

Creative Nonfiction

Quarter 2 – Module 2:

Analyze and Present a Creative Nonfiction



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QUARTER 2, MODULE 2

• **Analyze and Present a Creative Nonfiction**

With the six modules you have studied so far, you must have at least a clearer view now of what creative nonfiction is, what characterizes this genre, and in what forms it can be written. In this lesson, you will focus on a creative nonfiction work of your choice and look deeper into its form and content – it's time for some critical thinking! But it does not end there. You will also get to prepare a presentation about the work you have read which you can share with the rest of your classmates.

Learning Competency:

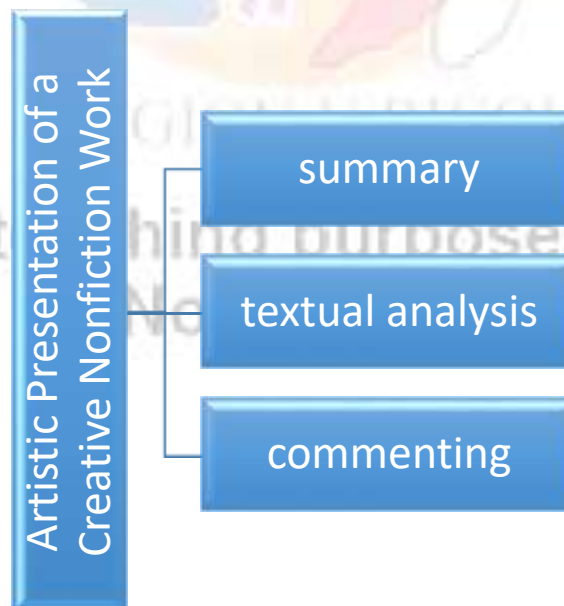
Write an artistic presentation summarizing, analyzing, and commenting on a chosen creative nonfictional text representing a particular type or form.

Learning Targets:

At the end of the lesson, you are expected to:

1. Read closely a creative nonfiction work and come up with a summary, analysis and comments.
2. Write a three- to five-minute artistic presentation of the summary and analysis

KEY WORDS



UNLOCKING OF DIFFICULTIES

1. **Summary.** A summary is a synthesis of the key ideas of a piece of writing, restated in your words- i.e. paraphrased. You may write a summary as a stand-alone assignment or as part of a longer paper. Whenever you summarize, you must be careful not to copy the exact wording of the original source.
2. **Textual analysis.** Textual analysis is a methodology that involves understanding language, symbols, and/or pictures present in texts to gain information regarding how people make sense of and communicate life and life experiences. Visual, written, or spoken messages provide cues to ways through which communication may be understood.
3. **Commenting.** Commenting is a remark, criticism, or observation, talk or gossip. It is a note, explaining or criticizing a passage in a text. It is an explanatory or critical matter added to a text.
4. **Artistic Presentation of a Creative Nonfiction Work.** It is the literary appearance, or performance and staging of a creative nonfiction work.

PRE-TEST

Directions: Read the selection and answer the questions that follow it. Write your answers in your notebook.

Urban Gardening

My mother, Tranquilin, persuaded me to plant vegetables- pechay, kangkong, tomato, bell pepper, even cabbage- on our rooftop for there was no available place in our 40 square lot where our two-story house is erected. I was so stubborn that I did not attend to her suggestion. I think that I could still eat my favorite vegetables even I disobeyed her. She said that it would help me ease my boredom, to not lay on my bed, watching my favorite movies in Netflix and to stay productive while I am robbed with my freedom to go to the mall and eat the succulent Bunch of Lunch at my favorite pizza house in this time of pandemic.

I did not want that my loving mother be disappointed with me so I listened to her suggestion. I have with me my garden soil, pots of different sizes, assorted seeds and seedlings. I begin to plant vegetables while I hum my favorite song, "Stand up for love".

I hope people would pause and think about the consequences of this CoVID scare. Is the pandemic telling us to stop from our usual hectic schedules and care for more important things rather than spending hour in front of the computers and rubbing elbows with faceless crowd just to be rich and famous? The pace of life has become so

wild and complicated that people have not noticed that there are other things to which money or fame does not matter.

I pity for these people who do not notice the sprouting of a flower of a kankong or a squash. I pity them that they will forget to appreciate the richness of the soil. I pity them that they will brush aside the joy of strolling along the boulevard, seeing the wonders and grandeur of Mount Mayon, Mount Iriga or Mount Bulusan. I pity them that they will forget the love of their parents, the concerns of their siblings and the value of camaraderie.

I pray that this will not happen. I dream of someday being in a position to entice people to take a break and relax for a hard day's work in schools, in the market or at the office, without worrying if they're going to get high grades or fail in their subjects, to rake profits or not, or to be promoted or laid-off not. I would like to reach as many people so that they have something worthwhile to work on or to stop and reflect. This may not be easy, but I started working on it since the time my mother told me to plant trees.

It is not too late. I will be just like them. I will not fear because I plant the seeds of concern and love for the environment. I know that I can breathe because I care.

Directions: Answer the following questions in one to two sentences only. Write your answers in your notebook.

1. What creative nonfiction form is the above passage?
2. What is the writer trying to convey to his readers?
3. How did the writer convey his message? What approach did he use to do this?
4. Can you identify some nonfictional elements used by the writer in the text? What are they? Give examples from the passage to support your answer.
5. If you will write about the same message but from a different perspective or angle, how will you write it?

LEARNING ABOUT IT

In this lesson, you will be delivering an artistic presentation of a creative nonfictional text of your choice. To do this, read the following guide.

The artistic presentation will focus on one creative nonfiction work which you like. You can choose from among the various creative nonfiction works available online, in magazines, or books. Here are some pointers for you to get started.

1. **Read the work thoroughly.** You may do a second or third reading of the piece if you think you are still missing some aspects of the text worth focusing on.
2. **First, focus on content.** What is the work about? Then move on to "What is the writer telling you?"

3. **When you are done reading for content, you can start analyzing the writer's technique.** What creative nonfiction form was used by the writer? Why do you think the writer chose this form over other forms? Would it have made a difference if it was a reflective essay, or a travelogue, or a biography?
4. **From technique, move on to the writer's style.** What creative storytelling techniques were used by the writer? How did he or she hook up the reader in the beginning part of the piece? Was it sufficiently sustained? How did the writer cap the work? Was it an effective conclusion?
5. **Finally, talk about the work's overall impression.** How did the work make you feel? What do you think was the writer's purpose in writing the piece? Do you think the work was able to fulfil that purpose?

Task 1

Directions: Write the outline of your presentation of creative nonfiction of your choice following the format below:

- a. Title
 - b. Summary
 - c. Analysis
 - d. General comments
 - e. Recommendations
2. Write a script of a three- to five-minute artistic presentation of the summary and analysis.

Task 2

Directions: Answer each question in one sentence only.

1. What made the task easy?
2. What made it challenging?
3. What are the ways to improve your work?

POST-TEST

Directions: Read the selection and answer the questions that follow it. Write your answers in your notebook.

CoVID-19 and Me

I have been to me for six months now. Though it was not my choice, I literally have stuck myself at home and reflect. Lockdown, social distancing, hygiene, face

mask and shield have been the words of the day. The scenario was not known to me until I found out that it was and is for real. I was excited to going back to my senior high school friends on June 2020 but it went pfffffft. August 24 was again an anticipated day to be the start of classes but President Rodrigo Duterte stated otherwise. The opening of classes was again rescheduled on October 5.

Concepcion Pequeña National High School will not be my home beginning October 5. There is no going back to school for now. The place looks like a ghost town until vaccine for CoVID-19 is known or available.

Classes will be modular. I cannot see my classmate face-to-face. I will be confronted by lessons with no teacher who will explain to me the directions, processes and intricacies of learning. Though my parents may facilitate my learning but there is no substitute for my dear teachers who fortify my knowledge, skills and character and who understand my inadequacies of not knowing the minute details of my learning.

This pandemic, the CoVID-19, has brought the new normal of teaching, of learning but I am afraid that a student like me will maximize education although the absence of physical interaction between students and teachers minimizes the opportunity of honing one's talent and intelligence, of building character, of integral development.

Though I am techie, I am still for a face-to-face encounter with truths, beliefs, philosophy and logic with my teachers and fellow students. With them, I become learned. With them, I actualize myself as a student and as a human being who is capable of becoming a better individual in a community of learners.

Directions: Answer the following questions in one to two sentences only. Write your answers in your notebook.

1. What creative nonfiction form is the above passage?
2. What is the writer trying to convey to his readers?
3. How did the writer convey his message? What approach did he use to do this?
4. Can you identify some nonfictional elements used by the writer in the text? What are they? Give examples from the passage to support your answer.
5. If you will write about the same message but from a different perspective or angle, how will you write it?

ASSIGNMENT

Directions: Write an analysis of a creative nonfiction that you have read. Be sure that you summarize and give commentary on the work. You may be critical on the craftsmanship of the work, thereby giving more insights. Be sure that you include the copy of the creative nonfiction. Your answer must be limited to three paragraphs only and be written in your notebook.

*Rubrics

5 – Correct use of language/grammar; clarity of ideas; copy of creative nonfiction used; correct summary, analysis and commentary of the text

3 – Minor errors on language/grammar; clarity of ideas; copy of creative nonfiction used; presence of summary, analysis and commentary of the text

1– Major errors on grammar; unclear presentation of ideas; copy of creative nonfiction text; presence of summary, analysis and commentary of the text

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References

Department of Education. (February 2014). K to 12 Senior High School Humanities and Social Sciences Strand – Creative Nonfiction Curriculum Guide.



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ANSWER KEY

Pre-Test

1. Personal narrative
2. There are things that the author misses in his life now that he is older; he expresses fear for many things that are not important.
3. He started with a narrative from the past about planting vegetables; went on to talk about fears he has (every paragraph seems to have a parallelism).
4. The use of characters, flashback, first-person point of view
5. Answers vary.

Task 1

(Answers vary)

Task 2

(Answers vary)

Post-Test

1. Reflection Essay
2. That it is better to have a face- to-face learning this school year
3. By stating his personal experiences. The approach is by means of reflection.
4. Postponement of the opening of classes from June to August 24 to October 5.
The declaration came from President Rodrigo Duterte.
5. Answers vary

Assignment

(Answers vary)

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