of the narrative is presented without words
7. Japanese word for comics and considered as an artistic and storytelling style.
8. Digital poetry that uses links and hypertext mark-up
9. Literary presentation where the author incorporates doodle writing, drawings and handwritten graphics in place of the traditional font
10. **LEARN**

**What Is Context?**

The definition of context is the setting within which a work of writing is situated. Context provides meaning and clarity to the intended message. Context clues in a literary work create a relationship between the writer and reader, giving a deeper understanding of the intent and direction of the writing. Literary context is background information or circumstances you provide to inform why something is taking place; context can also be the backstory of a character provided to inform their behavior and personality.

**Different Types of Contexts in Writing**

There are multiple types of contexts in writing that can deepen a reader’s understanding of the material. Here are a few examples:

**Biographical Context:** Biographical context refers to the writer's life, values, assumptions, gender, race, sexual orientation, and the political and economic beliefs that influence his/her writing.A writer’s experiences inevitably inform their writing, from content to style**.** Often, a text will reflect aspects of the writer’s life. We should try to read the literature whilst considering what their intentions may have been. Biographical clues from a poem’s context can give you insights into its themes or message. Understanding the author’s life can help you understand his or her work thoroughly. Reading the author’s biography or autobiography helps you see how much his experiences shape his or her work directly and indirectly.

Some biographical strategies that you may use while reading literary works:

1. Research on what the author believes in and also what he or she does not.
2. Analyze how the author’s belief system is reflected in his or her work.
3. Look at the author’s other works and analyze if there is a pattern with regard to the theme that is indicative of his or her life and beliefs.

**Socio-cultural Context:** Socio-cultural context refers to the idea that language, rather than existing in isolation, is closely linked to the culture and society in which it is produced. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact. Reading using the sociocultural context helps you understand the social, economic, political, and cultural forces affecting the work that you are reading. Analyzing the sociocultural context of the text makes you examine the role of the audience (readers) in shaping literature.

Here are guide questions that you may answer when you are reading literature through the sociocultural context:

1. What is the relationship between the characters or the speakers in the text and their society?
2. Does the text explicitly address issues of gender, race, or class? How does the text resolve these issues?
3. Who has the power? Who does not? What is the reason for this setup?
4. How does this story reflect the nation? What does this say about the country and its inhabitants?
5. Who has the economic or social power? Is there oppression or class struggle? How do the characters overcome this? Does money or finances play a large role in the narrative?
6. What is the prevailing social order? Does the story or poem accept or challenge it?

**Linguistic Context:** Reading the text on its own, regardless of the author’s biography and sociocultural context, may help you understand the literary text through analyzing the words, sentences, patterns, imagery, etc. of the text. Analyzing the literary text’s grammar, syntax, or phonemic pattern may help you find the meaning of the text within its form and help you interpret it by simply analyzing the content of the literary work.

The following are some strategies you may use to read a text through the linguistic context:

1. Analyze the **diction** or the choice of words used in the text.
2. Examine the texts’ **syntax** or the set of rules, principles and processes that govern the structure of any languages.
3. Inspect the use of **figurative language** or the use of language that deviates from the literal meaning of words (similes, metaphors, personification, irony, paradox, hyperbole etc.), and **imagery** or the use of vivid and descriptive language that appeal to any or all of our five senses.
4. Analyze the **mood** (the emotion or feeling evoked by the text) and **tone** (the author or persona’s attitude toward the subject) of the text.
5. Analyze the **content** (the text’s topic or subject and the theme or what it says about the topic or subject) of the text.

**Why Is Context Important in Reading?**

The role of context is to bridge the gap between authors and their audiences, strengthening readers’ comprehension and preventing miscommunication of the writer’s intent. It’s not enough to know that a particular event is occurring—readers also need context to know why.

Below is a poem that Jose Rizal has written:

**To Josephine**

Josephine, Josephine,

Who to these shores came,

Searching for a home, a nest,

Like the wandering swallows,

If your fate guides you

To Shanghai, China, or Japan,

Forget not that on these shores

A heart beats for you.

Jose Rizal dedicated this poem to Josephine Bracken, his Irish common-law wife. It was written during the hero’s exile in Dapitan. The interpretation of these short lines of verse depends greatly on the historical background between Rizal and the lovely Josephine. Thus, it would be quite difficult to interpret for those who doesn’t know about the biographical and sociocultural context of the poem. Only if the reader knows the life of Rizal, most specifically his relationship with Marie Josephine Leopoldine Bracken, will they be able to appreciate the poem.

From these verses alone, at least 3 things are apparent: first, that Rizal here is the unmovable of the two, having been exiled and unable to leave the island; second, that as Josephine arrived in Dapitan in a sort of volatile, fleeting fashion although building a home there with him, he sees her as one that might also leave as freely as she had come, as she had none of the ties that bound her to that place; third, that any reader of these verses would sense that posture of loving, humbled submission that sets the tone of this entire piece.

Here is another poem written by Sandy Rolstan:

ALL BECAUSE YOU KISSED ME GOODNIGHT

I climbed up the door and opened the stairs,

Said my pajamas and put on my prayers,

Then I turned off the bed and crawled into the light,

All because you kissed me goodnight!

Next morning I woke up and scrambled my shoes,

Picked up my eggs and toasted the news,

I couldn’t tell my left from right,

All because you kissed me goodnight!

That evening at last I felt normal again,

So I picked up my mother and called the phone,

I spoke to the puppy and threw Dad a bone,

Even at midnight the sun was still bright,

All because you kissed me goodnight!

If you analyze the poem and look into its linguistic context you will see how the author uniquely and creatively arranged the words in the poem to successfully convey its message. For instance, you will notice that the writer intentionally misplaced the verbs and nouns in the entire poem.

Example:

I climb up the door and opened up the stairs

Instead of:

I opened the door and climb up the stairs

You will see that this unique style of writing is employed throughout the first 3 lines of every stanza. You will also notice that the line “All because you kissed me goodnight!” was repeated many times at the end of each stanza and is always ended with an exclamation point. This was intentionally done by the writer to show how crazily unforgettable, exciting, and romantic and the persona’s goodnight kiss experience has been.

The verbs were intentionally misplaced making the persona’s action comical and weird to show how deeply affected the persona was. The final line was repeated at the end of each line to emphasize that all those silly things the persona did was all because of the goodnight kiss! Throughout the entire poem the author did not use any word with a negative meaning or connotation to mean that the goodnight kiss experience was positively affecting the persona.

1. **ENGAGE**

**Activity 2:** Below is a poem written by Danton Remoto, a Filipino author. Read and try to discover what this poem wants to convey. Then, answer the essential questions that follow.

**Padre Faura Witness The Execution of Rizal**

Author: Danton Remoto

(Poetry)

I stand on the roof

Of the Ateneo municipal,

Shivering

On this December morning.

Months ago,

Pepe came to me

In the observatory.

I thought we would talk

About the stars

That do not collide

In the sky:

Instead, he asked me about purgatory

(His cheeks still ruddy

From the sudden sun

After the bitter winter

In Europe

And on this day

With the years beginning to turn,

Salt things my eyes.

I see Pepe,

A blur

Between the soldiers

With their Mausers raised

And the early morning’s

Star:

Still shimmering

Even if millions of miles away,

The star itself

Is already dead

**Essential Questions:**

1. Who are the characters in the poem? Write a piece of short information about each character.

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1. Who speaks in the poem? Extract a sentence from the poem to prove your answer.

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1. Discuss the form/structure of the poem.

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1. What was the situation when Padre Faura stood in the balcony of Ateneo de Manila?

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1. What was the situation of our country based on the poem? Prove your answer by extracting a line from the poem.

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1. To whom the poem is addressed? Explain your answer.

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1. How do you feel while reading the poem, that Padre Faura witnessed the execution of his former student?

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1. What was the feeling displayed by the author in the poem?

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1. What was the message that Danton Remoto wanted to convey in this poem?

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1. **APPLY**

**Activity 3: Read and understand each item carefully. Choose and write the letter of the best answer on a separate sheet of paper.**

1. Which of the following incorrectly describes literary context?
2. It is background information or circumstances you provide to inform why something is taking place.
3. It can be a background information about the author that is reflected in his/her written work
4. It can also be the backstory of a character provided to inform their behavior and personality.
5. It is unimportant for the readers, since they can understand any literary piece pretty well without these contexts
6. Which type of context is used when one is analyzing the literary text’s grammar, syntax, or phonemic pattern may help you find the meaning of the text within its form?

A. Biographical Context B. Linguistic Context

C. Socio-cultural Context D. Literary Context

1. Which type of context is used when one is analyzing the writer's life, values, assumptions, gender, race, sexual orientation, and the political and economic beliefs that influence his/her writing?

A. Linguistic Context B. Socio-cultural Context

C. Literary Context D. Biographical Context

1. Which type of context is used when one is analyzing the social, economic, political, and cultural forces affecting the work?

A. Biographical Context B. Linguistic Context

C. Socio-cultural Context D. Literary Context

1. The persona in the poem “Padre Faura Witness The Execution of Rizal” was \_\_\_\_\_\_\_.

A. Danton Remoto B. Dr. Jose Rizal

C. Padre Faura D. You

1. The mood of the poem was \_\_\_\_\_\_\_.

A. Mournful B. Delightful

C. Joyful D. Mysterious

1. Pepe came from Europe where winter was bitter. His face became ruddy because \_\_\_\_\_\_\_.

A. he was exposed to humiliation

B. he was exhausted

C. he was not accustomed to the weather

D. He was exposed to sudden sun

1. The characteristics of the star were used to compare with Jose Rizal

was shimmering because \_\_\_\_\_\_\_.

A. he was well-known B. he was about to die

C. he studied astronomy D. his teacher was in the observatory

1. Months before Pepe’s execution, he visited Padre Faura. Pepe talked about purgatory instead of colliding star maybe because \_\_\_\_\_\_\_.

A. Padre Faura was sick

B. Pepe was terminally ill

C. Pepe knew he would be executed

D. Pepe did not believe in the afterlife

1. Padre Faura witnessed the execution of Rizal from the Azotea of Ateneo because \_\_\_\_\_\_\_.

A. there was no building in between Bagumbayan

B. the old Ateneo de Manila was in Intramuros

C. the Observatory was part of Ateneo

D. he was invited

1. Dr. Jose Rizal was being compared to a shimmering star in the poem. In the line, the star itself is already dead means \_\_\_\_\_\_\_.

*Star:*

*Still shimmering*

*Even if millions of miles away,*

*The star itself*

*Is already dead.*

A. Dr. Jose Rizal will surely be remembered even after death

B. Dr. Jose Rizal was not a star

C. Dr. Jose Rizal was sent to the sky

D. Dr. Jose Rizal was sent down

1. In the poem below, which word is used to refer to snow?

*Kissed by Snow" - Kelly Roper*

*1. Standing in darkness with face upturned as*

*2. Frosty, feathery stars drift down from the sky*

*3. And land like gentle kisses from cold lips*

*4. On my cheeks, my nose, my lips and closed eyes*

A. sky B. eyes

C. lips D. star

1. **REFERENCES**

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1. **ANSWERS KEY**

**Activity 1**

|  |  |
| --- | --- |
| **GENRE** | **DEFINITION** |
| 1. Illustrated Novel | Story through text and illustrated images where 50% of the narrative is presented without words |
| 1. Manga | Japanese word for comics and considered as an artistic and storytelling style. |
| 1. Graphic Novel | Narrative work in which the story is conveyed to the reader using a comic form. |
| 1. Blog | A website containing short articles called posts updated regularly by the same person or by people interested in the same topic. |
| 1. Doodle Fiction | Literary presentation where the author incorporates doodle writing, drawings and handwritten graphics in place of the traditional font |
| 1. Hyper Poetry | Digital poetry that uses links and hypertext mark-up |
| 1. Text-Talk Novel | Stories told almost entirely in dialogue simulating social network exchanges |
| 1. Digi-Fiction | Combines three media: book, movie/video and internet website. |

**Activity 2**

There is no specific answer to this activity. Answers may vary from student to student.

**Activity 3**

1. **D**
2. **B**
3. **D**
4. **C**
5. **C**
6. **A**
7. **C**
8. **A**
9. **C**
10. **C**
11. **A**
12. **D**

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