**21st Century Literature**

Government Property

**NOT FOR SALE**

**Senior High School**

**from the Philippines and the World**

**Quarter 1 – Week 5**

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

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

**LEARNING ACTIVITY SHEET**

**Creative Representation of Literary Text**

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

Produce a creative representation of a literary text by applying multi-media and ICT skills.

Code: **EN12Lit-Ie-31.1**

**Specific Objective:**

After going through the series of activities, you are expected to identify the different multimedia formats used in interpreting a literary text.

1. **BACKGROUND INFORMATION**

In the previous module, you have learned about how literary, biographical, linguistic and socio-cultural contexts enhance the text’s meaning and enrich the reader’s understanding. Specifically, how biographical context is used to understand the poem “Padre Faura Witnesses the Execution of Rizal”. In this module, you will be learning that close analysis and critical interpretations of literary texts could be done through the use of varied multimedia formats aside from understanding the contexts of a literary piece.

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:** Watch the YouTube video of a group of students interpreting the song of Levi Celerio, “Ang Pipit.” You can access the video through this link: <https://www.youtube.com/watch?v=hPa0rjDtVMQ>

After watching the video, answer the following questions:

1. What message does the lyricist, Levi Celerio, convey in his song?
2. How did the students interpret the song?
3. What media platform did the students use in interpreting the song?
4. **LEARN**

Have you found studying literature more exciting with multimedia supports where you can actively and collaboratively build knowledge structures using technology? Evidently, most of the learners like you have realized the huge impact of the use of multimedia in studying literature. It provides opportunities for learners like you to construct and reconstruct your ideas in audio and visual formats. Through multimedia platforms, you can apply a wide range of strategies to understand, interpret and evaluate texts.

Marshall (2001) defined multimedia as computer-controlled integration of text, graphics, drawings, still and moving images (video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally.

Here are some of the multimedia formats that you can use to creatively interpret various genres of literary texts.

1. **Blog** or a “weblog” is a website containing informational articles about a person’s own opinions, interests and experiences. These are usually changed regularly (DepEd 2013, 9).



1. **Mind mapping** is a graphical technique to visualize connections of ideas and pieces of information. This tool structures information to better analyze, comprehend, synthesize, recall and generate new ideas. You can use Microsoft Word or online mind mapping tools in creating a mind map (Pasuello 2017).



1. **Mobile phone *text tula*** is a traditional Filipino poem. A particular example of this poem is a tanaga that consists of 4 lines with 7 syllables each with the same rhyme at the end of each line. (DepEd 2013, 8).



1. **Slideshow presentation** is created with the use of Microsoft PowerPoint. It contains series of pictures or pages of information (slides) arranged in sequence and often displayed on a large screen using a video projector (Computer Hope 2018).



1. **Tag cloud** is a visual, stylized arrangement of words or tags within a textual content such as websites, articles, speeches and databases (Techopedia 2020).



1. **Video** is an electronic device used to record, copy, playback, broadcast, and display moving visual media (Lexico 2020).



1. **ENGAGE**

**Activity 2:** Read and interpret the poem “Apo in the Wall” by Bj Patino.Then interviewpeople or research about people experiences during the Martial Law. Create a collage of photos and descriptive text using PowerPoint depicting the experiences of people during Martial Law and how it relates to the meaning of the poem.

**Apo On the Wall**

*by Bj Patino*

There’s this man’s photo on the wall

Of my father’s office at home, you

Know, where father brings his work,

Where he doesn’t look strange

Still wearing his green uniform

And colored breast plates, where,

To prove that he works hard, he

Also brought a photo of his boss

Whom he calls Apo, so Apo could

You know, hang around on the wall

Behind him and look over his shoulders

To make sure he’s snappy and all.

Father snapped at me once, caught me

Sneaking around his office at home

Looking at the stuff on his wall- handguns,

Plaques, a sword, medals a rifle-

Told me that was no place for a boy

Only men, when he didn’t really

Have to tell me because, you know,

That photo of Apo on the wall was already

Looking at me around,

His eyes following me like he was

That scary Jesus in the hallway, saying

I know what you’re doing.

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 is of the following is NOT a multimedia format that a learner can use to interpret literary texts?

A. blog B. slogan

C. mobile phone text tula D. tag cloud

1. It is an electronic medium for recording, copying, replaying, broadcasting and displaying of moving visual media.

A. video B. tag cloud

C. mind mapping D. slideshow presentation

1. Which Microsoft Office application can a learner use to create a slideshow presentation?

A. Word B. Excel

C. Publisher D. PowerPoint

1. Which of the statements is TRUE?

A. All multimedia formats are hard to use.

B. Multimedia uses animation and audio only.

C. Learners can only make use of one multimedia format.

D. Studying literature becomes more exciting due to multimedia supports.

1. It is a graphical way to represent ideas and concepts.

A. cloud tag B. video

C. mind mapping D. mobile phone text tula

1. If a learner wishes to interpret the essay, “Where is the Patis?” of C. Guerrero-Nakpil by expressing his insights in written form in order to elicit opinions of other people, he may create a \_\_\_\_\_\_\_\_\_\_.

A. blog B. video

C. mobile phone text tula D. mind mapping

1. This refers to a visual, stylized method that represents the occurrence of words within a textual content of a website.

A. video B. tag cloud

C. blog D. slideshow presentation

1. Multimedia is a computer-controlled integration of many forms of media EXCEPT\_\_\_\_\_\_\_\_\_\_\_\_.

A. text B. video

C. audio D. equipment

1. It is a website that contains short articles called posts that are updated regularly.

A. blog B. tag

C. slide D. message

1. Which is used to create a movie from still images?

A. editing B. messaging

C. animation D. multimedia

1. Slideshow presentation is a series of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ often displayed on a large screen using projector.

A. tags B. words

C. texts D. slides

1. Which does NOT belong to the group?

A. blog B. mind mapping

C. slideshow presentation D. story board

1. **REFERENCES**

Atrero-Corpuz A.T., Jacinto F., Davila R.J. (2020). *21st Century Literature from*

*the Philippines and the World Alternative Delivery Mode Quarter 1 – Module 4: Creative Representation of Literacy Text First Edition, 2020*

1. **ANSWERS KEY**

**Activity 1**

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

**Activity 2**

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

**Activity 3**

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

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