

FEATURES



The Story Unfolds

The Story Unfolds introduces each unit with an engaging overview that sparks curiosity and sets the stage for learning. It presents the unit objectives, outlining key knowledge and skills to be developed. This section helps teachers and students understand the learning goals while creating a smooth transition into the lessons, fostering interest and motivation.



Literature Quest – Unlock the Adventure

This feature serves as the unit's pre-test to assess students' prior knowledge and readiness for the lessons ahead. It engages learners in an exploratory challenge, setting the tone for the unit while helping teachers identify strengths and areas for improvement. By unlocking this adventure, students gain a sense of excitement and motivation for the learning journey to come.



Your Path to Discovery

Your Path to Discovery introduces each chapter within the unit, providing a clear and engaging overview that prepares students for the lessons ahead. It presents the chapter objectives, outlining the key concepts and skills to be learned. This section helps establish a sense of direction, ensuring a smooth progression of ideas while encouraging curiosity and active engagement in the learning process.



Path to Understanding

Path to Understanding presents the lesson discussion on a specific topic within the chapter, guiding students through key concepts in a clear and structured manner. This section deepens comprehension by breaking down complex ideas, encouraging critical thinking, and connecting new knowledge to real-world applications.



Key Concept Unveiled!

This feature highlights essential topics that are important to include but do not require in-depth discussion. It provides concise yet meaningful information, offering learners a quick understanding of key ideas. As a floating feature, Key Concept Unveiled! Appears only when necessary, ensuring students gain relevant insights without overwhelming detail.



Word Wizard – Power Up Your Vocabulary

This section helps learners build their vocabulary by providing a list of key words from the reading passage. Positioned right after the text, it makes it easy for students to find and understand unfamiliar words. Each word is marked with a designated number that matches its location in the passage, allowing for quick reference. By improving vocabulary and reading comprehension, this feature helps learners read with confidence and better understand the text.



Trivia Time—

"Trivia Time" provides fascinating insights about the unit's content, enhancing students' understanding and curiosity. This section may include background information about the author, intriguing details about the example text, or relevant facts that add depth to the lesson. "Trivia Time" enriches learning by offering engaging tidbits, making the material more relatable and memorable for students.



Extend Your Learning!

"Extend Your Learning!" offers supplementary activities reinforcing key lesson concepts through extended practice and enrichment. These activities allow students to deepen their understanding, enhance their skills, and explore the lesson more engagingly. Designed to support mastery, this section ensures that learners have ample practice beyond the core lesson content.



Epic Trials

This feature is a chapter activity that assesses students' progress in each lesson through engaging and meaningful tasks. It includes **Unlocking Quest**, which challenges students to apply their learning in problem-solving scenarios, and **Echoes of Reality**, which connects lesson concepts to real-world situations. This section reinforces understanding and prepares students to use their knowledge beyond the classroom by encouraging critical thinking and practical application.

This feature presents a dynamic trio of activities to engage students in a well-rounded learning experience. Each chapter includes three key activities:

- **Quest of the Mind**, which develops cognitive skills through critical thinking and problem-solving;
 - **Skill Expedition**, which enhances psychomotor abilities through hands-on and practical tasks; and
 - **Heart's Odyssey** nurtures affective learning by fostering values, emotions, and personal reflection.
- Together, these activities ensure a holistic approach to education, making each chapter an immersive and meaningful journey.



Checkpoint Challenge – Measure Your Progress

This feature serves as a formative assessment tool, allowing students to gauge their understanding of the lessons within the chapter. It consists of an objective test that reinforces key concepts, helping learners identify their strengths and areas for improvement. The **Checkpoint Challenge** provides a structured review to ensure students can track their progress and build confidence before moving forward.



Final Reflections – Your Hero's Journey

This unit feature is a culminating section encouraging students to reflect on their learning journey. It includes a recap of key concepts, integration of values to reinforce character development, a post-test to assess understanding, and a performance task to apply knowledge meaningfully. This growth and critical thinking are guided by guiding students through reflection and application. By guiding students through reflection and application

UNIT 1



**Discovering Filipino Poetry:
A Window to Our Identity**



The Story Unfolds

Welcome to the magical world of poetry! Imagine words that feel like your favorite song, tell exciting stories like your favorite book, or bring emotions to life, like acting in a play. Poetry is all that and more! In this unit, we'll explore how poetry helps us express feelings, celebrate our culture, and share stories that inspire and connect to others. Poetry has always been a part of our Filipino identity. Through lyric poetry, we'll feel the love and admiration in Kundiman (love songs) and Haryana (serenades), just like in the heartfelt words of Sa Aking Mga Kabata by José Rizal. In narrative poetry, we'll dive into the adventures of Ibong Adarna and Biag ni Lam-ang, discovering how courage and kindness make a hero. And with dramatic poetry, we'll bring stories to life, performing lines that stir emotions—just like in Florante at Laura.

But poetry isn't just about words on a page. It's about understanding the people, history, and culture behind them. As we explore these forms of poetry, we'll learn how to read poems with a detective's eye—uncovering their meaning, purpose, and emotions. You'll also get to write poems, express your unique voice, and celebrate the stories that matter to you.

At the end of this unit, learners will be able to:

- examine the elements, structures, and literary devices in lyric, narrative, and dramatic poetry to evaluate their clarity of meaning, purpose, and cultural relevance to the target audience;
- compose and perform original and traditional Philippine poems that communicate emotions, ideas, and cultural values through poetic techniques, tone, and gestures; and
- by recognizing its cultural and emotional significance, students will develop an appreciation for the role of Philippine poetry in preserving local traditions, expressing identity, and fostering connections.



Literature Quest – Unlock the Adventure

Instructions: Answer each question by selecting the correct multiple-choice option. Each question is worth 1 point, totaling 10 points. This pretest focuses on foundational structural concepts in poetry, including rhyme and meter, diction, tone and mood, pattern and motif, style, and figures of speech and sound devices.

1. Which structural element in lyric poetry involves matching sounds at the end of lines?
 - a. Meter
 - b. Alliteration
 - c. Diction
 - d. Rhyme

2. What does 'meter' refer to in poetry?
 - a. The choice of words
 - b. The emotional tone
 - c. The steady beat or rhythm
 - d. The recurring themes

3. In lyric poetry, what term describes the poet's choice of words to convey their message?
 - a. Diction
 - b. Meter
 - c. Motif
 - d. Style

4. Which figure of speech is used when comparing two unlike things without using "like" or "as"?
 - a. Simile
 - b. Metaphor
 - c. Alliteration
 - d. Onomatopoeia

5. What is a 'motif' in narrative poetry?
 - a. The main character
 - b. The setting of the story
 - c. A recurring theme or element
 - d. The rhyme scheme

6. How does 'pattern' function in narrative poetry?

- a. It dictates the poem's length
- b. It organizes recurring elements to enhance the story
- c. It determines the poem's emotional tone
- d. It selects the vocabulary used

7. Which structural element helps set the emotional atmosphere in a poem?

- a. Tone and mood
- b. Meter
- c. Rhyme
- d. Style

8. What does 'diction' influence in dramatic poetry?

- a. The poem's rhythm
- b. The clarity and impact of the message
- c. The recurring themes
- d. The visual imagery

9. Which sound device involves the repetition of consonant sounds at the beginning of words?

- a. Assonance
- b. Consonance
- c. Alliteration
- d. Onomatopoeia

10. How does 'style' manifest in a poet's work?

- a. Through the poem's structure and use of language
- b. By determining the poem's length
- c. Through the selection of themes only
- d. By limiting the poem to specific rhyme schemes

Chapter I: Rhymes and Rhythm: Exploring Lyric Poetry



Your Path to Discovery

In this chapter, we'll dive into the fascinating world of lyric poetry, exploring its key concepts and creative techniques. You'll gain insights into how rhyme, meter, and literary devices shape the rhythm and emotion of poetry, making it a powerful form of self-expression. We'll use real-world examples, from classic Filipino poems to well-known poetic forms like odes, haikus, and free verse, to help you see poetry in action. Whether new to poetry or looking to refine your skills, this chapter will spark your creativity and deepen your appreciation for the art of words.

At the end of this chapter, you will be able to do the following:

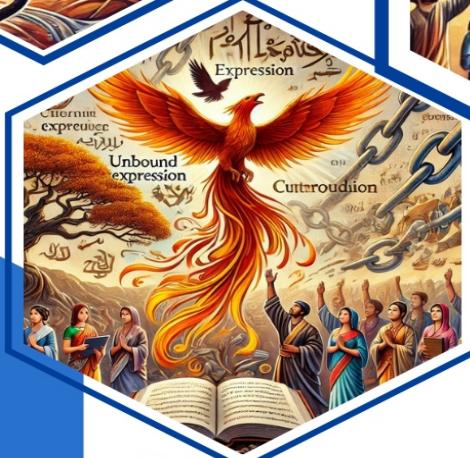
- understand the essence of lyric poetry and what makes it unique;
- recognize and apply rhyme and meter to create rhythmic poetry;
- explore different poetic forms and how they are used to express emotions;
- identify and use literary devices like metaphors, similes, personification, and alliteration;
- analyze tone and mood to interpret the emotions behind a poem better;
- appreciate the lyric poetry, cultural, and historical signally in Filipino literature;
- create original poems using various techniques to express personal thoughts and emotions; and
- engage in discussions and peer reviews to better understand.

Get ready to unlock your inner poet and master the art of lyric poetry like never before!



LESSON 1

THE HEART OF LYRIC POETRY: EXPRESSING EMOTION THROUGH WORDS





Path to Understanding

Have you ever heard a song that made you feel something special, like happiness, love, or sadness? Lyric poetry works similarly, using words to express emotions, much like a song without music. It is a type of poem that conveys personal feelings and emotions, often with a musical quality, and includes forms such as elegy, odes, pastoral, and free verse.

Each form of lyric poetry has its unique style and rhythm but shares the common goal of expressing feelings beautifully. Unlike other types of poetry, lyric poetry does not tell a story but captures thoughts, moods, and emotions.

In the Philippines, lyric poetry is an integral part of Philippine culture. Traditional songs like kundiman (love songs) were often used to share emotions. For example, people sang kundiman to show love and admiration. One great example of Filipino lyric poetry is Sa Aking Mga Kabata by José Rizal. Here's the English version:

Key Concept Unveiled!

Literature is any written or spoken work that uses words to express ideas, feelings, or tell stories. It can be poems, stories, plays, or even songs that entertain, **Literature** each lessons, or share thoughts about the world.

Two Types of

1. Fiction

- Fiction is made-up stories or works. These are created from the imagination and are not real. Examples are fairy tales, novels, and short stories.

2. Non-Fiction

- Non-fiction is about real events, people, and facts. These works are true and based on real information. Examples are biographies, news articles, and history books.

Structural context refers to how a story, poem, or text is organized or built. It looks at the way the parts of the work fit together to make it complete and meaningful. For example, in a story, the structural context includes the introduction, middle, and ending.

To My Fellow Youth (Sa Aking Mga Kabata)

-Dr. Jose Rizal

Whenever a people, in profound¹ cultural embrace,
Cherishes their native language as a treasure of grace,
Freedom shall crown their nation with a noble refrain,
Like the phoenix², they'll rise from bondage's chain.

A tongue unbound is like a bird in the skies,
It soars, unhampered³, with dreams that arise;
A land that honors its speech and its art,
Will never face decay, nor perish in heart.

For language is the lifeblood of liberty,
The bond of our unity, the root of our decree.
A people deprived⁴ of their cherished native sound,
Are a tree without roots, adrift⁵ in the ground.

Cherish and nurture your tongue divine,
As it holds your essence, your native sign.
In every phrase, the soul of your race is sown,
For without it, the pride of a people is overthrown⁶.

This poem encourages us to value our language and culture. Lyric poetry, like this one, helps us express feelings while keeping our traditions alive.



Word Wizard – Power Up Your Vocabulary

- 1Profound** – Something very deep or meaningful, like a big idea or strong feeling.
- 2Phoenix** – A magical bird from stories that burns itself and then comes back to life from its ashes.
- 3Unhampered** – Free to move or do something without being stopped or blocked.
- 4Deprived** – Not having something you need, like food, love, or a safe place.
- 5Adrift** – Floating without control, like a boat lost in the water or someone feeling lost in life.
- 6Overthrown** – When someone in power is removed or defeated, like losing his throne.

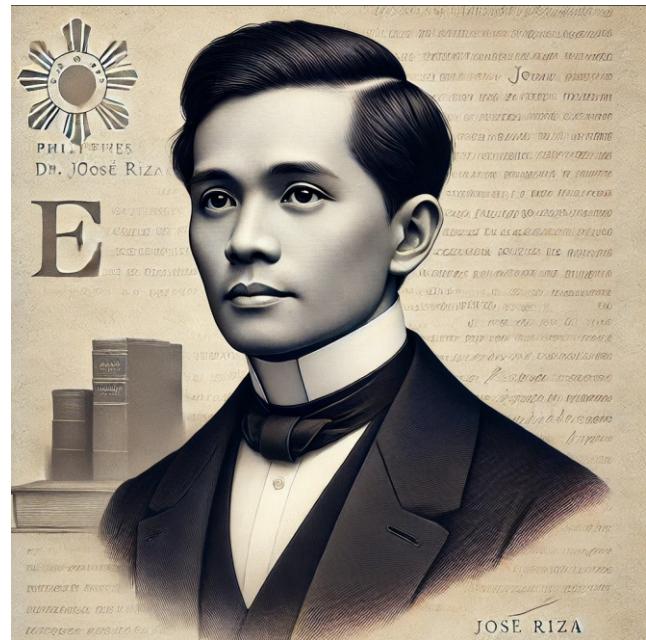


Trivia Time– About The Author

José Rizal, born on June 19, 1861, in Calamba, Laguna, was a child prodigy. By three, he could already read, and was writing poetry at five. At five, Rizal's mother, Teodora Alonso, was his first teacher, nurturing his love for learning. His early education included studying Latin and Spanish, showcasing his exceptional linguistic talent. Rizal's fascination with storytelling and art began as a young boy, which is evident in his sketches, clay sculptures, and poetry, including the famous *Sa Aking Mga Kabata*, which he allegedly wrote at just eight years old. These early achievements reflected the brilliance that would later define his role as a national hero.

If you'd like to learn more about Dr. Jose Rizal, feel free to check out this link!

<https://www.britannica.com/biography/Jose-Rizal>





Extend Your Learning!

Heartfelt Verses: Unraveling Emotions in Filipino Poetry

Instructions

Part 1: Understanding the Poem's Emotions

Read the poem *Sa Aking Mga Kabata* by José Rizal. You may read it in its original Filipino version or the provided English translation.

- Identify at least three emotions the poem expresses (e.g., pride, love, hope, sadness).
- Find supporting evidence by highlighting words, phrases, or lines that convey each emotion.
- Write a short explanation (2-3 sentences per emotion) about how these words/phrases express that particular feeling.

| Criteria | Excellent | Proficient | Developing | Needs Improvement | Points Earned |
|-------------------------------------|--|--|---|--|---------------|
| Part 1: Identifying Emotions | (5 pts) Accurately identifies at least three emotions with substantial justification. | (4 pts) Identifies three emotions but lacks depth in explanation. | (3 pts) Identifies only two emotions or weak justification. | (2-1 pts) Identifies one or no emotions, or lacks clarity. | ___/5 pts |
| Part 1: Supporting Evidence | (5 pts) Provides well-chosen words/phrases from the poem, clearly illustrating emotions with insightful explanations. | (4 pts) Provides evidence, but some connections between words and emotions could be stronger. | (3 pts) Provides minimal evidence or explanations that are unclear | (2-1 pts) Lacks supporting evidence or unclear justification. | ___/5 pts |

Total Score: ___/10

Part 2: Connecting to Filipino Lyric Poetry

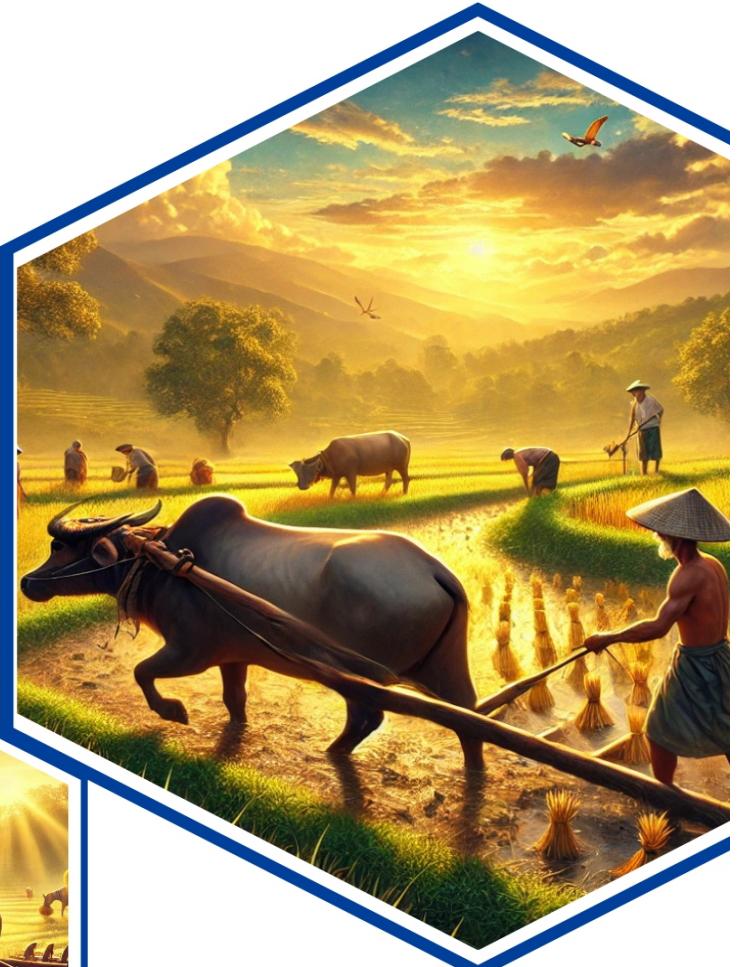
- Choose a traditional Filipino lyric poem, kundiman, or harana. You may use the provided list, search online, or ask family members about a familiar one.
- Analyze the emotions in your chosen piece:
 - What is the primary emotion it conveys?
 - How does the song/poem express this emotion? (e.g., through words, tone, imagery, melody)
- Write a short reflection (3-5 sentences) explaining how this piece exemplifies lyric poetry

| | | | | | |
|---|--|--|--|--|-----------|
| Part 2: Selection of Filipino Lyric Poetry | (3 pts) Selects a relevant traditional Filipino lyric poem, kundiman, or harana that aligns well with the task. | (2 pts) Selects a piece, but relevance to the activity is slightly unclear. | (1 pt) Selection is weakly connected to Filipino lyric poetry. | (No score) No selection or an inappropriate choice is made. | ___/3 pts |
| Part 2: Analysis of Emotion | (4 pts) Analyzes the primary emotion, providing strong explanations on how it is expressed through words, imagery, or melody. | (3 pts) Provides a reasonable analysis but lacks some depth or clarity. | 2 pts) Analysis is minimal or lacks strong connections. | (1 pt-0) Analysis is unclear, overly brief, or missing. | ___/4 pts |
| Reflection & Coherence (3 pts) | (3 pts) Reflection is thoughtful, well-organized, and explains how the piece exemplifies lyric poetry. | (2 pts) Reflection is clear but may lack depth or cohesion. | (1 pt) Reflection is brief or lacks strong connections to lyric poetry. | (No score) Reflection is unclear, too brief, or off-topic. | ___/3 pts |

Total Score: ___/10

LESSON 2

RHYME AND METER:
THE BEAT BEHIND THE VERSES





Path to Understanding

Poems have a unique rhythm and musicality created by rhyme and meter, making them more engaging and memorable. Rhyme connects words through similar sounds, while meter establishes a steady beat using stressed and unstressed syllables, and patterns. By understanding these elements, we can appreciate poetry's structure and craft our expressive verses with creativity and flow. Poems often have a special "music" created by rhyme and meter.

Rhyme: This happens when words at the ends of lines sound the same. For example, in *Sa Aking Mga Kabata*:

A tongue unbound is like a bird in the skies,
It soars, unhampered, with dreams that arise.

Here, "skies" and "arise" rhyme. This pattern makes the poem sound pleasing and easier to remember. Rhymes like these help give the poem a musical quality and memorably connect ideas.



Extend Your Learning!

Poet's Playground: A Fun Dive into Rhyming Words

Instructions:

1. Rhyming Warm-Up: Start by brainstorming two pairs of rhyming words. For example:

Pair 1: "light" and "night"

Pair 2: "play" and "day"

Write these pairs in your notebook.

2. Create a Short Rhyme: Using the rhyming pairs you identified, write a short rhyme consisting of 2–4 lines. For example:

Under the bright moonlight,
We shared our dreams that night.
Let's seize this lovely day,
And make the most as we play.

3. Share Your Rhyme: Once completed, share your rhyme with a partner or in small groups. Discuss what you enjoyed about writing your rhyme.

Submission: Submit your outputs in our e-classroom platform.

| Criteria | Excellent (Full Points) | Good (Partial Points) | Needs Improvement (Minimal/No Points) | Points |
|-------------------------|---|---|---|-----------|
| Rhyming Pairs | (2 pts) Identifies two correct pairs of rhyming words | (1 pt) Identifies one correct pair of rhyming words | (0 pts) Does not identify correct rhyming words | ___/2 pts |
| Short Rhyme | (5-4 pts) Creates a 2–4 line rhyme that correctly uses both rhyming pairs with logical flow and creativity | (2–3 pts) Creates a rhyme but with minor errors in rhyming, structure, or flow | (0–1 pt) Rhyme is incomplete, lacks structure, or does not use rhyming pairs effectively | ___/5 pts |
| Clarity & Expression | (3 pts) Rhyme is easy to read, and expressive | (2 pts) Rhyme is mostly clear but could be more expressive | (1 pt) Rhyme is unclear or lacks expression | ___/3 pts |
| Participation & Sharing | (2 pts) Actively shares rhyme with a partner/group and engages in discussion | (1 pt) Shares rhyme but has minimal engagement in discussion | (0 pts) Does not share or participate in discussion | ___/2 pts |

Total Score: ___/10

To deepen your understanding of these concepts, let us now transition into the realm of meter.

Meter: This is the rhythm or beat of a poem, created by the number of syllables in each line. It's

made broad the pattern of stressed (strong) and unstressed (weak) syllables in a line.

Unstressed syllable (u): The syllable that is softer or less emphasized.

Stressed syllable (/): The syllable that is louder or more emphasized.

Think of it like the beat of a song that makes you want to tap your feet. It's like clapping along to a song!

The poem "**Bayanihan Spirit**" primarily follows each line, generally consisting of an unstressed syllable followed by a stressed syllable. Let's break it down:

Bayanihan Spirit

Following an alternating unstressed-stressed (u /) pattern.

u / u / u / u /
Un-der the sun, we work with pride,

u / u / u / u /
Fields of gold spread far and wide.

u / u / u / u /
Hands to-geth-er, we lift and strive,

u / u / u / u /
In u-ni-ty, we keep dreams a-live.

u / u / u / u /
The ca-ra-bao plows, the farm-ers sing,

u / u / u / u /
Joy and hope the har-vest brings.

u / u / u / u /
In e-v'ry heart, the spir-it stays,

u / u / u / u /
Ba-ya-ni-han lights our days.

Using the sample poem as a guide, we can extend our learning to understand poetry's broader impact and structure.



Extend Your Learning!

Poetic Praise: Crafting Rhymes of Admiration

Instructions:

I. Poem Writing (15 points)

Think about something you admire deeply—this could be a favorite toy, pet, place, or even a memorable moment. Write a four-line poem describing this object or experience using vivid and descriptive words. Ensure your poem follows a rhyme scheme (e.g., AABB or ABAB).

Example Poem for Inspiration:

Ode to My Mother, Far Across the Sea

Oh mother dear, so brave and strong,(A)
Your love has been my guiding song.(A)
Though oceans keep us far apart,(B)
You're always near within my heart. (B)

Oh mother, noble, kind, and true,(A)
This life we build is thanks to you.(A)
Someday the sea won't keep us broad,(B)
And I'll embrace you, full of pride.(B)

II. Reflection (5 points)

Reflect on the structure of your poem by analyzing its meter. Count the syllables in each line and identify whether the meter is consistent or varies throughout. Then, answer the question that follows.

- How does the object of admiration in your poem reflect your individual or communal values? (1 pt)
- How did the use of rhyme and meter enhance the meaning and beauty of your poem? (1 pt)
- Were there any challenges in maintaining a consistent meter? How did you overcome them? (2 pts)

Key Concepts Unveiled!

An ode is a poem written to celebrate or honor something special, like a person, place, or idea. It is often emotional and descriptive.



Trivia Time—Freedom of Free Verse Poetry

Did you know that not all poetry has to rhyme? That's where free verse comes in! Free verse is a type of poetry that doesn't follow a specific rhyme scheme or meter. It's more like having a conversation but with an added touch of creativity. This style allows poets to express their thoughts and ideas without being tied down by strict rules. It's all about letting the words flow naturally, however they feel most authentic.

Example of Free Verse:

"The wind whispers through the trees,
telling stories of faraway lands.
The river flows gently,
carrying dreams to the sea."

This poem doesn't rhyme or follow a strict rhythm but still creates beautiful images and feelings through its words.



Extend Your Learning!

Through My Window: Capturing Moments in Free Verse

Instructions:

Step 1: Observe Your Surroundings

- Look outside your window for two minutes.
- Pay close attention to what you see, hear, and feel.
- Notice small details—moving leaves, passing clouds, distant voices, or shifting light.

Step 2: Write a Four-Line Free Verse Poem

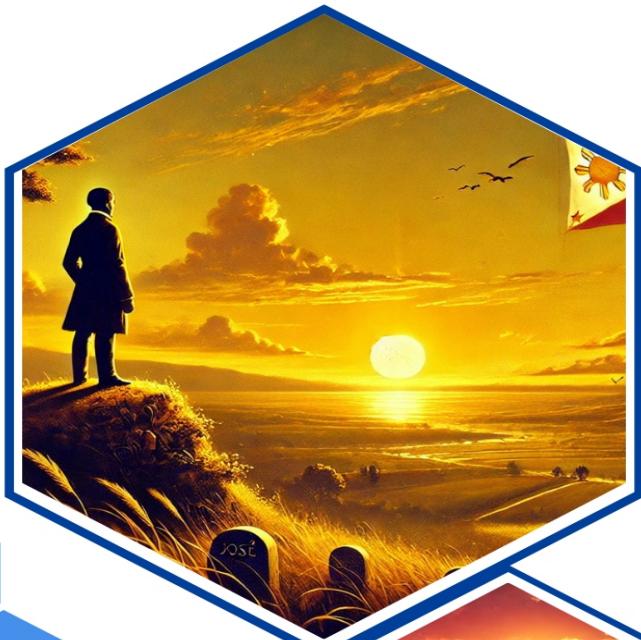
- Your poem does not need to follow a rhyme scheme but should be rich in imagery, emotions, and reflections.
- Use descriptive words to make your observations come alive.

Example Free Verse Poem:

A golden glow spreads across the rooftops,
The wind whispers secrets only the trees understand.
Footsteps echo on the quiet pavement,
And for a moment, the world feels still.

LESSON 3

TONE AND MOOD: PAINTING EMOTIONS WITH WORDS





Path to Understanding

Poetry conveys emotions and atmosphere through tone, which reflects the poet's feelings, and mood, which shapes the reader's experience. By analyzing word choice, imagery, and rhythm, we can uncover the deeper emotions behind a poem's message. Understanding these elements helps us connect more deeply with poetry and express our emotions more effectively in writing.

Tone: This is the poet's emotion when writing the poem. Are they happy? Sad? Hopeful?

Mood: This is how the poem makes you feel.

For example, in this kundiman line:

“My heart longs for the warmth of your smile,
Even if it’s far away by many a mile.”

The tone is loving and hopeful because the poet expresses admiration. The mood might make the reader feel peaceful or wistful, imagining someone they miss.



Extend Your Learning!

Where the Heart Is: Writing Poetry with Emotion and Imagery

Instructions:

- Think of a place that holds deep emotional significance for you (e.g., hometown, school, vacation spot).
- Write a 4–6-line poem that captures your personal connection to that place.
- Use descriptive language to paint a vivid picture of your chosen place. Incorporate imagery to engage the reader's senses—what do you see, hear, smell, or feel? Ensure that your words reflect a specific tone and mood (e.g., nostalgic, peaceful, joyful, melancholic).
- After writing, share your poem with your group and discuss:
 - * What tone and mood were intended?
 - * How do the words and imagery contribute to the overall effect?

Optional Task (Bonus Points):

- Use Canva, Google Slides, or any other creative platform to visually enhance your poem with images, typography, or design elements that support its tone and mood.
- Submit your final output on Google Classroom under the assigned activity.

With a clear grasp of tone and mood in poetry, let's now bring these elements to life through an engaging activity!



Extend Your Learning!

Read this simplified English version of José Rizal's Mi Último Adiós (My Last Farewell):

Mi Último Adiós (My Last Farewell)

Farewell, dear land, beloved Philippines,
The sun sets on my life's final dreams.
I gladly die for you to see you free,
To give you joy and sovereignty¹.

I die that the dawn of freedom may rise,
Bathed in my blood under your skies.
Let it soak the fields, moisten² the plains,
Where my love for you forever remains.

I'll rest in peace when your banner soars,
Over your hills, your seas, your shores.
If my grave be unmarked, let it be so,
For I'll live in your breeze, your fields, your glow.

In the songs of birds, the rustle³ of leaves,
In the gentle waves and evening eves,
You'll find me there, in nature's grace,
My soul will linger⁴ in this cherished place.

Love my homeland, I ask of you,
Cherish her colors, her skies so blue.
Fight for her freedom, honor her name,
Keep her shining with undying flame.

Farewell, dear friends, my love, my home,
I leave my dreams where your hearts may roam.
In death, my love for you shall stay,
Forever loyal till the end of day.

"Mi Último Adios" is a lyric poem, specifically an elegy.

Key Concepts Unveiled!

An elegy is a poem or piece of writing that expresses sadness and reflects on death or loss. It's often used to honor someone who has died. In this case, Rizal's poem expresses his love for his homeland and his sacrifice for its freedom.



Word Wizard – Power Up Your Vocabulary

¹**Sovereignty** - The power or right of a country or person to rule themselves without being controlled by others.

²**Moisten** - To make something slightly wet.

³**Rustle** - A soft, light sound, like leaves or paper moving.

⁴**Linger**- To stay in a place longer than necessary because you don't want to leave.

Unveiling the Poet's Heart

Instructions:

1. Read "Mi Último Adiós" by José Rizal aloud as a class.

2. Break into small groups. Each group will analyze specific stanzas, focusing on:

- * The poet's emotions (tone): How does Rizal express his love for his country?
- * The atmosphere (mood): How does the poem make the reader feel?

3. Discuss the following guide questions with your group:

*What words or phrases in your assigned stanza show the poet's love for his homeland?

*How do these words make you feel as a reader?

*How do the poet's emotions connect to the values of freedom, sacrifice, and patriotism?

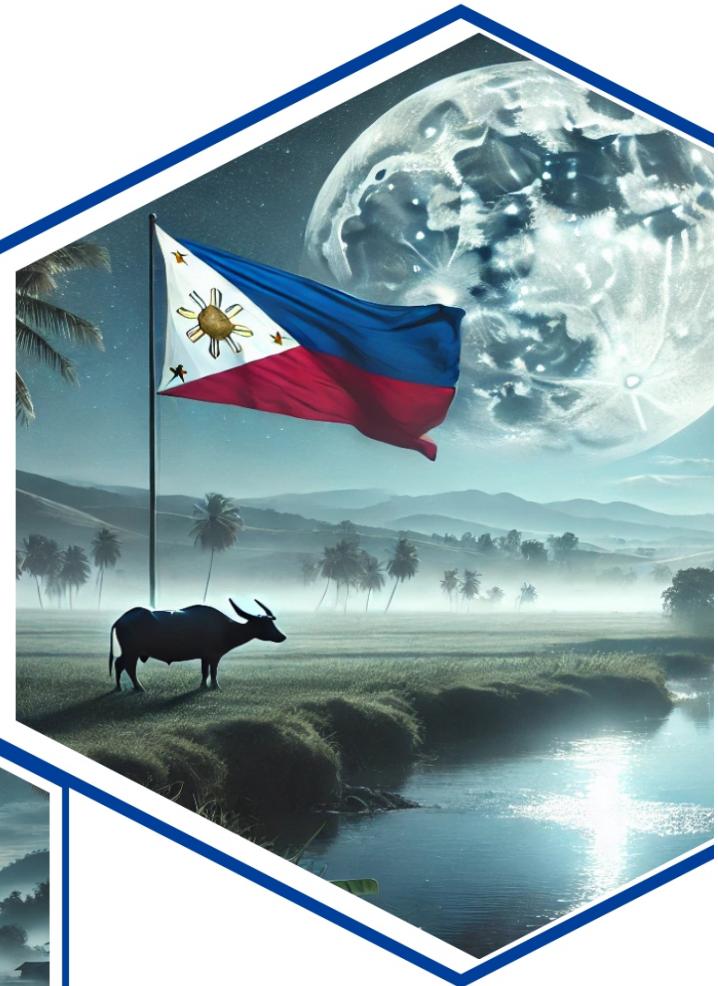
4. Write your answers on paper, take a clear picture, upload them to Google Classroom or directly on Google Docs or MS Word, and submit them online.

5. Each group will present their analysis to the class.



LESSON 4

FIGURES OF SPEECH AND SOUND DEVICES: THE MUSIC OF POETRY





Path to Understanding

Poets use figures of speech and sound devices to add creativity, emotion, and musicality to their writing. Comparisons, exaggerations, and wordplay help paint vivid images, while techniques like alliteration and repetition make poetry more engaging to read aloud. By mastering these tools, we can bring our words to life and create more expressive, memorable poetry.

Lyric poetry often uses creative tools to make words more interesting.

Figures of speech are creative ways we use words to make writing or speaking more interesting, like using comparisons, exaggerations, or giving objects human qualities. They help paint pictures in our minds and make ideas stand out.

1. A **metaphor** compares two things directly by saying one thing is another to show how they are alike.

Key Concepts Unveiled!

A **haiku** is a short Japanese poem with just three lines, following a 5-7-5 syllable pattern. It's all about capturing a moment, often inspired by nature, seasons, or emotions, in a simple yet powerful way.

A **pastoral poem**, on the other hand, paints a picture of peaceful, rural life. It often talks about nature, shepherds, or the simplicity of countryside living, celebrating its beauty and calmness.

Think of haiku as a quick snapshot and pastoral poems as a scenic painting!

Haiku Example with Metaphor:

"The sun is a fire,
Burning the morning clouds red,
Day wakes with its glow."
"The sun is a fire" compares the sun to fire.

Pastoral Poem Example with Metaphor:

"The field is a golden sea,
Waves of wheat sway with the breeze."
"Golden sea" is a metaphor for the field of wheat.

2. A **simile** compares two things using "like" or "as."

Haiku Example with Simile:

"The moon hangs like glass,
Fragile in the evening sky,
Soft as whispered dreams."

Pastoral Poem Example with Simile:

"The stream flows like silk,
Smooth and soft as gentle hands."

3. **Personification** gives human qualities to things that are not human.

Haiku Example with Personification:

"The wind hums a tune,
Dancing trees join in its song,
Nature's orchestra."

Pastoral Poem Example with Personification:

"The sun smiles warmly,
Kissing the earth with its rays."

4. Hyperbole is an exaggerated statement used to emphasize something.

| Haiku Example with Hyperbole: | Pastoral Poem Example with Hyperbole: |
|---|---|
| "The sun blazes hot, Burning the earth into dust, A fire in the sky." | "The hills stretch forever, Reaching higher than the stars." |

Sound devices, on the other hand, are tools poets and writers use to play with the sounds of words. They include things like rhyme, repetition, and alliteration (repeating the same starting sounds). These devices make writing more musical and enjoyable to hear.

1. Alliteration is the repetition of the same starting sounds in a series of words.

| Haiku Example with Alliteration: | Pastoral Poem Example with Alliteration: |
|---|--|
| "Soft summer sun shines, Silent shadows stretch slowly, Sunlight softly slips." | "Green grass grows gently, Giving ground to grazing sheep." |

2. Repetition is when words or phrases are repeated to make an idea stand out.

| Haiku Example with Repetition: | Pastoral Poem Example with Repetition: |
|--|--|
| "Snow falls, snow falls down, Covering the earth in white, Snow falls all around." | "The wind blows and blows, Through the valleys, through the trees, The wind always blows." |

3. Assonance is the repetition of vowel sounds within words in a line.

| Haiku Example with Assonance: | Pastoral Poem Example with Assonance: |
|---|--|
| "Leaves weave in the breeze, Green dreams of peaceful rivers, Eve sings in the trees." The long "e" sound repeats in "leaves," "weave," and "breeze." | "The rolling gold of old hills holds secrets untold." The "o" sound repeats in "rolling," "gold," "old," and "holds." |

4. Consonance is the repetition of consonant sounds, often at the end of words.

| Haiku Example with Consonance: | Pastoral Poem Example with Consonance: |
|---|--|
| "Mist rests on soft peaks, Whispers of frost drift and blend, Past night's dark echoes." The "st" sound in "mist," "rests," and "frost" shows consonance. | "The flock walks back, dark paths under thick oak trees." The "ck" sound repeats in "flock," "back," and "thick." |



Extend Your Learning!

Figurative Frenzy: Unlocking the Beauty of Words

Instructions: Read the sentences below carefully. Identify the figure of speech (e.g., simile, metaphor, personification) or sound device (e.g., alliteration, assonance, consonance) used in each sentence. Write your answers in the space provided.

Sentences for Identification:

- "The moon danced gracefully across the sky, casting a silver glow on the world."
- "The road was a ribbon of moonlight, unspooling endlessly into the horizon."
- "Sally sold seashells by the seashore."
- "The silence was shattered by the sharp, shrill sound of sirens."
- "The flowers whispered secrets to the gentle breeze."
- "Peter's piano-playing produced pure, peaceful patterns of sound."
- "Her voice was as soft as a feather and as sweet as honey."
- "The blazing sun scorched the earth, an angry giant breathing fire."
- "Bright light blinded the boy as he bravely stepped forward."
- "The eagle soared above the clouds, its wings slicing through the sky like a blade."
-

Now that we've explored the core concepts of this chapter, it's time to see how they all come to life in the real world. Let's dive into the Epic Trials and discover how these ideas can be used in meaningful, everyday ways!



Epic Trials:

A. Unlocking Quest

Nature's Melody: Unveiling the Beauty of "Whispering Meadows"

Instructions: Read the poem "Whispering Meadows" carefully. On a sheet of paper, answer the questions below to analyze the poem. Answer the following question below. You have 15–20 minutes to complete this activity.

Whispering Meadows

(A Pastoral Poem)

The ¹meadow hums a gentle tune,
Beneath the glow of silver moon.
The stars like lanterns softly sway,
And keep the watch till break of day.

The ²brooklet laughs in playful streams,
Its voice as soft as whispered dreams.
The grass, so green, bows low and sighs,
As breezes dance through starlit skies.

The daisies nod with cheerful grace,
Each petal bright, a smiling face.
The oak tree whispers, old and wise,
Its branches stretching toward the skies.

The sheep lie down on velvet ground,
Their bleats a warm, familiar sound.
The hills embrace the world with care,
A quilt of peace, beyond compare.

O nature's heart, so pure and free,
You sing a song of harmony.
With every rustle, every breeze,
You fill the soul with gentle ease.



Word Wizard – Power Up Your Vocabulary

¹Meadow: A big, open field with lots of grass and sometimes flowers.

²Brooklet: A tiny of water, like a tiny river.

³Starlit: When the night sky is bright because of many stars.

⁴Velvet: A soft, smooth cloth that feels nice to touch.

⁵Bleats: The sounds that goats or sheep make, like "baa" or "maa."

Questions:

1. Rhyme and Meter: What rhyme scheme is used in the poem? How many beats are there in each line?
2. Tone and Mood: What is the tone of the poem? How does the poem make you feel (the mood)?
3. Figures of Speech:
 - Find one example of a simile in the poem.
 - Identify one metaphor used in the poem.
 - Give an example of personification from the poem.
 - Find a line with alliteration (words that start with the same sound).
 - Identify a line with assonance (repeated vowel sounds).
 - Find an example of consonance (repeated consonant sounds).

B. Echoes of Reality

Lyric poetry isn't just something to read—it's something you can create and use!

- Express Your Feelings: Write a poem when you feel happy, sad, or excited. Try using rhyme or metaphors to make it special, unique, and represent Filipino Culture: Use your native language in your poems, just like José Rizal did, to honor your roots.
- Connect With Others: Share a poem with a friend or family member to show how much you care.

How can expressing your emotions through poetry, especially in your native language, help you connect more deeply with your culture and the people around you?

Lyric poetry is a powerful way to turn feelings into beautiful words. It uses rhyme, rhythm, tone, and creative language to connect with readers and listeners. Filipino traditions like kundiman and harana show how poetry has been used for generations to share love and emotions. By learning lyric poetry, you're not just learning about words—you're discovering how to express yourself and keep our culture alive.

Why not write your poem today? Your words might inspire someone or even make history! The magic of this story doesn't stop at the last word. Let's keep the excitement going with an activity that challenges you to think deeper and have fun along the way.

Now that we've explored the lesson content and built a solid foundation, it's time to put what we've learned into action. Let's jump into our first activity and see how well you can apply these ideas!

Quest of the Mind

Voices of Valor: Decoding "Pag-ibig sa Tinubuang Lupa"

Analyze the universal truths and philosophical messages in the poem Pag-ibig sa Tinubuang Lupa by Andres Bonifacio. Through this analysis, you will reflect on its relevance to valuing others and understanding their circumstances.

Instructions:

1. Read the poem "Pag-ibig sa Tinubuang Lupa" by Andres Bonifacio together as a class if a digital copy is available.
2. Analyze the Poem Answer the following questions in your notebook or using any digital platform of your choice, such as Google Docs, Canva, or Notion:
 - What universal truth does the poem convey about challenges in life?
 - How can this message help you value the struggles of others?
 - Highlight one line that teaches an important life lesson. Explain why you chose it.
3. Summarize the Poem's Message. Write a short paragraph summarizing the poem's universal truth and explaining how it applies to real life. This can be handwritten or typed on any digital platform you prefer. You may add visuals, text formatting, or creative layouts if using digital tools to make your summary more engaging.

- Submit your work in person (for handwritten outputs) or upload your completed work to the designated digital platform (e.g., Google Classroom, Microsoft Teams, or email).
- Class Sharing. Be ready to share your insights with the class, either through oral discussion or by presenting your digital work using a projector or screen sharing.

Love for One's Country
By Andrés Bonifacio

Translated by Epifanio de los Santos

*Is there any love that is nobler,
Purer, and more sublime?
Than the love of the native country?
What love is? Certainly none.*

*Though the mind may not cease reflecting
And sifting with perseverance
What humanity has printed and written:
That will be the result, none other.*

*Sacred love! When thou reignest²
In a loyal heart, be it even
A plebeian's³, a rustic's untutored,
Thou makest it grand and revered.*

*To give the fatherland boundless honor
Is the purpose of all who are worthy
And who sing, or compose, or make verses
To spread their country's glory.
There is nothing worth having the patriot⁴
Will not give for his native land:
Blood and wealth, and knowledge and effort,
Even life, to be crushed and taken.*

*Why? What thing of infinite greatness
Is this, that all knees should be bended
Before it? That it should be held higher
Than the things most precious, even life?*

*Ah! The land it is that gave us birth,
Like a mother; and from her alone
Came the pleasant rays like the sun's
That warmed the benumbed⁵ body.*

*To her we owe the first breath
That enlivened the breast oppressed⁶
And smothered in the abyss
Of pain and grievous suffering.*

*With the love of country are coupled
All dreams and all ideals,
From joyful, restless childhood
Till the grave receives the body.*

*The times gone by of gladness
And the day to come that we sigh for
When the yoke⁷ shall be taken from us:
What are they but dreams of the patriot?*

*And every tree and branchlet⁸
Of its woods and its laughing meadows,
Bring back to the mind the memory
Of the mother and past days of gladness.*

*Its crystalline cooling waters
That flow from the springs in the mountains,
The soft murmur of swift current
Are balm to the heart that is drooping.*

*Unhappy the exile from his country!
His mind, full of sad recollections,
Is haunted by anxious longing
For the land where stood his cradle.*

*Misfortune and death seem lighter
When we suffer them for our country,
And the more that for it we suffer,
The more our love grows—oh, marvel!*

*If our land with danger is threatened
And help must be quickly forthcoming⁹,
Children, wife, and parents, and brothers,
At her first call, we must abandon.*

*And if our land, Filipinas,
Is offended, and outraged her honor,
And her dignity into the mire
Is dragged by the foreign impostor:*

*Will by boundless grief not invaded
Be the heart of the Filipino?
And will not the most peaceful even
Rise to avenge her honor?*

*And whence will it come, the vengeance¹⁰,
The sacrifice of our life blood,
If at the end of the struggle,
We shall fall into cruel bondage?*

*If to her fall and prostration¹¹
Into the mire of fraud and derision
Will be added the lash and the shackles,
Naught being left her but mourning¹²?*

*Who is there whom her condition
Will not fill the soul with sorrow?
Will the heart most hardened by treachery
Not be moved to give her its life blood?*

*Will not, perchance, her sorrow
Drive the Filipinos to come to the rescue
Of the mother in agony, trampled
Underfoot by the foe disgusting?*

*Where is Filipino honor?
Where the blood that must be set flowing?
Their country in peril¹³—why passive?
Will they calmly see her suffer?*

*Come ye, who have been living
Off future felicity¹⁴ dreaming,
And have tasted naught but sorrow,
Come, love your unhappy country.*

*Ye, in whom the struggling desire
Has dried the springs of the bosom,
May true love again be born in you
And flow for your suffering country.*

*Ye, who have lost the fruit and the flower
Of the trees of this life, withered early
By so many perplexing sorrows,
Revive and succor¹⁵ your country.
Ye, who are propitious¹⁶ victims
Of deceit and bestial¹⁷ rigor,
Arise now to save your country,
Free her from the claws of the traitor.*

*Ye, wretches, who nothing demanded
But to live 'midst sorrows and torments,
Strike a blow to save your country,
Since she is our typical mother.*

*Unto her in holocaust¹⁸ loving,
The last drop of your blood you must offer,
If to free her your life you have given,
Yours is glory then and redemption.*

-Andres Bonifacio

This lyrical masterpiece by Andres Bonifacio is a passionate plea for Filipinos to cherish and fight for their homeland, encapsulating the deep patriotic spirit of the Philippine Revolution.



Trivia Time– About The Author

Andrés Bonifacio (1863–1897) was a Filipino nationalist and revolutionary leader, known as the "Father of the Philippine Revolution." Born in Tondo, Manila, he was largely self-educated and worked as a warehouse keeper before founding the Katipunan in 1892, a secret society advocating armed struggle against Spanish rule. His leadership ignited the 1896 revolution, but he was later overshadowed by Emilio Aguinaldo, accused of sedition, and executed in 1897. Despite this, Bonifacio remains a national hero for his role in the fight for Philippine independence.

If you'd like to learn more about Andrés Bonifacio, feel free to check out this link!

<https://www.britannica.com/biography/Andres-Bonifacio>



Word Wizard – Power Up Your Vocabulary

¹Sublime: Something so beautiful, grand, or awe-inspiring that it fills you with deep admiration or amazement.

²Reignest: An old-fashioned way of saying "you rule" or "you govern," often used in poetry or religious texts.

³Plebeian: Refers to an ordinary person, especially one who is not rich or powerful; in ancient Rome, it meant an ordinary citizen.

⁴Patriot: A person who loves and strongly supports their country.

⁵Benumbed: Feeling numb or unable to think, feel, or move, often because of cold or shock.

⁶Oppressed: Being treated unfairly or harshly by someone in power, making you feel burdened or helpless.

⁷Yoke: A wooden frame used to join animals like oxen together to pull a load; metaphorically, it means being under a burden or control.

⁸Branchlet: A small branch or twig of a tree or bush.

⁹Forthcoming: Something that is about to happen or appear soon; also can mean being open and willing to share information.

¹⁰Vengeance: Punishing someone to get back at them for something wrong they did; revenge.

¹¹Prostration: Lying flat on the ground, usually as a sign of respect, worship, or exhaustion; can also mean extreme weakness or tiredness.

¹²Mourning: Feeling deep sadness, mainly because someone has died; it can also refer to the customs of expressing grief.

¹³Peril: Great danger or risk of harm

¹⁴Felicity: Great happiness or joy.

¹⁵Succor: Help or assistance given to someone in need.

¹⁶Propitious: Something favorable or showing signs of success.

¹⁷Bestial: Acting like a wild animal; savage, cruel, or lacking human kindness.

¹⁸Holocaust: A massive destruction or loss of life, especially by fire; often refers to a historical event where many lives were lost in a horrific way.

Great work unlocking the mysteries and sharpening your minds! Now, let's take what we've discovered and see how we can bring it to life in exciting ways

Skill Expedition

Unsung Inspirations: A Tribute Through Free Verse

Write a free verse lyric poem inspired by someone you admire, focusing on the values this person embodies. Use vivid imagery, figurative language (such as metaphors and similes), and sensory details to convey their character and the significance they hold in your life. Ensure your poem captures the essence of admiration and reflects the values or qualities you most respect in this individual.

Instructions:

- Observe and Reflect. Choose someone in your life who inspires you. This could be a family member, teacher, community worker, or anyone who has made a meaningful impact. Reflect on the values this person represents and how they demonstrate them in their daily life.
- Write Your Free Verse Poem. Compose a 4–6 line free verse poem about this person. Use descriptive language and imagery to convey your admiration and highlight the values they embody. Free verse means there are no strict rules for rhyme or meter—focus on the natural flow of words.
- Illustrate Your Poem (Optional). Add simple drawings, symbols, or decorations to visually represent the theme of your poem. You may create illustrations by hand or use digital tools such as Canva, Microsoft Paint, or Google Drawings.
- Share Your Work. Present your poem in class or in small groups to celebrate the individuals who inspire you. Alternatively, you may create a short video of yourself reciting your poem and submit it through the designated platform.

Submission: Submit your outputs in our e-classroom platform.

Heart's Odyssey

Words & Colors of Comfort: A Creative Reflection on Lyric Poetry

Write a reflective letter or create artwork inspired by the lessons from lyric poetry, sharing encouragement and empathy with someone in need.

Instructions:

1. Imagine someone you know is feeling discouraged or struggling. Choose to express encouragement and inspiration for them by creating either:
 - * A **reflective letter**
 - * An artwork
2. You may use **any digital platform** (e.g., Canva, Google Docs, Photoshop, or digital drawing apps) or traditional methods (e.g., handwriting, painting, or sketching) to create your output.
3. Your work should include:
 - * A line or theme from a lyric poem (e.g., "Pag-ibig sa Tinubuang Lupa") that inspired you.
 - * Words of encouragement based on the poem's message.
 - * A personal reflection explaining why you chose this medium to express yourself.
4. When you're finished, present your work to the class or display it on a "Lyric Poetry Wall" to inspire others. Be creative and heartfelt in your response!

Your journey has revealed so much about who you are and what you value. Let's put everything together and prepare for the ultimate test in our Checkpoint Challenge!

Key Concept Unveiled!

A universal truth is something that is always true for everyone, no matter where they are or who they are.

One universal truth is: "The sun rises in the east and sets in the west." This happens no matter where you are on Earth.

Another example: "All humans need food and water to survive." This is true for everyone, everywhere.

"Everyone feels emotions like happiness, sadness, and love."

Whether you're in school, at home, or in another country, all people have feelings. "Being kind makes others happy."

If you share your toys or help a friend, it makes them smile—this is true for kids everywhere!

These are simple truths that everyone can relate to, no matter their age or where they live.



Checkpoint Challenge – Measure your Progress

Instructions: This quiz consists of 10 multiple-choice questions. Choose the best answer from the provided options. Write your answer space provided below.

1. What is the primary purpose of lyric poetry?

- A) To tell a detailed story
- B) To express personal feelings and emotions
- C) To provide factual information
- D) To describe historical events

2. Which of the following is a form of lyric poetry that does not follow a specific rhyme scheme or meter?

- A) Elegy
- B) Ode
- C) Pastoral
- D) Free Verse

3. In the context of Filipino culture, what is a "kundiman"?

- A) A type of free verse poetry
- B) A traditional love song
- C) A ceremonial dance
- D) A historical epic

4. What does the term "meter" refer to in poetry?

- A) The pattern of rhymes at the end of lines
- B) The rhythm or beat created by syllables in each line
- C) The overall theme of the poem
- D) The length of the poem

5. Which figure of speech involves comparing two things using "like" or "as"?

- A) Metaphor
- B) Simile
- C) Personification
- D) Hyperbole

6.What is the difference between "tone" and "mood" in poetry?

- A) Tone is the poet's emotion; mood is the reader's feeling
- B) Tone is the rhyme scheme; mood is the meter
- C) Tone is the subject matter; mood is the setting
- D) Tone is the use of figurative language; mood is the narrative style

7.Which sound device involves the repetition of the same starting sounds in a series of words?

- A) Alliteration
- B) Assonance
- C) Consonance
- D) Repetition

8.Which of the following best describes a pastoral poem?

- A) A poem about urban life
- B) A poem that celebrates love
- C) A poem that paints a picture of peaceful, rural life
- D) A poem that mourns the dead

9.Why is lyric poetry important in Filipino culture, according to the lesson?

- A) It preserves historical records
- B) It is used primarily for entertainment
- C) It helps express feelings and keep traditions alive
- D) It is a form of religious expression

10.Who is the author of "Sa Aking Mga Kabata," a notable example of Filipino lyric poetry?

- A) Andres Bonifacio
- B) Emilio Aguinaldo
- C) José Rizal
- D) Apolinario Mabini

You've successfully completed your journey through mind, skill, and heart. Rest up, adventurers—our next chapter awaits, filled with meaningful lessons that will inspire and challenge you in exciting new ways.

Chapter 2: Stories in Verses - Exploring Narrative Poetry



Knowledge Bridge – Recall and Reconnect

Answer the following questions based on the lesson. Provide clear explanations and examples to support your answers.

- What are some key elements used in lyric poetry to create emotion and rhythm, as seen in works like Sa Aking Mga Kabata?
- How can poetry be used in everyday life to express emotions or connect with others?

Now that we have immersed ourselves in the musicality and expressive depth of lyric poetry, let's venture further into the realm of poetry where storytelling takes center stage.



Your Path to Discovery

In this chapter, we'll dive into the fascinating world of narrative poetry, exploring its key concepts and practical application. You'll gain insights into how poetry serves as a powerful storytelling medium, shaping cultures, preserving history, and conveying emotions. We'll walk through real-world examples, including classic Filipino epic poems like "Ibong Adarna," "Biag ni Lam-ang," and "Hudhud ni Aliguyon", to solidify your understanding. Whether you're new to the subject or looking to deepen your appreciation of poetic storytelling, this chapter has something for everyone.

At the end of this chapter, you will be able to do the following:

- define narrative poetry and explain how it differs from other forms of poetry, focusing on its structure, elements, and purpose;
- analyze classic examples of Filipino narrative poetry, exploring their themes, motifs, and cultural significance;
- identify and interpret patterns and motifs in epic poetry, understanding how they contribute to storytelling and more profound meaning;
- evaluate the role of diction, tone, and mood in shaping the reader's experience, and analyze how poets use language to enhance their narratives;
- apply critical thinking skills to answer comprehension and reflection questions about narrative poems, connecting their lessons to real-life experiences;
- develop creative writing skills by composing your own narrative poem, incorporating a strong theme, poetic devices, and a clear structure; and
- express understanding through creative projects, such as dramatic performances, visual storytelling, or digital media presentations.

Get ready to expand your horizons and master the art of storytelling through poetry like never before!

LESSON 1

NARRATIVE POETRY:
TELLING STORIES THROUGH RHYMES





Path to Understanding

Have you ever heard a story told in the form of a song or poem? That's called narrative poetry! Narrative poetry is a special kind of poem that tells a story, but written in beautiful, rhythmic verses. It features characters, a setting, and a plot, similar to movies and fairy tales. This ancient form of storytelling originated from oral traditions, with people sharing poems about heroes, adventures, and life lessons. In the Philippines, epics like Biag ni Lam-ang and Hudhud ni Aliguyon are examples of narrative poetry, reflecting the values and beliefs of pre-colonial Filipinos.

Did You Know? Long ago, people didn't have books or the internet to share stories. Instead, they performed them aloud using poems! In the Philippines, we're lucky to have many famous examples of narrative poetry. One of these is "Ibong Adarna," a story about three brothers who go on an exciting adventure to find a magical bird that can heal their father, the king. Let's take a glimpse at the summary of "Ibong Adarna."

" **Once upon a time**, in the grand Kingdom of Berbania, there lived a noble¹ king named Fernando and his three sons: Don Pedro, Don Diego, and Don Juan. The kingdom² was known for its prosperity and peace, but dark clouds loomed over it when King Fernando fell gravely³ ill. No physician could cure him, and despair spread throughout the land. It was then that an old wise man revealed the only remedy⁴ to heal the king—a magical bird called the Ibong Adarna . This wondrous creature, with feathers that shimmered⁵ like gold, silver, and precious gems, possessed a song so enchanting it could lull anyone into deep slumber. However, capturing this elusive bird was no simple task; it resided atop Mount Tabor, guarded by perilous trials.

The king summoned his sons one by one, entrusting them with the mission to bring back the Ibong Adarna. Each son vowed to fulfill their father's wish, beginning with the eldest, Don Pedro. Armed with courage and determination, he set off on his journey toward Mount Tabor. Along the way, he encountered various challenges but eventually reached the fabled tree where the bird perched⁶. As night fell, the Ibong Adarna sang its mesmerizing⁷ melody, causing Don Pedro to fall asleep. When he awoke, he found himself transformed into stone—punished for failing to capture the bird.

Distraught⁸ at his brother's fate, Don Diego, the second son, resolved to succeed where Don Pedro had failed. He embarked on the same treacherous⁹ path, facing similar obstacles along the way. Upon reaching the sacred tree, he too succumbed to the bird's hypnotic song and suffered the same cruel punishment as his elder brother. News of both failures reached the youngest prince, Don Juan, who wept bitterly for his siblings' plight. Despite his youth, he felt compelled to try, driven by love for his father and brothers.

Don Juan began his quest, guided by humility and kindness. On his journey, he met a hermit who offered him wisdom and advice. "Be steadfast and pure of heart," the hermit¹⁰ counseled. "Do not let greed or pride cloud your purpose." With these words echoing in his mind, Don Juan pressed onward until he finally arrived at Mount Tabor. There, beneath the towering¹¹ tree, he prepared himself for the arrival of the Ibong Adarna.

As twilight descended, the mystical bird appeared, glowing brilliantly¹² against the dark sky. Its voice rang out, sweet and haunting, weaving spells through the air. Remembering the hermit's warning, Don Juan fought against the drowsiness¹³ overtaking him. Using sharp wit, he devised a plan: he cut his arm slightly and let the pain keep him awake. Thus, while the bird sang, Don Juan remained vigilant, observing every detail of its movements.

When the Ibong Adarna finished its performance, it settled down to rest. Seizing the moment, Don Juan carefully approached and threw a net over the bird, capturing it without harm. Overjoyed yet cautious¹⁴, he carried the bird back to the palace. Along the way, he discovered his petrified¹⁵ brothers and, using the bird's miraculous powers, restored them to life. Together, they returned home, united once more.

Upon presenting the Ibong Adarna to King Fernando, Don Juan recounted his adventures and sacrifices. The bird sang its divine song, filling the court with joy and healing energy. Miraculously, the king regained¹⁶ his strength and health, and the kingdom rejoiced. Grateful for his youngest son's bravery and selflessness¹⁷, King Fernando declared Don Juan his rightful heir.

However, the tale does not end here. Betrayal lurked within the royal family. Envious of Don Juan's success, Don Pedro and Don Diego conspired¹⁸ against him. They stole the Ibong Adarna and abandoned Don Juan in the forest, hoping to claim the throne for themselves. Alone and betrayed, Don Juan wandered aimlessly until he stumbled upon a humble cottage inhabited¹⁹ by Maria, a kind-hearted maiden. She nursed him back to health and became his ally in reclaiming what was rightfully his.

Through perseverance and the help of loyal friends, Don Juan exposed his brothers' treachery and retrieved the Ibong Adarna. In the end, justice prevailed, and Don Juan ascended²⁰ the throne, ruling wisely and justly alongside Maria, whom he married. Their reign ushered in an era of harmony and prosperity, ensuring that the legacy of the Ibong Adarna would be remembered forever.



Word Wizard – Power Up Your Vocabulary

¹**Noble** – Honorable and high in character or rank.

² **Kingdom** – A land ruled by a king or queen.

³ **Gravely** – Seriously or solemnly.

⁴ **Remedy** – A cure or solution.

⁵ **Shimmered** – Gleamed or sparkled softly.

⁶ **Perched** – Sat or rested on a high place.

⁷ **Mesmerizing** – Captivating or fascinating.

⁸ **Distraught** – Deeply upset or worried.

⁹ **Treacherous** – Dangerous or disloyal.

¹⁰ **Hermit** – A person living in isolation.

¹¹ **Towering** – Very tall or impressive.

¹² **Brilliantly** – Brightly or impressively.

¹³ **Drowsiness** – A state of sleepiness.

¹⁴ **Cautious** – Careful to avoid danger.

¹⁵ **Petrified** – Terrified or turned to stone.

¹⁶ **Regained** – Got back what was lost.

¹⁷ **Selflessness** – Putting others first.

¹⁸ **Conspired** – Secretly planned something.

¹⁹ **Inhabited** – Lived in or occupied.

²⁰ **Ascended** – Moved upward or rose.



Extend Your Learning!

Quest for Wisdom: Unraveling the Tale of Ibong Adarna

Instructions: Answer the following questions based on your understanding of the tale. Read each question carefully and respond in complete sentences.

Questions:

- Who were the three sons of King Fernando, and what task did they have to accomplish? (2 points)
- Where did the Ibong Adarna reside, and what made it special? (2 points)
- What qualities did Don Juan show that helped him succeed where his brothers failed? (3 points)
- If you were Don Juan, would you have forgiven your brothers after they betrayed you? Why or why not? (3 points)
- What lesson can we learn from the story of Ibong Adarna that can be applied in real life? (3 points)
- Below are six stanzas from the Ibong Adarna, presented in both Filipino and English. This will help you appreciate the original poetic beauty while understanding its meaning in English.

Narrative poems like "Ibong Adarna" teach us important lessons about kindness, bravery, and determination. They also connect us to Filipino culture and history in a meaningful way.



Trivia Time—A Timeless Filipino

"Ibong Adarna" is a beloved Filipino epic poem written as a "corrido," a traditional narrative poem in octosyllabic couplets. This classic tale, likely shaped by generations of oral storytelling, follows the adventures of three princes on a quest to find the mythical Adarna bird. The Adarna's enchanting songs possess the power to heal, and the princes embark on their perilous journey to cure their ailing father, the king. While the exact origins of the poem remain unclear, it stands as a cornerstone of Filipino literature, reflecting the rich cultural heritage and storytelling traditions of the archipelago.

Key Concepts Unveiled!

A corrido is a form of narrative poetry. It's a poetic narrative form that originated in Spain and was popularized in the Philippines during the Spanish colonial period. Corridos typically tell stories of heroism, love, adventure, or historical events. They often feature a strong, heroic figure and a dramatic plot.



LESSON 2

PATTERNS AND MOTIFS: THE SECRETS BEHIND TIMELESS TALES





Path to Understanding

Stories and poems follow recognizable patterns that guide their flow, from a hero's introduction to their trials and eventual resolution. Motifs, or recurring themes, deepen the meaning of these narratives by highlighting important ideas like bravery, sacrifice, or destiny. By analyzing these elements, we uncover the timeless structures that make tales like Ibong Adarna and Darangen both memorable and meaningful.

Narrative poetry has a **structure** similar to a story.

Patterns are the building blocks of stories. They help the poem flow from one part to the next in an organized way. Every story or poem has a beginning (where the story starts), a middle (where challenges happen), and an end (where everything gets resolved).

General Structure and Pattern

- Beginning: Introduction of hero, context, and the initial challenge. In "Ibong Adarna," we meet the king, the queen, and their three sons. The problem? The king is sick, and only the magical bird can heal him.
- Middle: A journey filled with trials, conflict, and displays of heroism. For instance, Don Juan's journey across valleys and mountains shows the trials he faces to find the Adarna.
- End: Resolution through triumph, often involving love, transformation, or redemption. For example, Don Juan succeeds, we see how his kindness and courage helped him.

A **motif** is an idea or theme that keeps appearing in a story. It's like a guiding light that helps us understand what the story is really about.

Example:

In Ibong Adarna, bravery is a major motif. Don Juan faces dangerous trials, but his courage helps him succeed. Another motif is sacrifice—Don Juan sacrifices his comfort and safety to save his family.



Extend Your Learning!

Echoes of the Darangen: Understanding Heroism in Maranao Culture

Carefully read the excerpt from the Maranao epic Darangen provided. Pay attention to repeated themes, symbols, and ideas. Afterwards, do the task that follows.

"Darangen" is an epic poem from the Maranao people of the Philippines, known for its rich narrative and cultural significance. Here is an excerpt highlighting essential events from the journey depicted in the epic:

Key Concept Unveiled!

The Sarimanok is a legendary bird in Maranao culture, symbolizing wealth, prestige, and good fortune. It is often depicted as a colorful, bird-like figure with elaborate decorations and is associated with the Islamic and pre-Islamic traditions of the Maranao people of Mindanao, Philippines. The Sarimanok plays a central role in their art and folklore, embodying the Maranao's rich heritage and artistic expression.

In the beautiful land of Mindanao, where rivers sang songs and mountains touched the sky, there lived a brave hero named Bantugan. He was no ordinary man—he was strong, kind, and full of courage. Bantugan came from the kingdom of Pagayawan, ruled by his older brother, King Madali. The kingdom was peaceful and happy under Madali's leadership¹, but trouble was brewing² beyond its borders. Bantugan had special weapons that made him even more potent. His shield, called Taming, could block any attack, and his spear³, Kamayong, always hit its target. But what made him truly special was his big heart and his love for his people.

One day, Bantugan fell in love with Princess Datimbang, a kind and beautiful woman. They promised to be together forever, but before they could marry, danger struck⁴. An enemy kingdom attacked Pagayawan, and Bantugan went to fight to protect his home. While he was away, someone jealous of him spread lies about him to King Madali. Believing these lies, Madali banished Bantugan from the kingdom.

Heartbroken but determined, Bantugan left Pagayawan and began a long journey. Along the way, he faced many challenges—wild animals, dangerous paths, and evil sorcerers⁵. But he never gave up. During his travels, magical spirits gave him a unique cape that let him fly. People started calling him the "Winged Warrior" because of this fantastic gift. Bantugan became famous for helping others. In one adventure, he saved a kingdom from a giant dragon that breathed fire. After defeating the dragon, the people wanted to reward him with gold and titles, but Bantugan refused. His heart was still set on returning home.

Years later, news reached Bantugan that Pagayawan was in trouble again. A vast⁶ army was attacking the kingdom. Without hesitation⁷, Bantugan flew back to help. With his shield and spear, he led the fight against the invaders⁸. His bravery inspired everyone, and together, they drove the enemies away. After the battle, Bantugan met King Madali. Instead of being angry, he forgave his brother. Madali realized his mistake and welcomed Bantugan back with open arms. Finally, Bantugan reunited⁹ with Princess Datimbang, and they got married in a joyful celebration.

Bantugan's story teaches us important lessons about courage, forgiveness, and staying true to yourself. Even when things get tough¹⁰, we can rise above them and make things right. That's why people still tell the story of Bantugan today—it reminds us of the power of hope and kindness.



Word Wizard – Power Up Your Vocabulary

¹Leadership – The ability to guide and influence individuals or groups.

²Brewing – The process of preparing a liquid, typically a beverage such as beer or tea.

³Spear – A long, pointed weapon used for thrusting or throwing.

⁴Struck – The past tense of "strike," meaning to hit forcefully.

⁵Sorcerers – They are typically associated with wizardry, enchantments, or mystical powers.

⁶Vast – Extremely large in size, extent, or quantity.

⁷Hesitation – A pause or delay in speech, action, or decision-making due to uncertainty.

⁸Invaders – People or forces that enter a place, territory, or country aggressively.

⁹Reunited – Brought back together after being separated.

¹⁰Tough – Strong, durable, or resilient, both physically and mentally.

Task: Answer the questions below to identify patterns and motifs in the story.

Part 1: Patterns and Themes

Repeated Actions or Events

- What events or actions happen multiple times in the story? (For 2 points, Identifies at least two repeated events.)
- Why do you think these actions are essential in the story? (3 points)

Themes

- What themes or big ideas (e.g., love, bravery, loyalty) did you notice in the story? (For 2 points, Identifies at least two key themes.)
- How are these themes connected to the characters' actions? (3 points)

Part 2: Motifs and Symbols

Recurring Symbols

- What objects, words, or natural elements appeared multiple times in the story? (2 points)
- What do you think these symbols represent? (3 points)

Cultural Connections

How do these motifs and patterns reflect Maranao culture and values? (5 points)

LESSON 3

THE POWER OF WORDS – DICTION, TONE, & MOOD IN NARRATIVE POETRY





Path to Understanding

A poet's choice of words, or diction, plays a crucial role in shaping the tone—the writer's attitude—and the mood—the emotions felt by the reader. Vivid and intentional word choices bring scenes to life, making emotions more powerful and stories more immersive. By analyzing diction, tone, and mood, we can deepen our understanding of poetry and appreciate the feelings and messages it conveys.

Diction means the poet's choice of words. Just like you pick clothes for different weather, poets choose words that fit the scene or emotion they want to express.

- Happy moments use light and cheerful words.
- Serious or scary moments use intense or dramatic words.

Example in Ibong Adarna:

- "With courage and wit, he made his start." Words like "courage" and "wit" show strength and determination.
- "It's songs could heal, its feathers bright." Soft, gentle words like "heal" and "bright" create a feeling of peace and beauty.

Poets frequently employ vivid imagery to breathe life into their words. Imagery refers to the use of language that evokes sensory experiences in the reader's mind, such as sights ("shimmering feathers"), sounds ("howling winds"), and feelings. By incorporating these sensory details, poets create a more immersive and impactful reading experience, allowing readers to connect with the poem on a deeper, more emotional level.

Now that we've explored diction, we can see how a poet's choice of words sets the stage for something even more impactful—tone and mood. Let's uncover how these elements work together to shape the emotional experience of a poem!

Tone is the "voice" of the poem. Is the narrator excited, calm, or scared? The tone helps us understand how the poet feels about the story.

Mood is how the story makes you feel. For example, a cheerful story might make you feel happy, while a mysterious one might make you feel curious.

Example from Ibong Adarna:

- When Don Juan catches the Adarna, the tone is joyful, creating a mood of excitement.
- When Don Pedro fails, the tone is serious, and the mood becomes tense.

By paying attention to tone and mood, we can better understand the emotions in a poem and connect to its message. By using also the right words, poets help us feel the feelings of the story, whether it's excitement, sadness, or hope.

Key Concept Unveiled!

Poets skillfully employ punctuation and rhythm to shape the tone and mood of their poems. Punctuation, such as an exclamation mark (!), can dramatically convey strong emotions like excitement or urgency. Similarly, the rhythm, created by the pattern of stressed and unstressed syllables, significantly influences the poem's flow and impact. For instance, short, choppy lines often evoke feelings of tension or fragmentation, while longer, flowing lines can create a sense of calmness or grandeur. Through the deliberate use of these elements, poets guide the reader's emotional response and create a unique and impactful poetic experience.



Extend Your Learning!

Tone Trek: Discovering the Hidden Feelings in Verse

Instructions: Below are ten poetic lines. Match each one with the correct tone and mood by choosing from the options given on the table. Write your answers in your notebook or enter them in a digital quiz format if applicable. (1 point each)

| Tone & Mood Choices | | | | |
|----------------------|----------------------|-----------------------------|----------------------|----------------------|
| A. Joyful & Cheerful | B. Sad & Melancholic | C. Mysterious & Suspenseful | D. Serene & Peaceful | E. Fearful & Intense |

Poetic Lines:

- "The golden sun bathed the fields in warmth as laughter filled the air."
- "Dark clouds loomed, and silence gripped the lonely town."
- "The melody of the harp drifted softly, bringing comfort to weary hearts."
- "Shadows danced along the alleyways as footsteps echoed in the night."
- "Tears welled in his eyes as he watched her fade into the distance."
- "Thunder crashed, and the wind howled like a beast unleashed."
- "The soft hum of the breeze whispered through the autumn leaves."
- "With a triumphant grin, she raised the trophy high above her head."
- "The flickering candle cast eerie shapes upon the old wooden walls."
- "His heart pounded as he crept through the abandoned house, fearing what lay ahead."

Follow-up Questions:

- How did the choice of words help you determine the tone and mood?
- Can a poem have more than one tone and mood? Why or why not?

The next time you read a poem or story, think about its structure, the words the writer used, and how it makes you feel. These lessons will help you not just in reading but in your adventures in life!

This is just the tip of the iceberg—let's dive into another situation where this concept takes on a whole new journey!

A Glimpse of the Original Ilocano Text: Here's a short excerpt from the original Ilocano version of Biag ni Lam-ang :

Ang Pagkilala sa Pangalan

Ilocano Original:

"Napanagan ti sangaili a tawid ti anakna,
'Lam-ang' ti nagan na nga ipapanangananna.
Saan a nakaammo ti amana ngem nagkakalim-ot,
Ngem ti ununa a sibubukel ket napintas met laeng."

English Translation:

"The mother asked who would name her child,
'Lam-ang' was the name given to him.
The father was absent but not forgotten,
Yet the firstborn was still perfectly blessed."

Ang Unang Salita ni Lam-ang

Ilocano Original:

"Saan a nagsardeng ti ubbing nga agsao iti unnat,
'Adu a kaawayen mi, ngem diak makitak.'
Ti bunggoy ti bantay ket agturonsit pannakaawis,
Ti dakkel a tao ket agturay nga agpatingnga."

English Translation:

"The child did not hesitate to speak his first words,
'Many enemies await me, but I fear none.'
The mountain peak echoed his bold declaration,
The great man walked forward, undaunted and fearless."

Key Concepts Unveiled!

An epic is a long story, often told as a poem, about a hero's big adventures and challenges. It usually talks about brave deeds, exciting journeys, and sometimes magical or superhuman events. Epics are passed down from generation to generation to teach lessons, share history, and entertain.

The Biag ni Lam-ang is an Ilocano epic that tells the story of Lam-ang, a legendary hero who exhibits extraordinary abilities and embarks on heroic adventures. The narrative is divided into three main parts: Lam-ang's birth and childhood, his quest to find his father, and his romantic pursuit of his wife, Ines Kannoyan.

Summary of Biag ni Lam-ang (The Life of Lam-ang)

Lam-ang was no ordinary child. From the moment he was born, he defied the natural order of life, speaking at just nine months old to ask about his father, Don Juan, who had gone to battle against the Igorots, determined to find him, the precocious infant set out on a perilous journey, accompanied by his loyal magical pets—a dog named Aso and a rooster named Kuko. After discovering that his father had been killed, Lam-ang confronted the Igorots, avenged Don Juan's death, and returned home triumphantly with his father's remains.

With this heroic deed behind him, Lam-ang turned his attention to love. He heard tales of Ines Kannoyan, a beautiful maiden from Calanutian, and resolved to make her his wife. Undeterred by the journey's challenges or the competition from other suitors, Lam-ang showcased his strength, wit, and charm to win her heart. His perseverance paid off, and the couple celebrated their union with a grand wedding feast.

However, Lam-ang's adventures were far from over. During a fishing trip, he dove into the river to catch a giant fish called berdeng, but the creature swallowed him whole. His companions recovered his lifeless body and brought it back to Ines, who was devastated. Following the guidance of Lam-ang's magical pets, she retrieved his bones and performed a ritual to get him back to life. Miraculously, Lam-ang rose once more, stronger than ever, and reunited with his beloved wife.



Trivia Time– About The Father of Ilocano Literature

"Biag ni Lam-ang" originated as an oral epic, passed through generations of Ilocano storytelling. Pedro Bukaneg, the "Father of Ilocano Literature," is credited with a significant role in its early written transcription, bridging the gap between oral tradition and documented text. However, it's crucial to acknowledge that the epic is a product of collective cultural memory, with Bukaneg's contribution to preserving this tradition through his linguistic expertise. While he is strongly associated with the written version, the epic's roots lie in the shared narrative heritage of the Ilocano people.



If you'd like to read a short story of Biag ni Lam-ang, feel free to check out this link!
<https://drcilearn.com/wp-content/uploads/2020/09/ENGLISH-7-FOR-pdf.pdf>

Now that we've explored the core concepts, it's time to see how they all come to life in the real world. Let's dive into the Epic Trials and discover how these ideas can be used in meaningful, everyday ways!



Epic Trials

Unlocking Quest 1

Lam-ang's Epic Quest: Tracing the Hero's Journey

Instructions: After the sample excerpt from the Ilocano epic Biag ni Lam-ang (The Life of Lam-ang). On a sheet of paper, answer the questions below to analyze the poem. You have 15–20 minutes to complete this activity. Each item is worth 5 points.

- What happens at the beginning, middle, and end of "Biag ni Lam-ang"?
- Can you identify the motif in "Biag ni Lam-ang" and explain how it is shown in different parts of the story? Why do you think this motif is essential?
- How does the way Lam-ang talks at the start of the poem make you feel? What kind of mood does it create?
- What lesson can we learn from Lam-ang's story? How do the events in the poem teach this lesson?

Submission: Submit your outputs in our e-classroom platform.

Unlocking Quest 2

Epic Lines: Weaving Your Adventure in Poetry

Instructions: Write a short narrative poem about a challenge or adventure, real or imagined. Create a beginning, middle, and end for your story. Include a motif like bravery, friendship, or perseverance to tie your story together. Use words (diction) to set the tone and create a mood that matches your story.

You may present your poem using any digital platform of your choice (e.g., Canva, Google Docs, PowerPoint, or even through video or audio recordings). Be creative and use visuals, sound effects, or animations to enhance your work.

Submission: Submit your outputs in our e-classroom platform.

Echoes of Reality

So how can you use what you've learned about narrative poetry?

- Understanding Story Structure: Knowing about patterns helps you write or tell your own stories in an organized way.
- Choosing the Right Words: Just like poets use diction, you can select words to express yourself clearly in your writing.
- Identifying Emotions: Understanding tone and mood can help you read between the lines in books or even in conversations with others.

How can understanding tone, mood, and word choice in narrative poetry help you communicate more effectively and interpret emotions in everyday conversations?



Trivia time—Timeless Philippine Epics

"In the Philippines, two famous examples of epics are Biag ni Lam-ang (Ilocano epic) and Hudhud ni Aliguyon (Ifugao epic).

- Darangen: A Maranao epic, considered one of the oldest and longest Philippine epics, known for its tales of war and abducted princesses.
- Hinilawod: A 29,000-verse epic from the Sulod people of Panay Island, taking about three days to chant in its original form. It offers valuable insights into their culture, religion, and rituals.
- Ibalong Epic: A Bicolano folk epic with varying lengths, influenced by Indian epics like the Ramayana and Mahabharata. It features tales of heroism, supernatural beings, and the origins of the Bicol region."

Narrative poetry is more than just a story—it's a way to connect to history, culture, and essential values. Poems like "Ibong Adarna" show us that kindness, bravery, and perseverance can help us overcome challenges.

The Hudhud ni Aliguyon is an oral tradition from the Ifugao people of the Cordillera region in the Philippines. It is an epic chanted during important occasions, such as rice harvests, weddings, and funerals. Due to its oral nature, there is no single, definitive text for the Hudhud. Instead, its content varies depending on the chanter, the context, and the audience. What follows is a summarized representation, but keep in mind that the whole chant may span hours or even days when performed.

Here is the summary of the Prowess of Aliguyon:



Hudhud ni Aliguyon

In the village of Hannanga, nestled¹ among the majestic mountains of the Cordilleras, lived Aliguyon, a warrior whose name carried the weight of victory and honor. From his earliest days, he was no ordinary child; his strength and intelligence set him apart even as a boy. He trained tirelessly under the guidance of his father, Amtalao, mastering the arts of war—how to wield² a spear with precision³, how to shield himself from harm, and how to strategize in battle. Yet, beyond physical prowess⁴, Aliguyon cultivated⁵ wisdom, learning the value of words and diplomacy, skills that would serve him well in the trials ahead.

The village of Hannanga had long been embroiled⁶ in a bitter feud with another settlement, led by Pumbakhayon, a warrior whose reputation matched Aliguyon's own. This conflict, rooted in disputes⁷ over honor and pride, had persisted for generations, leaving fields barren and families mourning⁸ their losses. Blood had been spilled countless times, yet neither side could claim true victory. The enmity between the two villages seemed unbreakable, casting a shadow over the once-thriving communities.

Determined to put an end to this cycle of violence, Aliguyon took it upon himself to confront Pumbakhayon directly. Armed with his spear and shield, he marched toward the rival village, ready to face his adversary⁹. When the two warriors finally met on the battlefield, they did not immediately resort to violence. Instead, they paused, sizing each other up, exchanging words that revealed mutual respect and admiration for one another's courage and skill. In that moment, they recognized that their shared values far outweighed¹⁰ the grievances that had divided them for so long.

Realizing the futility¹¹ of their prolonged conflict, Aliguyon and Pumbakhayon made a bold decision—they called a truce. Together, they vowed to unite their villages, transforming enemies into allies. Their resolution brought an end to the bloodshed, ushering in an era of peace and cooperation. Fields that had lain fallow were once again cultivated, and families began to heal from the wounds of war. Aliguyon's act of reconciliation¹² became a testament to the power of understanding and unity.

With peace restored, Aliguyon turned his attention to matters of the heart. His gaze fell upon Bugan, the radiant daughter of Pumbakhayon. Her beauty was matched only by her kindness and wisdom, qualities that resonated¹³ deeply with Aliguyon. Their union was more than a personal bond—it symbolized the merging of two once-divided worlds. Through their marriage, the ties between the villages grew stronger, cementing the newfound harmony that Aliguyon and Pumbakhayon had forged¹⁴.

Yet, life in the Cordilleras was fraught with challenges, and Aliguyon's role as a leader demanded constant vigilance¹⁵. News reached him of invaders threatening neighboring villages, seeking to plunder¹⁶ and destroy. Without hesitation, Aliguyon took up arms once more, driven by his duty to protect not only his own people but also those who sought refuge under his care. With unwavering resolve, he faced these threats head-on, defending his homeland with the same courage and skill that had earned him his legendary status.

Each victory further solidified Aliguyon's legacy as a protector of peace and justice. His actions inspired others to follow his example, fostering a spirit of solidarity and resilience¹⁷ among the Ifugao people. Through his deeds, Aliguyon demonstrated that true strength lies not in domination but in compassion, not in vengeance¹⁸ but in understanding.



Word Wizard – Power Up Your Vocabulary

- ¹Nestled** – Snugly or securely positioned.
- ²Wield** – To handle or use effectively.
- ³Precision** – Accuracy or exactness.
- ⁴Prowess** – Exceptional skill or ability.
- ⁵Cultivated** – Developed or refined.
- ⁶Embroided** – Involved in conflict or difficulty.
- ⁷Disputes** – Arguments or disagreements.
- ⁸Mourning** – Expressing sorrow for a loss.
- ⁹Adversary** – An opponent or enemy.
- ¹⁰Outweighed** – Was more significant than.
- ¹¹Futility** – Pointlessness or uselessness.
- ¹²Reconciliation** – Restoration of harmony.
- ¹³Resonated** – Evoked strong feelings or agreement.
- ¹⁴Forged** – Created with effort or falsified.
- ¹⁵Vigilance** – Careful watchfulness.
- ¹⁶Plunder** – To steal by force.
- ¹⁷Resilience** – Ability to recover quickly.
- ¹⁸Vengeance** – Revenge or retribution.

Now that we've explored the lesson content and built a solid foundation, it's time to put what we've learned into action. Let's jump into our first activity and see how well you can apply these ideas!

Quest of the Mind

Hudhud Chronicles: Unraveling Wisdom, Embracing Values

Analyze the philosophies, maxims, and universal truths in the "Hudhud ni Aliguyon" and connect them to real-life values. Engage in a reflective and analytical discussion with your peers to deepen understanding of valuing others' circumstances.

Instructions: Read the summary: "Hudhud ni Aliguyon." Answer the following questions on a sheet of paper or using any digital platform of your choice (e.g., Google Docs, Microsoft Word, Canva):

- Identify two key maxims or universal truths from the story. What do they mean?
- How does Aliguyon's journey show the values of bravery, empathy, and peace?
- What lesson does the resolution between Aliguyon and Pumbakhayon teach about valuing others?
- How can these lessons apply to your daily life?

Summarize your collective understanding of one key maxim or truth to share with the class.

Great work unlocking the mysteries and sharpening your minds! Now, let's take what we've discovered and see how we can bring it to life in exciting ways.

Skill Expedition

Echoes of Aliguyon: Art, Words, and Performance in a Timeless Tale

Translate Aliguyon's story into a creative medium of your choice, showcasing the values of bravery, empathy, and peace through performance, writing, or visual art.

Instructions: (Choose one of the following tasks)

- Reenact a key scene from Hudhud ni Aliguyon, focusing on the emotions and character growth of the characters. Highlight the values of bravery, empathy, and peace within the scene. Optional: Record your performance as a video presentation using a smartphone or camera. You may use video editing apps (e.g., CapCut, iMovie, or Canva) to enhance your output with captions, background music, or effects.
- Write a stanza that continues Aliguyon's story, introducing a new challenge he faces and how his values of bravery, empathy, and peace guide him. Optional: Share your stanza on a digital platform (e.g., Google Docs, Canva, or Padlet) with visuals or illustrations that complement your work.
- Design a poster or visual artwork that depicts the unity and harmony achieved in Hudhud ni Aliguyon. Ensure your design highlights the motif of peace and the values of bravery and empathy. Optional: Create your poster digitally using tools like Canva, Adobe Express, or MS Paint and share it during your presentation.

Additional Guidelines: Ensure your output emphasizes the motif of peace and reflects the values of bravery and empathy portrayed in the story. Present your work to the class in a 3–5 minute presentation.

Documentation Requirement: Ask someone to record your presentation (e.g., a classmate or family member) and submit the video as part of your final output. Use platforms such as Google Drive, YouTube (private link), or a shared class folder to upload and share your video.

You've practiced and mastered skills like true adventurers. Let's now shift our focus inward to reflect on what we've learned and explore the emotions and values that guide us.

Heart's Odyssey

Vision of Valor: Mapping My Future with Aliguyon's Wisdom

Reflect on the lessons from "Hudhud ni Aliguyon" and connect them to your own experiences and goals. Express your understanding through a letter or a creative vision board.

Instructions: (Choose one of the following tasks)

1. Write a reflective letter addressed to Aliguyon, sharing your thoughts about his journey. In your letter, address the following:

- What values did you learn from his story?
- How do these values apply to your life and challenges?
- How can you use his story to inspire your future goals?

Optional: Format your letter digitally using tools like Google Docs or Canva, incorporating decorative elements that reflect the story's themes.

2. Create a Vision Board: Design a vision board that visually represents how the themes and values from Hudhud ni Aliguyon (e.g., bravery, empathy, peace, and unity) align with your personal values and aspirations.

- Include images, symbols, and key words that reflect your goals and how the story inspires you.

Optional: Use digital tools like Canva, Pinterest, or Jamboard to create and share your vision board.

Presentation Guidelines: Present your letter or vision board to the class in a 3–5 minute explanation, sharing its significance and how it reflects your personal insights and future aspirations.

Optional: Record your presentation (individually or with assistance) and upload the video using platforms like Google Drive, YouTube (private link), or a shared class folder.

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Checkpoint Challenge – Measure Your Progress

Instructions: Complete the quiz below by selecting the best answer from the given options. Write your answers in the space provided. The quiz consists of 5 multiple-choice questions and 5 true-or-false questions.

Multiple Choice Questions (5 Questions)

1. What is narrative poetry?
 - A) A poem that uses rhyming words
 - B) A poem that tells a story
 - C) A poem without a clear structure
 - D) A poem focused on emotions only
2. In narrative poetry, what is a "motif"?
 - A) An idea or theme that repeatedly appears
 - B) The rhyme scheme of the poem
 - C) The sequence of events in the poem
 - D) The setting of the story
3. What are the three main components of the structure of a narrative poem?
 - A) Rhyme, meter, and theme
 - B) Beginning, middle, and end
 - C) Characters, setting, and dialogue
 - D) Stanza, verse, and chorus
4. In narrative poetry, what does "diction" refer to?
 - A) The rhyme scheme used
 - B) The emotional tone
 - C) The length of the poem
 - D) The poet's choice of words
5. What is the difference between tone and mood in a poem?
 - A) Tone is how the reader feels, mood is the poet's attitude
 - B) Tone and mood are the same
 - C) Tone is the poet's attitude, mood is how the reader feels
 - D) Tone is the rhyme scheme, mood is the meter

True or False Questions (5 Questions)

6. True or False: Narrative poetry does not include characters or a plot.
7. True or False: The mood of a poem is how the story makes the reader feel.
8. True or False: Diction in poetry refers to the poet's choice of words to fit the scene or emotion.
9. True or False: A motif is an idea or theme that repeatedly appears in a story.
10. True or False: In narrative poetry, the tone and mood are always the same.

You've successfully completed your journey through mind, skill, and heart. Rest up, adventurers—our next chapter awaits, filled with meaningful lessons that will inspire and challenge you in exciting new ways.

Chapter 3: Drama in Words: Unveiling Dramatic Poetry



Knowledge Bridge – Recall and Reconnect

Answer the following questions based on the lesson. Provide clear explanations and examples to support your answers.

- 1 .What are the key elements of narrative poetry, and how are they demonstrated in the story of Ibong Adarna?
- 2 .How can the lessons from narrative poetry, like those in Ibong Adarna, be applied to real-life challenges and family relationships?



Your Path to Discovery

In this chapter, we'll dive into the fascinating world of dramatic poetry, exploring its key concepts and practical applications. You'll gain insights into how poetic expression, performance, and theatrical elements come together to bring words to life. We'll walk through real-world examples, from classic literary works like Florante at Laura to contemporary spoken-word poetry, to solidify your understanding. Whether you're new to dramatic poetry or looking to deepen your knowledge, this chapter has something for everyone.

At the end of this chapter, you will be able to:

- Define dramatic poetry and distinguish it from other types of poetry, such as narrative and lyrical poetry;
- identify and analyze key elements of dramatic poetry, including diction, tone, style, and mood, and how they shape meaning and emotional impact;
- examine classic examples of dramatic poetry, such as Francisco Balagtas' Florante at Laura and Alejandro G. Abadilla's Ako ang Daigdig, to understand their literary significance and themes;
- develop expressive oral interpretation skills by performing dramatic poetry with appropriate voice modulation, facial expressions, and gestures;
- engage in creative writing by composing original dramatic poetry that reflects personal experiences, emotions, and universal themes;
- participate in Balagtasan-style debates and group performances, enhancing both critical thinking and teamwork skills; and
- reflect on the power of poetry as a tool for self-expression, cultural identity, and social change, connecting to real-world issues and personal experiences.
-

Get ready to step into the spotlight, explore the depths of human emotion, and master dramatic poetry like never before!



LESSON 1

DRAMATIC POETRY: BRINGING WORDS TO LIFE ON STAGE





Path to Understanding

Dramatic poetry is like a play in the form of a poem. It's written to be performed in front of an audience. It includes speeches, dialogues, or monologues that express emotions and tell stories. In dramatic poetry, words come alive through acting, gestures, and voice. Imagine reading a story aloud where every word feels full of energy and meaning—that's dramatic poetry!

Dramatic poetry is exciting because it:

- Explores emotions. It helps us understand how people feel in different situations.
- Combines art and action. It's a way to tell stories using both words and performance.
- Boosts self-expression. Performing dramatic poetry builds confidence and teaches us how to express ourselves better.

A great example from Philippine literature is in *Florante at Laura* by Francisco Balagtas. "*Florante at Laura*" is a classic Filipino literary piece by Francisco Balagtas. It is an awit (Filipino poetry) consisting of 399 stanzas, each with four lines. Below are some of the most important stanzas of the poem, along with their English translations:

| | |
|---|---|
| Stanza 1 (Opening Stanza): Filipino: "Sa isang madilim, gubat na mapanglaw, Dawag na matinik ay walang pagitan, Halos naghihirap ang kay Febong silang, Dumalaw sa loob ang lubhang masukal." | English: "In a dark, gloomy forest, filled with thorns, Where no clear path could be seen, The light of Phoebus (the sun) could barely penetrate, As the thick undergrowth made it even more desolate." |
| Stanza 29 (Florante's Lament): Filipino: "O palad ko! sa iyo'y nagtatampo, Bakit ang laki ng hirap ay di mo inaaloo? Ang mabangis na tadhana'y di mo matutulo, Sa puso ko't dibdib ay lagi kang nakasulo." | English: "O fate! I lament to you, Why do you not ease my immense suffering? You cannot quench the cruelty of destiny, For in my heart and chest, you always burn." |
| Stanza 231 (Laura's Beauty): Filipino: "Ang anyaya'y lalong sa bituin nakikita, Sa pisngi ni Laura'y nagmamalabis pa, Ang ningning ng araw sa mukha niya'y natatakpan, At ang kulay ng rosas sa pisngi ay namumutla." | English: "Her radiance outshines even the stars, On Laura's cheeks, it is even more evident, The brightness of the sun pales in comparison to her face, And the color of roses fades beside her cheeks." |

| | |
|---|---|
| <p>Stanza 341 (Florante's Love for Laura): Filipino:</p> <p>"Laura, ang ngalan mo'y laging nasa dibdib, Sa bawat sandali'y ikaw ang laman ng isip, Kahit sa hirap at ligaya'y ikaw ang alaalang titig, Sa puso ko'y walang ibang naghahari kundi ikaw."</p> | <p>English:</p> <p>"Laura, your name is always in my heart, In every moment, you are in my thoughts, Whether in hardship or joy, you are my constant memory, In my heart, no one reigns but you."</p> |
| <p>Stanza 399 (Closing Stanza): Filipino:</p> <p>"At sa wakas, ang lahat ay nagwakas din, Ang hirap at ligaya'y naglahong parang hangin, Ngunit ang pag-ibig namin ay hindi magmamaliw, Sa puso't alaala'y habang buhay na sasariwa."</p> | <p>English:</p> <p>"And in the end, everything came to an end, The suffering and joy vanished like the wind, But our love will never fade, In our hearts and memories, it will forever remain fresh."</p> |

These stanzas highlight love, suffering, and fate, central to the narrative of "Florante at Laura." The poem is a masterpiece of Filipino literature, blending romance, heroism, and moral lessons.



Trivia Time—About The Author

Francisco Balagtas (1788–1862) was a celebrated Filipino poet and playwright, regarded as the "Prince of Tagalog Poets." Born in Bigaa, Bulacan, Philippines, he is best known for his epic masterpiece *Florante at Laura*, written in Tagalog during the Spanish colonial period. The work is a literary classic that explores themes of love, betrayal, oppression, and patriotism, blending allegory and social critique. Balagtas' contributions to Philippine literature shaped the development of Tagalog as a medium for artistic expression. His legacy endures as a symbol of Filipino cultural identity, with his influence extending to contemporary literature and the Balagtasian debate tradition.



Did you know that Balagtas inspired the Balagtasian, a Filipino poetic debate? This art form is still celebrated today!

If you'd like to learn more about Francisco Balagtas, feel free to check out this link!

https://www.bulakenyo.ph/francisco-balagtas-the-ultimate-filipino-poet/?utm_source



Extend Your Learning!

From Words to Feelings: A Dramatic Journey Through Poetry

Instructions Read & Analyze the Poem. Then Express the Emotions through Performance. Form small groups of 3-4 students. Each student picks one emotion to focus on. Rehearse and perform the stanza, emphasizing:

- ✓ Voice modulation (adjusting tone, pitch, and volume)
- ✓ Facial expressions (showing the character's emotions)
- ✓ Gestures and movement (using body language to enhance meaning)
- One student should record the performance for documentation.

Reflect and Share

- After the performance, each group answers the following questions:

How did your interpretation change when you used different emotions?

What challenges did you face in expressing emotions through poetry?

How does dramatic poetry help us understand human emotions better?

- Share responses through a Google Form, Padlet post, or Flipgrid video response.

Now that we've explored the storytelling magic of narrative poetry, it's time to shift gears and step onto the stage. In our next lesson, we'll dive into dramatic poetry, where characters come alive through dialogue and monologue, creating a theatrical experience on the page.

LESSON 2

DICTION, TONE, STYLE, AND MOOD: THE ART OF DRAMATIC EXPRESSION





Path to Understanding

Diction means selecting words that sound natural when spoken but also deliver powerful messages. In dramatic poetry, poets carefully pick words that are easy to say but full of meaning. The right words can help the audience understand the message and feel the emotions clearly.

Let's look at a famous excerpt from Francisco Balagtas' Florante at Laura:

Stanza 29 (Florante's Lament):

Filipino:

"O palad ko! sa iyo'y nagtatampo,
Bakit ang laki ng hirap ay di mo inaaló?
Ang mabangis na tadhana'y di mo matutulo,
Sa puso ko't dibdib ay lagi kang nakasulo."

English:

"O fate! I lament to you,
Why do you not ease my immense suffering?
You cannot quench the cruelty of destiny,
For in my heart and chest, you always burn."

This monologue shows Florante expressing sadness and loneliness. Can you imagine how emotional these words would feel if spoken by someone on stage?

In a Balagtasan debate, diction helps performers argue convincingly:

"Is love that rules the heart, or does duty conquer all?
Shall we serve our dreams, or let the nation call?"

Another example from a Balagtasan Debate:

"Kung wika'y mawawala, kultura'y mabubura,
Sa ating mga puso, taglayin itong sinta!"

(English Translation: "If language disappears, culture will be erased, In our hearts, let us cherish it and keep it embraced!")

The first example shows how diction makes an argument more potent, and the second shows how strong word choices can make an argument more persuasive. Imagine performing this line. How do the chosen words make it feel powerful?



Extend Your Learning!

Hands That Build, Minds That Lead: A Rhythmic Debate

Let's bring this powerful Balagtasan text to life! Here's how we'll do it:

Stanzas for the debate:

| Debater 1: | Debater 2: |
|--|---|
| "The farmer works under the blazing sun, His sweat, this tiny seed of bread for everyone. How can we ignore his noble part, When his hands create life with a beating heart?" | "But the thinker shapes the world anew, His mind builds bridges and skies so blue. Without invention, could labor succeed? The thinker leads where all proceed." |
| "With every grain, his toil ensures, A nation's strength, a life secured. What value holds invention's might, Without the farmer's daily fight?" | "Yet ideas ignite the farmer's field, Machines to harvest a greater yield. Progress springs where thought takes flight, And leads us all toward the light." |

Step into the Role: Choose your side! Are you the hardworking farmer (Debater 1) or the brilliant thinker (Debater 2)? Once decided, practice your lines with purpose.

- Feel the Words: When you read, don't just say the lines—feel them! Put yourself in the shoes of the character. Focus on intonation, expression, and clarity. How would a proud farmer or an inspired thinker sound?
- Perform with Passion: Deliver your lines with confidence. Your goal is to persuade others that your character's contribution is essential. Have someone take a video during the presentation.
- After the Debate: Time to reflect! Let's discuss as a class:

- What values do the farmer and thinker represent?
- How did the diction (word choice) affect the power of their arguments?
- Did their words change how you see their contributions?
-

Key Concept Unveiled!

Balagtasan is a traditional Filipino form of debate done in poetic verse. It involves two or more speakers presenting opposing ideas on a topic, using rhyme and rhythm to express their arguments. It is named after the Filipino poet Francisco Balagtas.

Diction sets the stage, but how do the poet's word choices influence the overall feeling of a dramatic poem? This is where tone and mood take center stage, shaping the emotional intensity and pulling readers into the heart of the drama.

- Tone: This is the character's attitude when speaking. Are they happy, angry, or sad?
- Mood: This is how the audience feels. A happy tone creates a cheerful mood, while a sad tone can make the audience feel emotional.

An example from Florante at Laura is that when Florante speaks about his suffering, his tone is sorrowful and emotional. The audience feels reflective and empathetic, sharing in his sadness.

Another example, let's practice with this short poem:

"The sun smiles at the flowers;
The breeze dances through the trees."

Try reading it with a happy tone, then a sad tone. How does the mood change? This shows how tone influences mood.



Extend Your Learning:

Whispers in the Dark: Exploring the Power of Tone

Begin by carefully reading the dramatic poetry stanza below:

Beneath the shadow of this mournful tree,
I cry out to the stars, "Why abandon me?"
Each tear a whisper, each sob a plea,
The world is cruel—no solace do I see.

The sky, once vibrant, now veiled in despair,
Holds no promise of light, no mercy to spare.
Yet through the darkness, a faint echo grows—
A reminder of strength, even sorrow bestows.

Instructions: Read the given stanza and analyze the tone of the speaker. Discuss with your group how the tone affects the mood for the audience. Provide textual evidence to support your analysis. Share your findings with the class. Individually, write a short reflection connecting tone and mood to universal human experiences or values.

Tone and mood set the stage for the emotions and atmosphere in dramatic poetry, drawing us into its intense and theatrical world. But what truly makes dramatic poetry stand out is its style—the unique way language, structure, and expression are crafted to captivate and move the audience. Let's explore how style brings these dramatic moments to life.

Style is how poets make their dramatic poetry unique. It can include:

- Monologues: Long speeches by one character.
- Dramatic pauses: Stopping for effect to make the audience feel suspense.

Example: From Florante at Laura:

"Betrayed by my kin, where shall I go?
In the darkness of this forest, who will guide me?"

Notice how the pauses add drama. When you perform it, try pausing after "Betrayed by my kin." How does it make the performance more intense?

Example from Florante at Laura:

"Oh, love! To you alone I surrender,
My sorrow and grief, hidden in your embrace and

This translation retains the repetition (Oh, love!) and emotional imagery, emphasizing the profound emotional impact of love on the character.

Now that we've explored the core concepts, it's time to see how they all come to life in the real world. Let's dive into the Epic Trials and discover how these ideas can be used in meaningful, everyday ways!



Epic Trials

Unlocking Quest

The Poetic Self: Expressing Identity Through Voice and Verse

Begin by carefully reading the dramatic poem below, "Ako ang Daigdig" (I Am the World) by Alejandro G. Abadilla, along with its English translation.

I
ako
ang daigdig

ako
ang tula

ako
ang daigdig
ang tula

ako
ang daigdig
ng tula
ang tula
ng daigdig

I
I
am
the world

I
am
the poem

I
am
the world
the poem

I
am
the world
of the poem
the poem
of the world

ako
ang walang maliw na ako
ang walang kamatayang ako
ang tula ng daigdig

II
ako
ang daigdig ng tula

ako
ang tula ng daigdig

ako
ang malayang ako
matapat sa sarili
sa aking daigdig
ng tula

ako
ang tula
sa daigdig

ako
ang daigdig
ng tula
ako

III
ako
ang damdaming
malaya

ako
ang larawang
buhay

ako
ang buhay
na walang hanggan

ako
ang damdamin
ang larawan
ang buhay

damdamin
larawan
buhay
tula
ako

I
am
the eternal I
the immortal I
The poem of the world

II
I
am
the world of the poem

I
am
The poem of the world
I
am
the free I
true to myself
in my world
of the poem

I
am
the poem
in the world
I
am
the world
of the poem

I
III
I
am
the boundless feeling
I
am
the vivid image

I
am
the endless life

I
am
the feeling
the image
the life
feeling
image
life
poem
I

IV
ako
ang daigdig
sa tula

ako
ang daigdig
ng tula

ako
ang daigdig

ako
ang tula

daigdig
tula

ako

IV
I
am
the world
in the poem
I
am
the world
of the poem
I
am
the world
I
am
the poem
world
poem
I



Trivia Time- About The Author

Alejandro G. Abadilla was a prominent Filipino poet, essayist, and fiction writer. He is considered one of the most notable figures in the development of modern Filipino poetry. Abadilla advocated modernism and challenged traditional forms and themes in Tagalog literature. He championed the concept of "Ako ang Daigdig" (I Am the World), emphasizing individual expression and artistic freedom. His bold and innovative style left a lasting impact on Philippine literature.



If you'd like to learn more about Alejandro G. Abadilla, feel free to check out this link!

<https://kahimyang.com/kauswagan/articles/993/today-in-philippine-history-march-10-1906-alejandro-g-abadilla-was-born-in-rosario-cavite>

Instructions:

1. Reading and Understanding the Poem

Form pairs or small groups and read "Ako ang Daigdig" aloud, along with its English translation. Pay close attention to the poem's rhythm, repetition, and fragmented structure. Discuss the meaning of key phrases and how the poem redefines the self (ako) in relation to the world (daigdig) and poetry (tula). Highlights the essential pauses and moments that require emphasis.

2. Performance Preparation (Choose only one)

- Dramatic Interpretation:**

Assign roles or divide stanzas among group members. Experiment with voice modulation, gestures, and movement to enhance the performance. Use facial expressions and body language to express the emotions and intensity of the poem.

- Choral Reading or Spoken Word:**

Groups may read in unison, alternate lines, or add layered voices for dramatic effect. They can also try different speeds and tones to create contrast in meaning and impact.

3. Performance Activity

Each group will present their dramatic reading/performance of "Ako ang Daigdig". Creative elements such as background music, lighting effects, or minimal props enhance the performance. The audience will observe how intonation, pacing, and delivery affect the poem's meaning. Have Someone take the performances and upload them to our e-classroom.

4. Reflection and Discussion (5 points each)

- How did performing the poem change your understanding of its message?
- How does repetition influence the way the poem is delivered and received?
- What emotions or themes stood out the most during the performances?
- How does Abadilla's use of free verse challenge traditional forms of poetry?

Echoes of Reality

So how can you use what you've learned about dramatic poetry?

- Express Yourself Creatively: Acting out a poem lets you show how you feel through words and actions.
- Improve Public Speaking: Practicing dramatic poetry builds confidence when speaking in front of others.
- Understand Emotions: Recognizing tone and mood can help you understand characters in stories—or even real people better!

How can understanding tone and mood in dramatic poetry help you better connect with and empathize with the people around you in real-life situations?

Dramatic poetry is where words come alive. It combines emotions, performance, and storytelling to help us connect with others and understand the world better. By learning about diction, tone, and style, you can create your own dramatic performances and explore emotions in new and exciting ways! As we've learned about the structure and themes of dramatic poetry, let's transition to an activity that challenges us to identify and articulate universal truths through verse

A Heart in Chains, A Spirit Unbound

Oh, my beloved land, cradle¹ of dreams,
Beneath the skies, your beauty gleams.
But why do your rivers, so pure and wide,
 Carry the tears of those who cried?
 For chains grip tight around your soil,
 While your children bend and toil².
 Oh, how the wind whispers of pain,
Yet our hearts rise, though bound in chains. (pause)

They came with flags, with words so sweet,
 Promised blessings, but brought defeat.
They carved their mark on our golden shore,
 And left us weaker than before.
 Fields of gold turned fields of red,
As freedom fell and silence spread. (pause)
 But listen now! The earth still hums³,
 A song of strength—our time will come.

Through nights so long, we learned to fight,
 With every star, we found new light.
The plow and pen, the voice, the blade,
 All weapons in the stand we made.
Though mountains high and seas divide,
We stand as one, with hope as guide. (pause)
 And even when the skies grow dim⁴,
 Our song of freedom shall not be grim.

Oh, dearest land, with wounds so deep,
 Your story wakes, it will not sleep.
The trees shall whisper of your might,
 The rivers roar of your endless fight.
 For though we fall, we rise again,
Through storms and grief⁵, through loss and pain. (pause)
 And when the dawn⁶ breaks, soft and genuine,
 It will sing of us, and sing of you.

So let them hear—those far, those near,
 A voice of courage⁷ loud and clear.
No chains shall hold the free heart,
 No darkness binds destiny.
For we are the soul of this blessed land,
Together we rise, together we stand. (pause)
 Oh, Philippines, forever strong,
 Your people sing an endless song.



Word Wizard – Power Up Your Vocabulary

¹Cradle - A place where something begins or is nurtured; often refers to the start of life.

²Toil - Hard and continuous work or labor.

³Hums - Makes a low, steady sound; often used to describe quiet movement or energy.

⁴Dim - Not bright; faint or shadowy.

⁵Grief - Deep sorrow or sadness, especially after a loss.

⁶Dawn - The first light of day; sunrise.

⁷Courage - The ability to face fear or challenges without giving up.

Now that we've explored the lesson content and built a solid foundation, it's time to put what we've learned into action. Let's jump into our first activity and see how well you can apply these ideas!

Quest of the Mind

Beyond the Chains: Finding Universal Truths in Poetry

Explore the universal truths and philosophies in A Heart in Chains, A Spirit Unbound, fostering an understanding of how literature reflects diverse human experiences.

Instructions:

Step 1: Read the Poem Aloud. Read A Heart in Chains, A Spirit Unbound as a class. Pay attention to **tone, expression, and dramatic pauses** to bring out the poem's emotional depth and themes of freedom, resilience, and unity.

Step 2: Group Discussion. Form groups of 4–5 and discuss the poem. Focus on identifying universal truths and philosophies embedded within the lines.

Guiding Questions:

- What are the universal truths or life philosophies conveyed in the poem?
- How do these truths emphasize valuing others and their unique circumstances?
- Which specific lines or stanzas best support these ideas?

Step 3: Maxim Collage Creation. Create a visual collage as a group that highlights at least **three maxims or universal truths** from the poem. **Collage Guidelines:**

- Include meaningful illustrations, colors, or designs representing freedom, resilience, and unity.
- Add captions or short descriptions of the selected maxims to explain their significance.

Optional: Create your collage digitally using tools like Canva, Google Slides, or PowerPoint. Use images, clipart, or video snippets to make your collage interactive.

Step 4: Presentation. Presentations should be **3–5 minutes** long. Each group will present their collage to the class. During the presentation:

- Explain the maxims your group selected.
- Discuss how these universal truths connect to valuing other people's experiences and circumstances.
- Use specific lines from the poem to strengthen your explanation.

Optional Enhancements:

- Video Documentation: Record your group discussions or collage creation process as a behind-the-scenes video. Share this with the class to showcase your collaborative efforts.
- Interactive Display: If you are creating digitally, upload your collage to platforms like Padlet or Jamboard, allowing classmates to view it and leave comments or reflections.

Great work unlocking the mysteries and sharpening your minds! Now, let's take what we've discovered and see how we can bring it to life in exciting ways.

Skill Expedition

From Chains to Freedom: A Theatrical Journey of the Soul

A Heart in Chains, A Spirit Unbound will be brought to life through a group dramatic performance, focusing on tone, gestures, and emotional delivery.

Instructions:

Step 1: Divide into Groups. The class will be divided into groups, each assigned a specific stanza from the poem.

Step 2: Prepare the Performance. Within your group, analyze your assigned stanza and plan your delivery. **Consider the following:**

- Tone: What emotions or mood does the stanza convey?
- Gestures: What actions or movements can enhance your delivery?
- Pauses: Where should you pause to emphasize key lines or words?

Practice delivering your stanza with confidence, expression, and appropriate pacing.

Optional Enhancements: Use props, costumes, or background music to add depth to your performance. Record your practice session to review and refine your delivery.

Step 3: Perform. Groups will perform their assigned stanzas in sequential order. Aim for a smooth flow between groups to maintain the narrative and emotional impact of the poem. Focus on delivering your stanza with clarity, emotion, and connection to the poem's overall message.

Optional: Record the entire class performance and edit it into a video presentation using tools like CapCut, iMovie, or Canva.

Step 4: Reflect. After all performances, hold a class discussion or write a short reflection on the following:

- How did performing the stanza help you better understand its tone and message?
- What new insights did you gain about the poem as a whole?
- How did the collaborative nature of the activity enhance the experience?

You've practiced and mastered skills like true adventurers. Let's now shift our focus inward to reflect on what we've learned and explore the emotions and values that guide us.

Heart's Odyssey

Unchained Voices: Crafting Dramatic Poetry with Purpose

Write a dramatic poem inspired by A Heart in Chains, A Spirit Unbound, reflecting your values, emotions, and purpose.

Instructions:

1. Reflect on a Theme: Choose a theme or issue that resonates with you, such as freedom, resilience, love, or unity. Consider why this theme is meaningful and how you want to convey it emotionally and visually in your poem.

2. Write a Dramatic Poem:

- **Structure:** Create a 3–4 stanza poem.
- **Elements:**
 - Use **pauses** (e.g., line breaks, punctuation) to enhance the flow and drama.
 - Incorporate **vivid imagery** that appeals to the senses (sight, sound, touch, etc.).
 - Infuse **emotional depth** by expressing thoughts and feelings in a way that connects with your readers.
- **Resolution:** End your poem with a **hopeful or inspiring resolution** that leaves a lasting impression.

3. Share Your Work: Present your poem to the class or within small groups. Use dramatic reading techniques like varying tone, volume, and pacing to bring the poem to life.

4. Class Anthology: Submit your poem to be included in a **class anthology of dramatic poetry**. This collection of everyone's work will celebrate the themes and emotions expressed.

Optional Digital Task:

Use a digital platform, such as Canva, Google Docs, or any poetry website, to create a visually appealing presentation of your poem. To enhance its impact, add complementary visuals, backgrounds, or even audio recordings of your reading. Submit your digital version for inclusion in the anthology or share it during your presentation.

Your journey has revealed so much about who you are and what you value. Let's put everything together and prepare for the ultimate test in our Checkpoint Challenge!



Checkpoint Challenge – Measure Your Progress

Instructions: This quiz consists of 10 questions based on Lesson 3: "Drama in Words: Unveiling Dramatic Poetry." Answer all questions to the best of your ability. Each question is worth 1 point, totaling 10 points.

Multiple Choice Questions

1. What is a defining feature of dramatic poetry?
 - A) It is written exclusively for silent reading.
 - B) It avoids expressing emotions.
 - C) It includes speeches, dialogues, or monologues meant to be performed.
 - D) It only tells factual stories.

2. Which of the following is NOT a reason why dramatic poetry is exciting?
 - A) It explores emotions.
 - B) It combines art and action.
 - C) It boosts self-expression.
 - D) It limits the use of gestures.

3. What does 'diction' refer to in dramatic poetry?
 - A) The rhyme scheme used in the poem.
 - B) The selection of words that sound natural and convey powerful messages.
 - C) The overall theme of the poem.
 - D) The length of the poem.

4. How does 'tone' differ from 'mood' in dramatic poetry?
 - A) Tone is the setting, while mood is the theme.
 - B) Tone is the character's attitude, while mood is how the audience feels.
 - C) Tone is the rhyme scheme, while mood is the meter.
 - D) Tone and mood are the same.

5. Which of the following is a stylistic element used in dramatic poetry?
 - A) Monologues
 - B) Free verse
 - C) Haiku
 - D) Sonnet

Identification Questions

6. Define 'monologue' as used in dramatic poetry.

7. What literary work by Francisco Balagtas is highlighted as an example of dramatic poetry?

8. Differentiate between 'tone' and 'mood' in the context of dramatic poetry.

9. Name two stylistic elements commonly used in dramatic poetry to enhance performance.

10. Name the Filipino poetic debate inspired by Francisco Balagtas.

You've successfully completed your journey through mind, skill, and heart. Rest up, adventurers—our next chapter awaits, filled with meaningful lessons that will inspire and challenge you in exciting new ways.



Final Reflections – Your Hero's Journey

A. Recap

In this journey, we'll enter the magical world of poetry, where words express feelings, tell stories, and bring characters to life. Through lyric, narrative, and dramatic poetry, we'll explore how Filipino traditions and creativity connect us to our emotions, culture, and heritage. Each lesson shows how poetry helps us express ourselves and inspires us to create something meaningful. Let's dive into this world of words and discover its wonders!

Chapter 1: Rhymes and Rhythm - Exploring Lyric Poetry

Have you ever heard a song that made you happy, sad, or inspired? That's what lyric poetry does—it's like a song without music! In the Philippines, kundiman (love songs) and harana (serenades) express admiration and love, while works like José Rizal's *Sa Aking Mga Kabata* remind us to cherish our language and culture. Lyric poems use rhyme and rhythm to make the words flow beautifully, while tools like metaphors and alliteration create vivid pictures in our minds. Lyric poetry is perfect for sharing your emotions, celebrating special moments, or expressing your thoughts. Why not try writing one to brighten someone's day?

Chapter 2: Stories in Verses - Exploring Narrative Poetry

Imagine hearing a story about a magical bird or a brave hero—but instead of reading it in a book, it's told through poetry. That's narrative poetry! Filipino classics like *Ibong Adarna* and *Biag ni Lam-ang* share exciting adventures and life lessons through rhythmic verses. These poems have a beginning, middle, and end, with recurring ideas like bravery, kindness, and perseverance. Narrative poetry helps us organize our ideas and inspires us to create stories. Maybe your next big adventure could become a poem too!

Chapter 3: Drama in Words: Unveiling Dramatic Poetry

Have you ever acted out a scene and felt like the character came alive? That's what dramatic poetry does—it turns poems into performances! Filipino works like *Florante at Laur*, let us step into the shoes of characters, feeling their emotions and telling their stories. Dramatic poetry teaches us to use words, gestures, and tone to create powerful performances. It's like preparing for a presentation or sharing a story with friends. Performing dramatic poetry builds confidence and helps us connect with others. Are you ready to step into the spotlight and make your words shine?

Wrap-up:

Poetry is more than words—it's a way to express who we are and connect with the world around us. Lyric poetry helps us share our emotions, narrative poetry lets us tell exciting stories, and dramatic poetry brings characters to life through performance. We celebrate our culture through Filipino poetry and discover how words can inspire and unite us. So, what will you write today? A heartfelt lyric poem, a thrilling narrative, or a dramatic performance? The choice is yours—let your creativity take flight!

B. Values Integration

Poetry isn't just about words—it's a doorway to understanding emotions, culture, and life's essential lessons. Lyric poetry teaches us to express our feelings creatively, like when we want to cheer up a friend with kind words or show appreciation for someone we care about. It also reminds us to value our Filipino heritage through the beauty of kundiman and harana. With its tales of courage and kindness, narrative poetry inspires us to persevere and stay true to our values, just like Don Juan in Ibong Adarna. These lessons encourage us to embrace challenges and connect with others through empathy and love.

Dramatic poetry, however, helps us find our voice and grow in confidence. Whether preparing for a school presentation or simply sharing a heartfelt story with friends, we learn how to express ourselves in a way that touches others. By exploring the magic of poetry, we discover how to turn words into a powerful tool to celebrate culture, build relationships, and bring joy to the people around us. So why not write your poem, act out a scene, or share a story today? Your creativity and voice might inspire someone else to do the same!

C. Post-Test

Instructions: Read each question carefully and select the best answer. This pretest consists of 10 questions: 5 multiple-choice and five true/false. Answer all questions to the best of your ability. This pretest evaluates your prior knowledge and prepares you for the upcoming lessons on poetry.

Multiple Choice Questions

1.Which of the following best describes "rhyme" in poetry?

- A) The overall message or lesson of the poem
- B) The use of descriptive language to create images
- C) The matching of sounds at the end of lines
- D) The rhythm or beat of the poem

2.What is "meter" in the context of poetry?

- A) The emotional tone of the poem
- B) A steady beat or rhythm in the lines of a poem
- C) The central theme or subject of the poem
- D) The use of exaggerated language for effect

3.In literary analysis, what does "diction" refer to?

- A) The sequence of events in a poem
- B) The choice and use of words by the poet
- C) The emotional atmosphere created by the poem
- D) The recurring elements or motifs in the poem

4.Which figure of speech involves a comparison using "like" or "as"?

- A) Simile
- B) Alliteration
- C) Metaphor
- D) Hyperbole

5.What is a "motif" in literary terms?

- A) The conclusion of the poem
- B) The pattern of rhyme in the poem
- C) The main character in a narrative poem
- D) A recurring element that has symbolic significance

True or False Questions

6.True or False: Tone refers to the emotions conveyed by the poet in a poem.

7.True or False: Mood is the emotional response that a reader feels while reading a poem.

8.True or False: Alliteration is the repetition of vowel sounds within words in a poem.

9.True or False: Structural context in literary analysis includes rhyme, meter, and diction.

10.True or False: A literary work's historical context examines the period and events surrounding its creation.

D. Performance Task

Verses of the Archipelago: Weaving Words, Culture, and Identity

This performance task encourages you to create and present an original poem inspired by Philippine poetry. The poem will reflect their local or national identity, incorporate cultural elements, and include multimodal features for an enriched presentation. The task emphasizes teamwork, communication, and real-life applications, helping students connect their work to broader contexts such as school and community.

Instructions:

Understand the Task: Create an original poem in the style of Philippine poetry (lyric, narrative, or dramatic) that reflects Filipino culture and identity. Collaborate with a peer or small group for brainstorming, feedback, and ideas. Enhance your poem with multimodal elements like visuals, calligraphy, or an audio recording. Present your poem to an audience (classmates or a school/community event) to celebrate its meaning and impact.

Steps to Completion:

Step 1: Analyze and Learn: Read two sample Philippine poems provided in class. Discuss the poetic styles, forms, and cultural features with your group. Use the provided checklist to evaluate the poems' clarity, purpose, and cultural identity.

Step 2: Plan Your Poem. Choose your theme (e.g., family, heritage, nature, or community) and purpose (e.g., to inspire, educate, or entertain). Use a graphic organizer for brainstorming worksheets to outline your ideas.

Step 3: Write the Poem. Compose your poem using appropriate structure and poetic features like rhythm, rhyme, and imagery.

Step 4: Revise and Enhance. Share your poem with your group for feedback. Focus on improving coherence, cohesion, and cultural relevance. Revise your poem based on suggestions and refine its content.

Step 5: Add Multimodal Elements. Decide how to present your poem creatively. Examples:

- Include an illustration or artistic border.
- Record yourself reading the poem aloud with background music.
- Design a digital slide with visuals and animations.

Step 6: Present and Celebrate. Present your poem in class, during a school event, or at a family gathering. If presenting live is not possible, submit a recorded presentation. Submit a written and polished copy of your poem to your teacher.

Reflection: After presenting your poem, write a short reflection: How does your poem reflect your cultural identity, and how did inspiration, feedback, and teamwork shape your work and personal growth?

Submission Deadline: 7 days from the start date.

UNIT 2



**Discovering Filipino Prose:
Stories That Reflect Our Identity**



The Story Unfolds

Welcome to the magical world of prose! Filipino prose has a fantastic history, starting from the oral traditions of pre-colonial times when epic tales and folktales preserved stories of bravery, wisdom, and culture. With the arrival of Spanish colonizers in the 16th century, written literature took shape, focusing on themes of faith and morality. Later, during the Philippine Revolution, prose became a tool for change, as seen in Dr. José Rizal's *Noli Me Tangere* and *El Filibusterismo*, which exposed social injustices and inspired the fight for independence. Over time, Filipino prose continued to grow, blending Western influences with local themes, especially under American colonization. Today, Filipino prose reflects the rich diversity of our culture, exploring themes of family, resilience, and even modern issues like migration and globalization, all while celebrating the languages and traditions that make us uniquely Filipino.

In this unit, we'll uncover the magic of Filipino prose through short stories and novels that inspire, entertain, and teach us. Short stories, like *My Father Goes to Court* by Carlos Bulosan and *The Mats* by Francisco Arcellana, are like quick snapshots of life that highlight lessons about family, love, and humor. Novels like *Noli Me Tangere* take more profound journeys into our history and identity, helping us understand fairness, love, and courage. Through these stories, we'll explore exciting storytelling tools like foreshadowing (hints about what's next) and flashbacks (moments from the past). As we learn, you'll discover how to write stories that reflect your imagination and experiences. So, are you ready to unlock the power of words and let your creativity shine? Let's get started!

At the end of this unit, learners will be able to:

- Examine and evaluate the elements of Philippine literature, including characters, conflicts, themes, and story structures, to understand their clarity of meaning, purpose, and connection to local or national identity;
- reflect on the values, life lessons, and cultural significance of Philippine literature to develop an appreciation for Filipino heritage and a deeper understanding of personal and cultural identity; and
- produce creative outputs, such as story outlines or visual representations, that demonstrate an understanding of the elements and values of Philippine literature, incorporating themes that reflect Filipino culture and identity.



Literature Quest – Unlock the Adventure

Instructions: Answer the questions below to the best of your ability. This test evaluates your prior knowledge of novels and short stories. Each item is worth 1 point.

1. Which of the following best describes a short story?
A. A long narrative about a historical event.
B. A brief fictional work with characters, conflict, and a message.
C. A collection of essays.
D. A detailed scientific report.

2. In a short story, what is the role of the protagonist?
A. To create obstacles for the antagonist.
B. To support the development of minor characters.
C. To act as the central character who faces conflicts.
D. To provide background information.

3. What type of conflict is evident when a character is torn between two difficult choices?
A. Man vs. Self B. Man vs. Nature C. Man vs. Man D. Man vs. Society

4. Which short story element creates anticipation and curiosity in the reader?
A. Conflict B. Exposition C. Resolution D. Setting

5. What type of narrator uses "I" or "we" in the story?
A. Third-Person Limited B. Third-Person Omniscient
C. First-Person D. Second-Person

6. What is the significance of the plot in a novel?
A. It describes the physical traits of the characters.
B. It focuses solely on the moral lesson of the story.
C. It explains the author's authorial intent outlines the sequence of events in the story.

7. What literary device refers to hints about events later in a story?
A. Flashback B. Metaphor C. Foreshadowing D. Irony

8. "How My Brother Leon Brought Home a Wife" is an example of a story that primarily explores which theme?
A. The struggles of war B. The complexities of friendship
C. The dangers of nature D. The value of family and love

9. What can a reader learn from Noli Me Tangere by Dr. José Rizal?
A. The challenges of personal relationships in modern times
B. The social and political issues during the Spanish colonial period in the Philippines
C. The importance of technology in education
D. The evolution of Filipino literature over time

10. In a linear plot, what is the term for the moment of most significant tension in a story?
A. Exposition
B. Falling Action
C. Resolution
D. Climax

Chapter 4: Short Stories – Exploring Characters and Conflict



Your Path to Discovery

In this chapter, we'll dive into the fascinating world of short stories, exploring their key concepts and practical applications. You'll gain insights into how short stories shape our understanding of human experiences, and we'll walk through real-world examples to solidify your knowledge. Whether you're new to literary analysis or looking to deepen your appreciation for storytelling, this chapter has something for everyone.

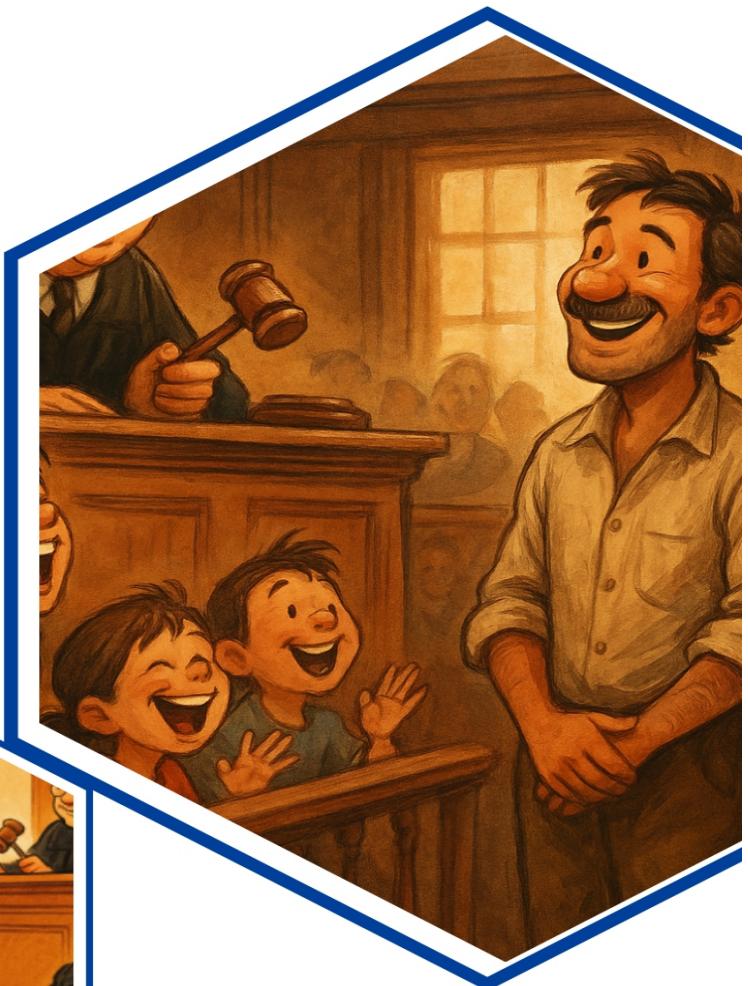
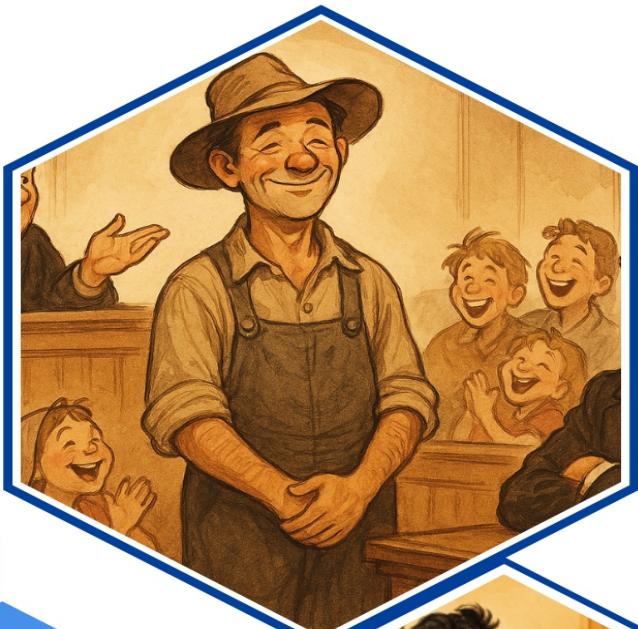
At the end of this chapter, you will be able to:

- define what a short story is and distinguish it from other forms of literature;
- analyze the elements of a short story, including characters, setting, plot, conflict, and theme;
- identify different types of characters and conflicts and understand their roles in driving the story forward;
- examine the cultural and social themes in Filipino short stories and how they reflect real-life values and traditions; and
- develop critical thinking and creativity by interpreting, reenacting, and writing short stories exploring compelling characters and conflicts.

Get ready to expand your horizons and master the art of storytelling like never before!

LESSON 1

TALES THAT CAPTIVATE: AN INTRODUCTION TO SHORT STORIES





Path to Understanding

Hey, class! Have you ever heard a story so short yet meaningful that it sticks with you? That's exactly what a short story is! It's a quick narrative that focuses on a problem or conflict and teaches something important. Think of it as a tiny slice of life full of flavor!

Short stories are like snapshots of life. They give us a peek into other people's experiences, emotions, and lessons. In the Philippines, our short stories are treasures that reflect who we are—our culture, values, and traditions. They're entertaining, but they also teach us a lot about life.

Let's discuss "My Father Goes to Court" by Carlos Bulosan. It's a funny and clever story about a father who uses wit to protect his family. The story shows the strength and humor that Filipinos are known for.

Key Concept Unveiled!

Prose and poetry are two different styles of writing. Prose is written in sentences and paragraphs, like what we see in stories, essays, or textbooks. It uses everyday language and is meant to explain or tell something clearly. On the other hand, poetry is written in lines and stanzas, often with rhythm or rhyme. It uses creative and imaginative language to express feelings, ideas, or paint pictures in the reader's mind. While prose is straightforward and similar to regular speech, poetry is more artistic, like singing with words. Both are important ways of sharing thoughts and stories, but they do it in unique ways.

My Father Goes To Court **By Carlos Bulosan**

When I was four, I lived with my mother and brothers and sisters in a small town on the island of Luzon. Father's farm had been destroyed in 1918 by one of our sudden Philippine floods, so for several years afterward we all lived in the town, though he preferred living in the country. We had a next-door neighbor, a wealthy man, whose sons and daughters seldom¹ came out of the house. While we boys and girls played under the sun, his children stayed inside and kept the windows closed. His home was so tall that his children could look in the windows of our house and watch us as we played, slept, or ate, when there was any food in the house to eat.

Now, this rich man's servants were constantly frying and cooking something good, and the aroma of the food wafted² down to us from the windows of the big house. We hung about and took all the wonderful smell of the food into our minds. Sometimes, in the morning, our whole family stood outside the windows of the rich man's house and listened to the musical sizzling of thick strips of bacon or ham. I can remember one afternoon when our neighbor's servants roasted three chickens. The chickens were young and tender and the fat that dripped into the burning coals gave off an enchanting³ odor. We watched the servants turn the beautiful birds and inhaled the heavenly spirit that drifted⁴ toward us.

Some days the rich man appeared at a window and glowered⁵ down at us. He looked at us individually, as though he were condemning⁶ us. We were all healthy because we went out in the sun daily and bathed in the cool river water flowing from the mountains into the sea. Sometimes we wrestled⁷ with one another in the house before we went out to play.

We were always in the best of spirits and our laughter was contagious⁸. Other neighbors who passed by our house often stopped in our yard and joined us in our laughter. Laughter was our only wealth. Father was a laughing man. He would go into the living room and stand in front of the tall mirror, stretching⁹ his mouth into grotesque¹⁰ shapes with his fingers and making faces at himself, and then he would rush into the kitchen, roaring with laughter.

There was plenty to make us laugh. There was, for instance, the day one of my brothers came home and brought a small bundle under his arm, pretending that he got something to eat, maybe a leg of lamb or something as extravagant¹¹ as that to make our mouths water. He rushed to the mother and threw the bundle into her lap. We all stood around, watching mother undo the complicated strings. Suddenly a black cat leaped out of the bundle and ran wildly around the house. Mother chased my brother and beat him with her little fists, while the rest of us bent double, choking¹² with laughter.

Another time one of my sisters suddenly started screaming in the middle of the night. Mother reached out to her first and tried to calm her. My sister cried and groaned¹³. When father lifted the lamp, my sister stared at us with shame.

"What is it?" another asked.

"I'm pregnant!" she cried.

"Don't be a fool!" Father shouted.

"You're only a child," Mother said.

"I'm pregnant, I'll tell you!" she cried.

Father knelt by my sister. He put his hand on her belly and rubbed it gently. "How do you know you are pregnant?" he asked.

"Feel it!" she cried.

We put our hands on her belly. Something was moving inside. Father was frightened¹⁴. Mother was shocked. "Who's the man?" she asked.

"There's no man," my sister said. "What is it then?" Father asked.

Suddenly, my sister opened her blouse, and a bullfrog¹⁵ jumped out. My mother fainted, my father dropped the lamp, the oil spilled on the floor, and my sister's blanket caught fire. One of my brothers laughed so hard he rolled on the floor.

When the fire was extinguished¹⁶, Mother was revived, and we turned to bed and tried to sleep, but Father kept on laughing so loud we could not sleep anymore. Mother got up again and lit the oil lamp; we rolled up the mats on the floor and began dancing and laughing with all our might. We made so much noise that all our neighbors except the wealthy family came into the yard and joined us in loud, genuine¹⁷ laughter.

It was like that for years.

As time passed, the rich man's children became thin and anemic, while we grew even more robust and full of fire. Our faces were bright and rosy, but theirs were pale and sad. The rich man started to cough at night; then coughed day and night. His wife began coughing too. Then the children started to cough one after the other. At night their coughing sounded like the barking of a herd¹⁸ of seals¹⁹. We hung outside their windows and listened to them. We wondered what had happened to them. We knew they were not sick from lacking nourishing food because they constantly fried something delicious.

One day, the rich man appeared at a window and stood there for a long time. He looked at my sisters, who had grown fat while laughing, then at my brothers, whose arms and legs were like the molave, the sturdiest²⁰ tree in the Philippines. He banged²¹ down the window and ran through the house, shutting all the windows.

Our neighbor's house windows were closed from that day on, and the children no longer came outdoors. However, we could still hear the servants cooking in the kitchen, and no matter how tightly the windows were shut, the aroma of the food came to us in the wind and drifted gratuitously²² into our house.

One morning a policeman from the presidencia²³ came to our house with a sealed piece of paper. The rich man had filed a complaint against us. Father took me with him when he went to the town clerk and asked about it. He told Father the man claimed that we had been stealing the spirit of his wealth and food for years.

When the day came for us to appear in court, Father brushed his old army uniform and borrowed a pair of shoes from one of my brothers. We were the first to arrive. Father sat on a chair in the center of the courtroom. Mother occupied a chair by the door. We children sat on an extended bench by the wall. Father kept jumping up in his chair and stabbing the air with his arms, as though he were defending himself before an imaginary jury²⁴.

The rich man arrived. He had grown old and feeble²⁵; his face was scarred with deep lines. With him was his young lawyer. Spectators²⁶ came in and almost filled the chairs. The judge entered the room and sat on a high chair. We stood up in a hurry and sat down again.

After the courtroom preliminaries, the judge took a father. "Do you have a lawyer?" he asked. "I don't need a lawyer judge." He said.

"Proceed," said the judge.

The rich man's lawyer jumped and pointed his finger at Father, "Do you or do you not agree that you have been stealing the spirit of the complainant's wealth and food?"

"I do not!" Father said.

"Do you or do you not agree that while the complainant's servants cooked and fried fat legs of lambs and young chicken breasts, you and your family hung outside your windows and inhaled the heavenly spirit of the food?"

"I agree," Father said.

"How do you account for that?"

Father got up and paced around, scratching his head thoughtfully. Then he said, "I would like to see the complainant's children, Judge."

"Bring the children of the complainant."

They came shyly. The spectators covered their mouths with their hands. They were so amazed to see the children so thin and pale. The children walked silently to a bench and sat down without looking up. They stared at the floor and moved their hands uneasily.

Father could not say anything at first. He just stood by his chair and looked at them. Finally he said, "I would like to cross-examine the complainant²⁷."

"Proceed."

"Do you claim that we stole the spirit of your wealth and beca

me a laughing family while yours became morose²⁸ and sad?" Father asked.

"Yes."

"Then we are going to pay you right now," Father said. He walked over to where we children were sitting on the bench, took my straw hat off my lap, and began filling it up with centavo pieces he had taken out of his pockets. He went to Mother, who added a fistful of silver coins. My brothers threw in their small change.

"May I walk to the room across the hall and stay there for a minute, Judge?" Father asked. "As you wish."

"Thank you," Father said. He strode into the other room with the hat in his hands. It was almost full of coins. The doors of both rooms were wide open.

"Are you ready?" Father called. "Proceed." The judge said.

The sweet tinkle²⁹ of coins carried beautifully into the room. The spectators turned their faces toward the sound with wonder. Father came back and stood before the complainant.

Key concept Unveiled!

Key elements of Filipino culture and characteristics in the story:

1. Family Unity and Togetherness.

The story highlights the strong bond within the narrator's family, who live, laugh, and face challenges together. This reflects the deep value Filipinos place on family unity, or "pagkakaisa." Their shared experiences and laughter, even in poverty, emphasize the importance of emotional support and joy in Filipino households.

2. Resilience and Optimism.

Despite their poverty, the family remains resilient and optimistic, finding joy in simple things like the aroma of food from a neighbor's house. Their laughter symbolizes their strength, showcasing the typical Filipino trait of coping with hardships through humor and a positive outlook.

"Did you hear it?" he asked. "Hear what?" the man asked.

"The spirit of the money when I shook this hat?" he asked. "Yes."

"Then you are paid," Father said.

The rich man opened his mouth to speak and fell to the floor without a sound. The lawyer rushed to his aid. The judge pounded his gavel.

"Case dismissed," he said.

Father strutted³⁰ around the courtroom. The judge even reached his high chair to shake hands with him. "By the way," he whispered, "I had an uncle who died laughing."

"You like to hear my family laugh, judge?" Father asked.

"Why not?"

"Did you hear that, children?" Father said.

My sister started it. The rest of us followed them, and soon, the spectators laughed with us, holding their bellies and bending over the chairs. And the laughter of the judge was the loudest of all.



Word Wizard – Power Up Your Vocabulary

¹Seldom – Rarely or infrequently occurring.

²Wafted – Moved gently through the air, often carried by the wind.

³Enchanting – Delightfully charming or captivating.

⁴Drifted – Moved slowly and effortlessly in a direction, often without control.

⁵Glowered – Looked at someone or something with an angry or sullen expression.

⁶Condemning – Expressing strong disapproval or sentencing someone to punishment.

⁷Wrestled – Struggled physically or mentally with something or someone.

⁸Contagious – Capable of spreading from one person to another, often used for diseases.

⁹Stretching – Extending or pulling something to make it longer or more flexible.

¹⁰Grotesque – Distorted or unnatural in appearance, often shocking or ugly.

¹¹Extravagant – Excessively lavish, costly, or over-the-top in style or spending.

¹²Choking – Having difficulty breathing due to obstruction in the throat or airway.

¹³Groaned – Made a deep, low sound expressing pain, discomfort, or frustration.

¹⁴Frightened – Feeling fear or anxiety due to a perceived threat or danger.

¹⁵**Bullfrog** – A large, deep-voiced frog found in North America.

¹⁶**Extinguished** – Put out or ended something, such as a fire or a light.

¹⁷**Genuine** – Authentic, real, or sincere.

¹⁸**Herd** – A group of animals that live or move together, often led by a dominant member.

¹⁹**Seals** – Aquatic marine mammals with streamlined bodies and flippers.

²⁰**Sturdiest** – The strongest or most durable in structure.

²¹**Banged** – Hit something forcefully, causing a loud noise.

²²**Gratuitously** – Done without reason, justification, or necessity.

²³**Presidencia** – A Spanish term for the office or residence of a president.

²⁴**Jury** – Group of people sworn to decide a case in a court of law based on evidence presented.

²⁵**Feeble** – Weak, lacking physical or mental strength. Trivia Time– About The Author Carlos Bulosan, born in Pangasinan in 1913, was a Filipino-American writer, poet, and activist whose works are vital to Philippine literature and immigrant narratives. Migrating to the United States for better opportunities, he faced racism, poverty, and exploitation, which shaped the themes of his writings. His notable works, *America is in the Heart* and *My Father Goes to Court*, highlight Filipino immigrants' resilience, dignity, and struggles while celebrating Filipino culture. Bulosan used writing to stay connected to his roots, advocating for justice and equality. His legacy bridges Filipino heritage with global issues of migration and identity. Writing was his way of staying connected to his roots!

If you'd like to learn more about Carlos Bulosan's biography and works, please check out this link: <https://poets.org/poet/carlos-bulosan>.

²⁶**Spectators** – People who watch an event, especially a sports match or performance.

²⁷**Complainant** – A person who makes a formal accusation or files a lawsuit.

²⁸**Morose** – Gloomy, sullen, or ill-tempered.

²⁹**Tinkle** – A light, ringing sound, often associated with small bells or falling water.

³⁰**Strutted** – Walked in a confident, arrogant, or showy manner.

With the story still fresh in your mind, it's the perfect moment to dig deeper. These questions will help you uncover hidden meanings and sharpen your comprehension.



Extend Your Learning!

Savoring the Spirit: A Story of Family, Contentment, and True Wealth

Instructions: Re-read the story carefully and respond to each comprehension question. Provide clear, concise, and well-supported answers using evidence from the text. Each question is worth 2 points.

- 1.What was the main problem between the narrator's family and the rich neighbor?
- 2.Why did the rich man file a complaint against the narrator's family?
- 3.How did the narrator's family respond to the complaint?
- 4.What do you think the "spirit of the food" means in this story?
- 5.Why do you think the narrator's family was healthier and happier than the rich man's family?
- 6.How would you describe the narrator's father? Give examples from the story.
- 7.Do you think the narrator's family stole something from the rich man? Why or why not?
- 8.What is the difference between the rich man's idea of wealth and the narrator's family's idea of wealth?
- 9.What do you think was the author's message or moral of the story?

That was a challenging question, and you handled it so well. Let's keep that momentum going!

Trivia Time– About The Author

Carlos Bulosan, born in Pangasinan in 1913, was a Filipino-American writer, poet, and activist whose works are vital to Philippine literature and immigrant narratives. Migrating to the United States for better opportunities, he faced racism, poverty, and exploitation, which shaped the themes of his writings. His notable works, *America is in the Heart* and *My Father Goes to Court*, highlight Filipino immigrants' resilience, dignity, and struggles while celebrating Filipino culture. Bulosan used writing to stay connected to his roots, advocating for justice and equality. His legacy bridges Filipino heritage with global issues of migration and identity. Writing was his way of staying connected to his roots!

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LESSON 2

BRINGING CHARACTERS TO LIFE –
UNDERSTANDING & CRAFTING MEMORABLE
PERSONALITIES



| | | |
|-------|-------|----|
| MARIA | LUCIA | RO |
| JUAN | PEDRO | |
| | ROSA | |



Path to Understanding

Characters

Now, let's talk about the people in the story—the characters! Every story needs them because they're the ones who make things happen.

Types of Characters:

- 1. Protagonist:** The protagonist is the “hero” of the story. This is the main character who faces challenges and tries to solve problems. Example: In "My Father Goes to Court", the father is the protagonist. He's brave, funny, and determined to protect his family.
- 2. Antagonist:** The antagonist is the “villain” or the one causing the problem. This could be another person, an idea, or even nature. For example, in the same story, the rich neighbor is the antagonist because he accuses the protagonist's family of wrongdoing.

How do characters drive the story? Think about your favorite superhero movie. The hero is always trying to do something good, and the villain is trying to stop them, right? That's how stories work! The push-and-pull between the protagonist and antagonist is what makes it exciting.

Characterization

Have you ever read about a character that felt so real that you could almost imagine them as friends? That's good characterization—how writers make their characters come to life!

How do writers do this?

1. Through actions and decisions: What a character does shows us what kind of person they are. Example: The father in "My Father Goes to Court" proves he's intelligent and resourceful by defending his family in court.
2. Through dialogue or thoughts, what characters say and think gives us a peek into their emotions and ideas. For example, in "The Mats," the father's words about each mat show his deep love for his family.
3. For example, the appearance and descriptions of low-income families and the appearance of low-income family characters can give us clues about who they are. For example, the low-income family in "My Father Goes to Court" may have simple clothes but rich in happiness and love.
4. Through other characters' perspectives, what other characters say about someone adds more detail. Example: The neighbors in "My Father Goes to Court" admire the father for his cleverness.

While characters drive every story, the objects around them often hold the most profound tales. The Mat is woven with love, legacy, and connection threads. Let's uncover the world of meaning it carries.

The Mats

By Francisco Arcellana

SETTINGS:

- Place: Nana Emilia's House
- Time: The action takes place in the afternoon. This story happened sometime between the 1950s and the present. It has no specific season, but the story evolves in the evening.

CHARACTERS:

- Protagonist: Mr. Angeles
- Antagonist: Himself

THEME: "We must not forget and take for granted the people who passed away because they contributed to our life and we must respect them by commemorating them."

For the Angeles family, Mr. Angeles' homecoming from his periodic inspection trips was always an occasion for celebration. But his homecoming—from a trip to the South—was fated to be more memorable than the others.

He had written from Mariveles: "I have just met a marvelous mat weaver—a real artist—and I shall have a surprise for you. I asked him to weave a sleeping-mat for every one of the family. He uses many different colors, and for each mat, the dominant color is that of our respective birthstones. I am sure that the children will be very pleased. I know you will be. I can hardly wait to show them to you."

Nana Emilia read the letter that morning, repeatedly every time she had a chance to leave the kitchen. When all the children were home from school in the evening, she asked her oldest son, José, to read the letter at the dinner table. The children became very excited about the mats and talked about them until late into the night. She wrote this to her husband when she labored over his reply. For days after that, mats continued to be the chief topic of conversation among the children. Finally, Mr. Angeles wrote again from Lopez: "I am taking the Bicol Express tomorrow. I have the mats with me, and they are beautiful. God willing, I shall be home to join you at dinner."

The letter was read aloud during the noon meal. Talk about the mats flared¹ up again like wildfire. "I like the feel of mats," Antonio, the third child, said. "I like the smell of new mats."

"Oh, but these mats are different," interposed Susanna, the fifth child. "They have our names woven into them, and in our ascribed² colors, too."

The children knew what they were talking about. They knew just what a decorative mat was like; it was nothing new or strange in their experience. That was why they were so excited about the matter. They had such a mat in the house, one they seldom used, an older mat than any of them.

This mat was given to Nana Emilia by her mother when she and Mr. Angeles were married, and it has been with them ever since. It is served every night and has not been used except on special occasions.

Nana Emilia always kept that mat in her trunk. When any of the family was taken ill, the mat was brought out, and the patient slept on it—he had it all to himself. Every one of the children had slept on it at some point in their lives; not a few had slept on it more. The mat was primarily kept in Nana Emilia's trunk, and when it was taken out and spread on the floor, the children were always around to watch. Only Nana saw the mat spread. Then a child—a girl—watched with them. The number of watchers increased as more children came.

The mat did not always appear to Nana Emilia as new as when laid on the nuptial bed. To the children it seemed as new as the first time it was spread before them. The folds and creases³ are always new and fresh. The smell was always the smell of a new mat. Watching the intricate design was an endless joy. The children's pleasure at the golden letters was boundless even before they could find meaning. Somehow they were always pleasantly shocked by the sight of the mat: so delicate and so consummate the artistry of its weave.

Taking out that mat to spread has become a kind of ritual. The process had become associated with illness in the family. Illness, even serious illness, had not been infrequent⁴. There had been death.

In the evening, Mr. Angeles was with his family. He had brought the usual things home with him. There were a lot of fruits, as always (his itinerary⁵ carried him through the fruit-growing provinces): pineapples, lanzones, chicos, atis, santol, sandia, guyabano, and avocado, according to the season. He had also brought home a jar of preserved sweets from Lopez.

As usual, putting away the fruit and sampling it was accomplished with animation and lively talk. Dinner was a lengthy affair. Mr. Angeles was full of stories about his trip but would interrupt his tales with, "I could not sleep nights thinking of the young ones. They should never be allowed to play in the streets. And you older ones should not stay out too late at night."

The stories petered out, and dinner was over. Putting away the dishes, wiping the dishes, and wiping the table clean did not seem tedious. Yet Nana and the children, although they did not show it, were all on edge about the mats. Finally, after a long time over his cigar, Mr. Angeles rose from his seat at the head of the table and crossed the room to the corner where his luggage had been piled. From the heap he disengaged a ponderous⁶ bundle.

Taking it under one arm, he walked to the middle of the room where the light was brightest. He dropped the bundle and, bending over and balancing himself on his toes, strained at the cord that bound it. It was intense; it would not break or give way. He tried working at the knots. His fingers were clumsy; they had begun shaking.

He raised his head, breathing heavily, to ask for the scissors. Alfonso, his youngest boy, was to one side of him with the scissors ready. Nana Emilia and her eldest girl, who had long returned from the kitchen, were quietly watching the proceedings. One swift movement with the scissors, snip! And the bundle was loose. Turning to Nana Emilia, Mr. Angeles joyfully cried: "These are the mats, Miling." Mr. Angeles picked up the topmost mat in the bundle.

"This, I believe, is yours, Miling."

Nana Emilia stepped forward to the light, wiping her still moist hands against the folds of her skirt, and with a strange young shyness received the mat. The children watched the spectacle silently and then broke into delighted, though a little self-conscious, laughter. Nana Emilia unfolded the mat without a word. It was a beautiful mat: to her mind, it was even more attractive than the one she received from her mother at her wedding. There was a name in the very center of it: EMILIA. The letters were large, done in green. Flowers—cadena-de-amor—were woven in and out among the letters. The border was a long winding twig of cadena-de-amor.

The children stood about the spreading mat. Their breathless exclamations of delight punctuated the air.

"It is beautiful, Jaime; it is beautiful!" Nana Emilia's voice broke, and she could not say anything more. "And this, I know, is my own," said Mr. Angeles of the next mat in the bundle. The mat was instead simply decorated, the design almost austere, and the only colors used were purple and gold. The letters of the name Jaime were in purple.

"And this, for you, Marcelina."

Marcelina was the oldest child. She had always thought her name too long; it had been one of her worries about the mat. "How on earth are they going to weave all of the letters of my name into my mat?" she had asked almost everyone in the family. Seeing her whole name spelled on the mat delighted her, even if the letters were small. Besides, a device above her name pleased Marcelina very much. It was in the form of a lyre, finely done in three colors. Marcelina was a music student and quite a proficient pianist.

"And this is for you, José."

José was the second child. He was a medical student already in the third year of medical school. Over his name the symbol of Aesculapius was woven into the mat.

"You are not to use this mat until your internship year," Mr. Angeles said. "This is yours, Antonia."

"And this is yours, Juan." "And this is yours, Jesus."

Mat after mat unfolded. On each of the children's mats there was somehow an appropriate device. At least all the children had been shown their mats. The air was filled with their excited talk, and through it all Mr. Angeles was saying over and over again in his deep voice:

"You are not to use these mats until you go to the University."

Then Nana Emilia noticed bewilderingly that some more mats remained to be unfolded. "But Jaime," Nana Emilia said, wondering, with evident repudiation, "there are some more mats."

Only Mr. Angeles seemed to have heard Nana Emilia's words. He suddenly stopped talking, as if he had been jerked away from a pleasant fantasy. A puzzled, reminiscent look came into his eyes, superseding the deep and quiet delight that had been briefly there, and when he spoke his voice was different.

"Yes, Emilia," said Mr. Angeles. There are three more mats to unfold. The others who aren't here..." Nana Emilia caught her breath. There was a swift constriction in her throat. Her face paled, and she could not say anything. The children's self-centered talk also died. There was silence as Mr. Angeles picked up the first remaining mats and began slowly unfolding it.

The mat was almost as austere⁷ in design as Mr. Angeles' own, and it had a name. Above the name, there was no symbol or device; only a blank space, emptiness. The children knew the name, but somehow the name, and the letters spelling it, seemed strange to them.

Then Nana Emilia found her voice. "You know, Jaime, you didn't have to," her voice held his tears back; there was something swift and savage in the movement.

"Do you think I'd forgotten? Do you think I had forgotten them? Do you think I could forget them? "This is for you, Josefina!"

"And this is for you, Victoria! "And this is for you, Concepcion."

Mr. Angeles called the names rather than uttered them.

"Don't, Jaime, please don't," was all that Nana Emilia managed to say.

"Is it fair to forget them? Would it be just to disregard them?" Mr. Angeles demanded rather than asked. His voice had risen shrill⁸, almost hysterical; it was also stern, sad, and somehow vindictive⁹. Mr. Angeles had spoken nearly as if he were a stranger. Also, he had spoken as if from a deep, grudgingly-silent, long-bewildered sorrow.

The children heard the words exploding in the silence. They wanted to turn away and not see their father's face, but they could neither move nor look away; his eyes held them, and his hand and voice held them where they were. They seemed rooted to the spot.

Nana Emilia shivered once or twice, bowed her head, and gand ripped her clasped hands between her thighs. There was a terrible hush. The remaining mats unfolded in silence. The names, which revealed with infinite slowness, seemed strange and stranger still; the cows were ot bright but de. The dull; These pale letters, spelling out the names of the dead among them, did not seem to glow or shine with a festive sheen like the other living names.

Key Concept Unveiled!

Key Cultural Elements and Traits Present in the Story:

1. Sentimentality and Cherishing Memories

The mats symbolize the family's history and memories. The mat given to Nana Emilia by her mother on her wedding day is a cherished heirloom, used only on special occasions and during illness, reflecting the Filipino tendency to treasure sentimental objects. The personalized mats for the deceased children further emphasize the importance of remembering and honoring loved ones.

2. Emotional Resilience and Grief

The story portrays the family's ability to cope with loss and grief by honoring their departed members. Mr. Angeles's insistence on remembering his deceased children through the mats reflects the Filipino belief that the dead should not be forgotten and remain part of the family's identity.



Word Wizard – Power Up Your Vocabulary

¹Flared. Something that spreads out or gets wider at the end.

²Ascribed. To say that something belongs to or is caused by someone or something.

³Creases. Lines or folds appear when bent on something, like clothing or paper.

⁴Infrequent. Something that doesn't happen very often.

⁵Itinerary. A plan or list of places to do during a trip.

⁶Ponderous. Something very heavy or hard to move; can also mean slow and boring.

⁷Austere. Simple and plain, without any extra decorations or comforts.

⁸Shrill. A very high-pitched and sharp sound that can be unpleasant.

⁹Vindictive. Wanting to hurt or get back at someone for something they did.



Extend Your Learning!

Woven Memories: Family's Journey, Loss, and Legacy

"The Mat" is one of Arcellana's most celebrated short stories. It is a poignant tale that explores the intricate dynamics of a family and the impact of a seemingly insignificant object, a mat, on their lives. The story delves into themes of memory, nostalgia, and the passage of time. Through the eyes of a young boy, Arcellana captures the essence of childhood innocence and the bittersweet nature of growing up.

Instructions: Reread the story carefully and respond to each comprehension question with clear, concise, and well-supported answers based on evidence from the text. Each question is worth 2 points.

Instructions: Reread the story carefully and respond to each comprehension question with clear, concise, and well-supported answers based on evidence from the text. Each question is worth 2 points.

1. Why was Mr. Angeles so excited about bringing home the mats?
2. What made the mats special for each family member?
3. Why do you think Nana Emilia became sad when she saw there were extra mats?
4. What was the children's reaction when their father started discussing the mats for their deceased siblings?
5. How do you think Mr. Angeles' actions show his love for his family, including those who have passed away?
6. What does the mat symbolize in the story? Why is it important?
7. What lesson can we learn from Mr. Angeles's insistence on remembering his deceased children?

Trivia Time—About The Author

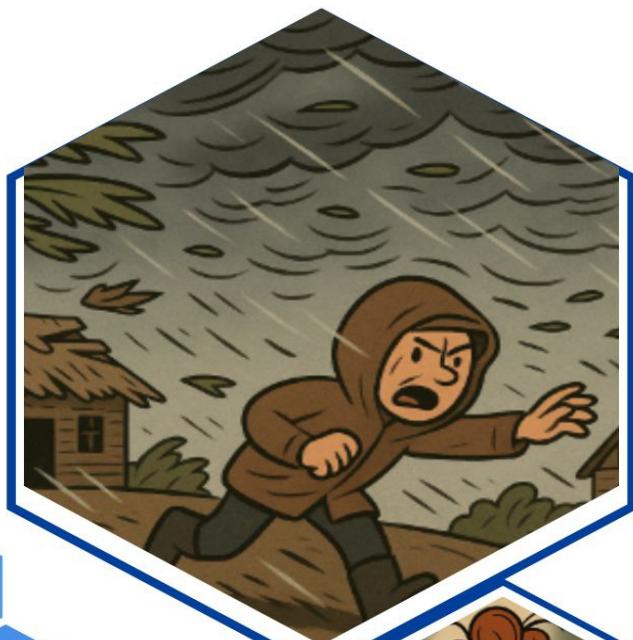
Francisco Arcellana was a renowned Filipino writer, poet, essayist, critic, journalist, and teacher. Often hailed as one of the pioneers of the modern Filipino short story in English, he played a significant role in shaping Philippine literature. His works, characterized by their lyrical prose and poetic style, often delve into themes of love, loss, and the complexities of human relationships.

If you'd like to learn more about Francisco Arcellana's works, feel free to check out this link!
<https://www.poemhunter.com/poem/prayer-175/>



LESSON 3

CLASH AND DRAMA: WHY CONFLICT DRIVES THE STORY



Path to Understanding

Conflict

Okay, let's get to the heart of every story—the conflict! This is the problem or struggle that keeps us hooked. It makes us wonder, "What's going to happen next?"

These are the two main types of conflict in storytelling:

1. Internal Conflict:

- **Character vs. Self:** This conflict occurs within a character's mind and involves a struggle with their thoughts, feelings, or beliefs.
- **Examples:**
 - A character struggling with a moral dilemma
 - A character battling addiction or mental illness
 - A character trying to overcome self-doubt or fear.
 - Example: In "The Mats" by Francisco Arcellana, the internal conflict within Mr. Angeles underscores the importance of remembering and honoring lost loved ones despite the emotional difficulty it brings.

2. External Conflict:

- **Character vs. Character:**
 - This is when two people have a disagreement or fight.
 - Example: One example shown from the story "My Father Goes to Court" by Carlos Bulosan, the conflict between the narrator's family and the wealthy neighbor highlights the value of joy and unity over material wealth.
 - Another example is from an excerpt from "My Brother's Peculiar Chicken" by Alejandro R. Roces. Two siblings argue over whether their chicken is male or female. It's both funny and relatable!

We had a hen that hatched a strange-looking chick. It was not the kind of chick that you would ordinarily see. It was thin, long-legged, and had multicolored feathers. Its cry sounded more like a crow than a cackle. My brother Kiko and I couldn't decide whether it was a rooster or a hen.

Kiko said it was a rooster, but I said it was a hen. We argued about it for days. At last, Kiko said, 'All right. We'll ask Father and Mother and see what they think.' Father and Mother could not agree, either. Father said it was a rooster, and Mother said it was a hen."

This humorous and insightful story highlights a playful debate between two brothers over the gender of a peculiar chicken, reflecting Roces' wit and his skill in capturing Filipino rural life.

If you want to read further of the story "My Brother's Peculiar Chicken" by Alejandro R. Roces, feel free to check out this link! <https://gabrielslibrary.blogspot.com/2010/04/my-brothers-peculiar-chicken-alejandro.html>.

- **Character vs. Society:**

- Here, a character faces challenges because of rules or traditions in their community.
- Example: Here's an excerpt from the English translation of "Paglalayag sa Puso ng Isang Bata" (Voyage into the Heart of a Child) by Genoveva Edroza-Matute that reflects societal pressures and the protagonist's struggles:

"It is not easy to be a teacher. But it is even harder to be a teacher who must make children feel that the world holds beauty and hope despite its struggles and hardships. One day, during my teaching, I realized that it was not only lessons from books that I needed to teach, but also the embrace of one's dignity, even when society seems not to care."

"Amid the noise of the streets, the scolding of parents, and the clamor of children whose voices drown my own, I realized that society demands more than I can give. But how can I help a child rise from poverty when I am weighed down by the very world they live in?"

This excerpt captures the protagonist's inner conflict and societal challenges, echoing the struggles of many Filipinos. It underscores the tension between personal limitations and the desire to inspire hope and resilience in others.

If you want to read further of the story "Paglalayag sa Puso ng Isang Bata" (Voyage into the Heart of a Child) by Genoveva Edroza-Matute, feel free to check out this link!

https://panitikan.files.wordpress.com/2013/10/translation_paglalayag-sa-puso1.pdf

- **Character vs. Nature/Environment:**

- This happens when a character battles natural forces.
- An excerpt from "The Legend of the Sierra Madre" often reflects the resilience of rural communities in the face of natural disasters, particularly typhoons:

"The people of the valley had long learned to respect the Sierra Madre, their protector and their curse. Its tall peaks stood guard against the raging winds and rains that often descended upon their land. But every typhoon was a test, a reminder of their vulnerability."

"As the winds howled and the rivers swelled, the villagers worked together to secure their homes and save their crops. Some spoke of the mountain's spirit, which was both fierce and nurturing, as they prayed for safety. They knew life here meant constant struggle — rebuilding homes, replanting fields, and clinging to the hope that the mountain would always shield them."

This excerpt reflects the challenges of rural life, such as typhoons and the continuous cycle of survival, while highlighting the community's resilience and reliance on natural forces for protection.

Filipino short stories are like mirrors—they show us who we are and reflect our values, struggles, and joys. Stories like "My Father Goes to Court" remind us of our humor and resourcefulness, while "The Mats" teaches us about love and family traditions.

What about you? Can you think of any stories that remind you of your family or friends? That's the beauty of literature—it connects us all!

Key Concept Unveiled!

Fable: A short story, often with animals as characters, that teaches a moral lesson.

Example: "Ang Pagong at ang Matsing" of Dr. Jose Rizal.

Myth: A traditional story explaining natural phenomena or cultural beliefs, often involving gods or supernatural beings.

Example: Ang kwento ni "Bathala at ang Paglikha ng Mundo."

Legend: A story from the past about a person or event, often based on truth but exaggerated over time.

Example: "The Legend of Pineapple"

Parable: A short story that teaches a moral or spiritual lesson, often used in religious texts.

Example: The Parable of the Good Samaritan.

Extend Your Learning!

Battle of Wills: Understanding Conflict in Literature and Life

Instructions: Below are short descriptions of conflicts. Read each scenario carefully and match it to the correct type of conflict. Write the letter of your answer on the blank provided. Each correct answer is worth 1 point. Total score: 10 points

Conflict Types:

- A. Character vs. Self
- B. Character vs. Character
- C. Character vs. Society
- D. Character vs. Nature

Scenarios:

- Aling Marta debates whether to forgive her best friend who betrayed her trust.
- A fisherman fights against a raging storm to save his boat and livelihood.
- A young girl defies her town's old traditions and stands up for her dreams of becoming a scientist.
- Two classmates argue over who should lead their group project.
- Miguel struggles with his fear of speaking in public, even though he wants to run for student council.
- A boy is caught between following his parents' expectations of becoming a lawyer and his dream of being an artist.
- A small village struggles to survive after a massive earthquake destroys their homes.
- A young woman challenges the unfair dress code at school that discriminates against female students.
- Two siblings fight over who should inherit their grandmother's heirloom jewelry.
- A stranded hiker must find food and shelter to survive in the freezing mountains.

Now that we've explored the core concepts, it's time to see how they all come to life in the real world. Let's dive into the Epic Trials and discover how these ideas can be used in meaningful, everyday ways!

Epic Trials

A.Unlocking Quest

Panels of Problem-Solving: Turning Conflict into Comics!

Let's put what you've learned into action! Create a comic strip about your family and a conflict you've faced together.

Instructions:

1. Choose a Conflict: Think of a real or imagined family conflict, such as:

- Deciding what to eat for dinner.
- Fixing something broken at home.
- Planning a trip or family outing.
- Keep the conflict light and relatable to add humor or drama to your comic.

2. Create a Four-Panel Comic Strip:

- Panel 1: Introduce the setting and characters. Show how the conflict begins.
- Panel 2: Build the tension. Highlight the disagreement or issue.
- Panel 3: Show the turning point or attempt to resolve the conflict.
- Panel 4: Conclude with how the conflict is resolved. You can add a humorous or heartfelt ending.

3. Label Your Comic: Identify the **protagonist** (main character) and **antagonist** (person or thing causing the conflict).

- Indicate the **type of conflict**:
 - Character vs. Character
 - Character vs. Society
 - Character vs. Nature
 - Character vs. Self

4. Share Your Comic Strip: Present your comic to the class or small groups. Explain the conflict, how it was resolved, and why you chose that specific story.

Optional Digital Task: Create your comic strip using a digital platform such as Canva, Pixton, or Google Slides. Add text bubbles, colors, and graphics to make it visually appealing. Submit your digital comic for sharing with the class or uploading to a collaborative platform.

B. Echoes of Reality

So, how can you use what you've learned about short stories?

- Understanding Life's Challenges: Reading about characters and conflicts helps you think of creative ways to solve problems in your own life.
- Appreciating Culture: Knowing Filipino stories helps you understand and celebrate our traditions and values.
- Improving Storytelling: Now that you know how to create great characters and conflicts, you can write or tell your own stories!

How can the lessons you've learned from reading about characters and conflicts in short stories help you solve challenges in your own life while also appreciating and preserving Filipino traditions?

Short stories are not just fun to read—they're full of lessons about life, culture, and creativity. By learning about characters and conflicts, you're gaining tools to better understand the world around you. Keep reading, and who knows? Maybe you'll write your own short story someday!

With that understanding in mind, it's time to put our knowledge into action—let's get started!

Footnote to Youth, published in 1933 during the American colonial period, reflects the cultural shifts in the Philippines. The story portrays the clash between traditional agrarian values and the growing influence of modern urban life. It serves as a commentary on the challenges young Filipinos faced amid societal change and colonial modernization.

Footnote to Youth

By Jose Garcia Villa

The sun was salmon and hazy in the west. Dodong thought that he would tell his father about Teang when he went home after he had unhitched the carabao from the plow to go to its shed, and fed it. He hesitated to say it, but he wanted his father to know. What he had to say was of serious import as it would mark a climacteric¹ in his life. Dodong finally decided to tell it, when a thought came to him, his father might refuse to consider it. His father was a silent hard-working farmer who chewed areca nuts, which he had learned to do from his mother, Dodong's grandmother.

I will tell him. I will say to him.

The ground was fragrant with a sweetish earthy smell, broken into many fresh wounds. Many slender soft worms emerged from the furrows² and then burrowed again profoundly in the soil. A short colorless worm marched blindly to Dodong's foot and crawled calmly over it. Dodong tickled and jerked his foot, flinging the worm into the air. Dodong did not bother to look where it fell but thought of his age, seventeen, and he said to himself he was not young anymore. Leisurely unhitched the carabao and gave it a healthy tap on the hip. The beast turned its head to look at him with dumb, faithful eyes. Dodong slightly pushed it, and the animal walked alongside him to its shed. He placed bundles of grass before the carabao began to eat. Dodong looked at it without interest.

Dodong started homeward, thinking about how he would break his news to his father. He wanted to marry, Dodong did. He was seventeen, and he had pimples on his face. The down on his upper lip already was dark—these meant he was no longer a boy. He was growing into a man—he was a man. Although naturally low in stature, Dodong felt insolent and significant at the thought. Thinking himself a grown man, Dodong felt he could do anything.

He walked faster, prodded by the thought of his virility³. A small angled stone bled his foot, but he dismissed it cursorily⁴. He lifted his leg, looked at the hurt toe, and then walked. In the fabulous sundown he thought wild dreams of himself and Teang. Teang, his girl, had a small brown face, small black eyes, and straight glossy hair. How desirable she was to him. She made him dream even during the day.

Dodong tensed with desire and looked at the muscles of his arms. Dirty. This field work was healthy, invigorating⁵ but it begrimed you, smudged you terribly. He turned back the way he had come, then he marched obliquely to a creek.

Dodong stripped himself and laid his gray undershirt and red kundiman⁶ shorts, on the grass. Then he went into the water, wet his body, and rubbed at it vigorously. He was not long in bathing, and then he marched homeward again. The bath made him feel calm.

When he reached home, it was dusk. The petroleum lamp on the ceiling had already been lighted, and the low, unvarnished square table was set for supper. His parents and he sat on the floor around the table to eat. They had fried fresh-water fish, rice, bananas, and cane sugar.

Dodong ate fish and rice but did not eat fruit. The bananas were overripe; when one held them, they felt more fluid than solid. Dodong broke off a piece of the cake's sugar, dipped it in his glass of water, and ate it. He got another piece and wanted more but considered leaving the remainder for his parents.

Dodong's mother removed the dishes when they were through and went out to the batalan⁷ to wash them. She walked with slow, careful steps and Dodong wanted to help her carry the dishes out, but he was tired and now felt lazy. Looking at her, he wished he had a sister who could help his mother with the housework. He pitied her, doing all the housework alone.

His father remained in the room, sucking a diseased tooth. It was hurting him again, Dodong knew. Dodong had repeatedly told him to let the town dentist pull it out, but he was afraid his father was. He did not tell you that Dodong guessed it. Afterward, Dodong said that if he had a decayed tooth, he would be afraid to go to the dentist; he would not be bolder than this father.

Dodong said that he was going to go while his mother was out. There it was out, what he had to say, and over which he had done so much thinking. He had said it without any effort at all and without self-consciousness. Dodong felt relieved and looked at his father expectantly. A descending moon outside shed its feeble light into the window, graying the still black temples of his father. His father looked old now.

"I am going to marry Teang," Dodong said.

His father looked at him silently and stopped sucking the broken tooth. The silence became intense and cruel, and Dodong wished his father would suck that troublesome tooth again. Dodong became uncomfortable and angry because his father kept looking at him without uttering anything.

"I will marry Teang," Dodong repeated. "I will marry Teang."

His father kept gazing at him in inflexible silence, and Dodong fidgeted on his seat

"I asked her last night if she would marry me, and she said yes. I want your permission. I... want... it....."

There was impatient clamor in his voice, an exacting protest at this coldness, this indifference. Dodong looked at his father sourly. He cracked his knuckles one by one, and the little sounds it made broke dully the night stillness.

"Must you marry, Dodong?"

Dodong resented his father's questions; his father had married. Dodong made a quick, impassioned effort to think about selfishness, but later, he got confused.

"You are very young, Dodong."

"I'm..... seventeen."

"That's very young to get married at."

"I..... I want to marry.. Teang's a good girl."

"Tell your mother," his father said.

"You tell her, Tatay."

"Dodong, you tell your Inay."

"You tell her."

"All right, Dodong."

"You will let me marry Teang?"

"Son, if that is your wish... of course..." There was a strange helpless light in his father's eyes. Dodong did not read it, so absorbed was he in himself.

Dodong was immensely glad he had asserted himself. He lost his resentment for his father. For a while he even felt sorry for him about the diseased tooth. Then he confined his mind to dreaming of Teang and himself. Sweet young dream....

Dodong stood in the sweltering noon heat, sweating profusely, so that his camiseta⁸ was damp. He was still as a tree and his thoughts were confused. His mother had told him not to leave the house, but he had left. He had wanted to get out of it without apparent reason at all. He was afraid, he felt. Scared of the house. It had seemed to cage him, to compare his thoughts with severe tyranny. Afraid also of Teang. Teang was giving birth in the house; she gave screams that chilled his blood. He did not want her to scream like that, he seemed to rebuke him. He began to wonder madly if the process of childbirth was excruciating for women, when they gave birth, did they not cry?

In a few moments, he would be a father. "Father, father," he whispered the word with awe and strangeness. He was young, he realized now, comfortably contradicting himself of nine months.

"Your son," people would soon be telling him. "Your son, Dodong."

Dodong felt tired standing. He sat down on a saw-horse with his feet close together. He looked at his callused toes. Suppose he had ten children... What made him think that? What was the matter with him? God!

He heard his mother's voice from the house:

"Come up, Dodong. It is over."

Suddenly he felt embarrassed as he looked at her. Somehow he was ashamed of his mother for his youthful paternity. It made him feel guilty, as if he had taken something not properly his. He dropped his eyes and pretended to dust dirt off his kundiman shorts.

"Dodong," his mother called again. "Dodong."

He turned to look again and saw his father beside his mother.

"It is a boy," his father said. He beckoned Dodong to come up.

Dodong felt more embarrassed and did not move. What a moment for him. His parents' eyes seemed to pierce him through and he felt limp.

He wanted to hide from them, to run away.

"Dodong, you come up. You come up," his mother said.

Dodong did not want to come up and stayed in the sun.

"Dodong. Dodong."

"I'll... come up."

Dodong traced tremulous steps on the dry parched yard. He ascended the bamboo steps slowly. His heart pounded mercilessly in him. Within, he avoided his parents' eyes. He walked ahead of them so that they should not see his face. He felt guilty and untrue. He felt like crying. His eyes smarted and his chest wanted to burst. He tried to turn back, to go back to the yard. He wanted somebody to punish him.

His father thrust his hand in his and gripped it gently.

"Son," his father said.

And his mother: "Dodong..."

How kind their voices were. They flowed into him, making him strong.

"Teang?" Dodong said.

"She's sleeping. But you go on..."

His father led him into the small sawali⁹ room. Dodong saw Teang, his girl-wife, asleep on the pagpag¹⁰ with her black hair soft around her face. He did not want her to look that pale.

Dodong wanted to touch her, to push away that stray wisp of hair that touched her lips, but again that feeling of embarrassment came over him, and before his parents, he did not want to be demonstrative.

The hilot¹¹ was wrapping the child, Dodong heard it cry. The thin voice pierced him queerly. He could not control the swelling of happiness in him.

"You give him to me. You give him to me," Dodong said.

Blas was not Dodong's only child. Many more children came. For six successive years, a new child came along. Dodong did not want any more children, but the coming of children could not be helped. Dodong got angry with himself sometimes.

Teang did not complain, but the bearing of children told on her. She was shapeless and thin now, even if she was young. There was interminable work to be done. Cooking. Laundering. The house. The children. She cried sometimes, wishing she had not married. She did not tell Dodong this, not expecting him to dislike her. Yet she wished she had not married. Not even Dodong, whom she loved. There was another suitor, Lucio, who was nine years older than Dodong, and that was why she had chosen Dodong. Young Dodong. Seventeen. Lucio married another woman after her marriage to Dodong, but he is still childless. She wondered if she had married Lucio, would she have borne him children? Maybe not, either. That was a better lot. But she loved Dodong...

Dodong, whom life had made ugly.

One night, as he lay beside his wife, he rose and left the house. He stood in the moonlight, tired and querulous. He wanted to ask questions and have somebody answer them. He wanted to be wise about many things.

One was why life did not fulfill all of Youth's dreams. Why must it be so? Why one was forsaken... after Love.

Dodong would not have found the maysttimayave, but it has been answered. It must be so to make youth. Youth must be dreamfully sweet. He then returned to the house, humiliated by himself. He had wanted to know a little wisdom but was denied it.

Blas came home very flustered and happy one night when he was eighteen. It was late at night and Teang and the other children were asleep. Dodong heard Blas' steps, for he could not sleep well at night. He watched Blas undress in the dark and lie down softly. Blas was restless on his mat and could not sleep. Dodong called his name and asked why he had not slept. Blas said he could not sleep.

"You better go to sleep. It is late," Dodong said.

Blas raised himself on his elbow and muttered something in a low fluttering voice.

Dodong did not answer and tried to sleep.

"Itay ..." Blas called softly.

Dodong stirred and asked him what it was.

"I am going to marry Tona. She accepted me tonight."

Dodong lay on the red pillow without moving.

"Itay, you think it over."

Dodong lay silent.

"I love Tona and... I want her."

Dodong rose from his mat and told Blas to follow him. They descended to the yard, where everything was still and quiet. The moonlight was cold and white.

"You want to marry Tona," Dodong said. He did not want Blas to marry yet, as Blas was very young. The life that would follow marriage would be hard.

"Yes."

"Must you marry?"

Blas' voice still, asd with resentment. "I will marry Tona."

Dodong kept silent, hurt.

"You have objections, Itay?" Blas asked acridly.

"Son... n-none..." (But honestly, God, I don't want Blas to marry yet... not yet. I don't want Blas to marry yet.)

But he was helpless. He could not do anything. Youth must triumph..... now. Love must triumph... now. Afterwards... it will be life.

As long ago, youth and love triumphed for Dodong, and then life did. Dodong looked wistfully at his young son in the moonlight. He felt extremely sad and sorry for him.

Word Wizard – Power Up Your Vocabulary

¹Climacteric. A big or important change in life, like when someone grows older and their body starts to change, such as during puberty or menopause.

²Furrows. Long, narrow lines or grooves, like the lines in a field where crops are planted or the wrinkles on a person's face.

³Virility. Strength, energy, and the ability to grow or create new life, often used to describe strong qualities in men.

⁴Cursorily. Doing something quickly without paying much attention to the details.

⁵Invigorating. Something that makes you feel full of energy, awake, and excited.

⁶Kundiman. It is a traditional Filipino love song, often slow and emotional.

⁷Batalan. A part of a traditional Filipino house, usually outside, used for washing dishes, clothes, and sometimes bathing.

⁸Camiseta. A simple and light shirt, often like a T-shirt or undershirt.

⁹Sawali. A kind of wall made from woven bamboo strips, used in traditional Filipino houses.

¹⁰Pagpag. Leftover food that is cleaned and sometimes reheated to be eaten again, often by people who don't have enough food.

¹¹Hilot. A traditional Filipino way of massage or healing to help people feel better when they are sick or in pain.

In early 20th-century rural Philippines, Footnote to Youth explores the societal norms surrounding early marriage and family life. It highlights the tension between youthful aspirations and the realities of adult responsibilities. The story critiques traditional expectations while reflecting on the evolving cultural attitudes toward love, family, and maturity.

Trivia Time— About The Author

Jose Garcia Villa, a National Artist for Literature, was a prominent Filipino writer and poet known for his innovative style and modernist influences. Born in 1908, he gained international acclaim for his experimental use of punctuation and his profound philosophical themes. His work, including Footnote to Youth, reflects his keen insights into human relationships and societal norms.

If you'd like to learn more about Jose Garcia Villa, feel free to check out this link!

<https://poets.org/poet/jose-garcia-villa>



Did you enjoy meeting the characters and exploring their adventures? It's time to step into their shoes with a fun and thought-provoking activity!

Now that we've explored the lesson content and built a solid foundation, it's time to put what we've learned into action. Let's jump into our first activity and see how well you can apply these ideas!

Quest of the Mind

Reflections on Life's Choices: Uncovering Universal Truths in Footnote to Youth

Analyze the universal truths and philosophies in Footnote to Youth and reflect on their relevance to valuing others' circumstances and decisions.

Instructions:

1. Read the Story: Carefully read Footnote to Youth by José García Villa. Focus on the main character's decisions, especially the choices leading to significant outcomes in the story.

2. Identify Two Universal Truths: Reflect on the key lessons the story conveys. These could be about:

- Responsibility: The consequences of making important life decisions too early.
- Regret: How impulsive actions can lead to long-term challenges.
- Choose two universal truths or maxims that resonate with you.

3. Write a Two-Paragraph Reflection:

- Paragraph 1: Explain the two universal truths you identified. Provide examples from the story to support your explanation and discuss how these truths are reflected in the protagonist's experiences.
- Paragraph 2: Reflect on how these lessons apply to real life. Discuss how understanding these truths can help you value and empathize with others' circumstances, especially those who face similar struggles.

Optional Digital Task: Use a digital platform like Google Docs, Canva, or Padlet to format your reflection with visuals, such as an image of the story's setting or symbolic elements representing the themes. Share your digital reflection with your class or submit it for feedback.

- Pair up with a classmate to discuss your insights and compare interpretations.
- Submit your written reflection for evaluation.

Great work unlocking the mysteries and sharpening your minds! Now, let's take what we've discovered and see how we can bring it to life in exciting ways.

