

SENIOR HIGH SCHOOL

Department of Education
National Capital Region

SCHOOLS DIVISION OFFICE MARIKINA CITY

21st CENTURY LITERATURE from the Philippines and the World Second Quarter – Module 3 Creative Representation of a Literary Text



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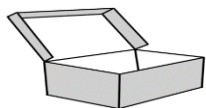
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What I Need to Know

Cómo estás hoy? ¿Estás listo para visitar diferentes puntos de referencia del Mundo? In this third module, you will learn how to:

Produce a creative representation of a literary text by applying multimedia and ICT skills

Moreover, you will answer practice activities to help you do the following:

1. illustrate the text in terms of literary elements, genres, and traditions;
2. exhibit a more appreciative way of looking at landmarks and other cultural icons; and
3. make a creative representation of a literary text by applying multimedia and ICT skills.



What I Know

Write TRUE if the statement is correct; otherwise, write FALSE. Type your answer in your messenger then send it to your teacher.

1. The Eiffel Tower is a wrought-iron lattice tower on the Champ de Mars in Paris, France. It is named after the engineer Gustave Eiffel, whose company designed and built the tower.
2. A Rhyming Couplet is four line of the same length that rhyme and complete one thought. There is no limit to the length of the lines.
3. Soliloquys are figures of speech that make reference to historical, mythological, and fictional figures.
4. Open couplet is a couplet that flows from the first line to the second line as one continuous sentence. They are also referred to as run-on couplets.
5. Stonehenge is a circle of gigantic stones standing in the heart of the English countryside and is made even more impressive by its mysterious history.

Lesson

1

Creative Representation of a Literary Text



What's In

Proper appreciation of a genre is not just about understanding the text itself. Exploring with the things that make it is essential to the process that will lead to a critical understanding of a genre. And it is a must that we critically understand a certain piece of literature to appreciate its value.

We can better appreciate a genre if we are adept about its elements, conventions, and traditions. Conflict is an essential element that we keep an eye at when we read a short story. Different chapters and their development and connectedness are main consideration in understanding a novel. Identification of image and figurative language are very important in analyzing a poem.

The genre and elements that composed it form symbiotic relationships of sorts. The genre weaves them into a coherent whole while the elements themselves when they develop enable the genre to grow and develop (Sanchez 2016).





What's New

A. Before Reading Activity

Below are some landmarks you may be familiar with. If you are not familiar with them, you do a little research so you can proceed with the activity.

Fill-out the table below. Copy and answer on a separate sheet of paper.

LANDMARK	COUNTRY	DESCRIPTION	SIGNIFICANCE
The Statue of Liberty National Monument			
The Eiffel Tower			
The Machu Picchu			
The Taj Mahal			
The Louvre Museum			

B. During Reading Activity

STONEHENGE

Rio Alma

I chose this instead of Windsor of My Fair Lady
 To measure, with some exactitude, our distance from ourselves
 For after some three thousand years,
 From rim of the wheel or ring of fire, we have raised
 Monuments of steel and glass, towering edifices
 On every shore found by every fist that ever jumped out of water.
 But, O Stonehenge, great gallery of stone!
 Monument of a hundred and one first-born chunk of rock face!
 And our forefathers, great little giants
 With the strength of a thousand dinosaurs and the knowledge of gods!
 They carved them out, said the leaflet, these monstrous dolmens
 Of adobe, each a thousand times their size and weight,
 Pushing and pulling each other over ridge and slope
 Across thick gorse or fine forest, across dense grove
 More ancient, or barricade of fellow stones.
 To stand them here in a circle, in the middle of the Salisbury plain.
 What magic ingredients enriched their meals?
 What wondrous juice from a thousand vines spiked their wines?



To stouten breast and toughen limb
 To carve and move and stand these stones
 That until now endure and reign in sun or rain
 More than half are gone, or have been stolen, some
 Are fallen among grass, but the rest
 Are upright – like warriors
 Standing their ground until felled
 And so, our materialistic mind insists;
 What drove the stone-age consciousness?
 To devote life and lives to these over a thousand years?
 And we explain to ourselves with a little raised eyebrow;
 These are ancient altars to the sun or sacred burial ground
 Governed by the same primal principle that built the pyramids and
 temples
 From Egypt, Sumer, and Greece to Chile and Mexico,
 That these are shrines for solstice rites,
 Where nubile maiden dance
 Or old crones mutter and rant at the sky where the sun
 Is most pregnant at the height of summer or in the dead of winter
 And we equate this to the function of each building we construct
 In the trade and commerce of our lives
 Or the impact on public relations of a mountain's decapitation,
 The death of springs and waterways in the advent of cables and highways
 But what if they only wanted to imitate the mountain?
 What if one day their poet-king awoke
 And spoke? I dreamed I was making a mountain
 They were in the middle of a war then
 But the poet-king conferred with the enemy
 And in the noblest words and metaphors told them
 His dream. The angels must have come to his help
 For everyone agreed to stop the fighting and the killing.
 Forget the remote cause of the endless killing,
 And help each other make real the proposal of the poet-king,
 All of themselves they gave to searching for rolling the stones
 And so they forgot all about conflict, pasture and field
 Thrived and flourished, and in ten centuries
 They were able to raise a Mountain of Peace
 Like the turtle who wanted to be like the heron,
 Life is a game of flight and fetters
 That fortunately we will not leave to the decree of the stars

But which we might be entrusting so much
 To the light of prayer and faith we grew up with
 Or the new-fangled and harsh lenses and scalpels of Science.
 Now, as we circle the remaining stones of Stonehenge
 And the wind of the coming winter brushes our cheeks,
 The stones and meadow seem stunned in the silence.
 My fellow visitors walk but they are motionless.
 Someone is talking but there is no voice. Cameras
 Snap but there is no click. The fog slowly descends
 And before we pass the undulating parade
 Of pestilence and wars of our own making, black and white
 Pictures issuing from the hard surface of stones:
 The soundless blast and disintegration of towers and bridges
 Mute military armor scarping fields and gardens,
 Pale, crumbling pillars and headless saints,
 Or the drowned sobs of hungry infants.....
 And ending with the image of Proteus astride his dolphins,
 Shifting shape to avoid uttering the truth
 He should have said it, long ago. He should have stopped
 The ancestor of the lizard rising from the cursed land
 To remind him of the loss of paradise among fish.

Translated from the Filipino by
 Marne L. Kilates

C. Post Reading Activity

Respond critically to the following questions and worksheets to process the selection. Write your answer on a separate sheet of paper.

1. Allusions are figures of speech that make reference to historical, mythological, and fictional figures. Find three allusions in the text and identify their original meaning as well as their function in the poem.

ALLUSION	ORIGINAL ROLE	FUNCTION IN THE TEXT

2. What is a Stonehenge? Where is it located? What is its significance to the country of its origin?



3. What is the speaker of the poem comparing Stonehenge to? Lift lines from the poem showing that comparison. What is the basis of his comparison?
4. How does the speaker perceive the monuments? Comment on the speaker's attitude towards his perception.
5. What does the author mean by "materialistic mind"? Does the author prove his points? Point out examples of thoughts from a materialistic mind can we see in the poem.
6. Who is the poet-king? How does his image contrast the image of materialistic mind?
7. What does the author seem to be critiquing about the modern man? What does this do to the thematic concern of the poem?



What Is It

What is couplet in poetry?

A couplet is two lines of verse that follow one another and are connected by rhythm and rhyme. They make a poem pop with their lyrical language and pacing.

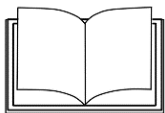
A couplet is a pair of consecutive lines of poetry that create a complete thought or idea. The lines often have similar syllabic patterns, called a meter. While most couplets rhyme, not all do. A couplet can live within a bigger poem or be a poem all its own.

What Are Some of the Different Types of Couplets in Poetry?

Couplets group one idea into a short stanza. The characteristics that define a couplet —meter, rhyme scheme, or origin — divide them into specific types of couplets such as:

- **Heroic couplet.** This is the most common couplet used in English poetry. Heroic couplets follow an iambic pentameter — a rhythm that has a five two-syllable beat with emphasis placed on the second syllable.
- **Split couplet.** Split couplets have asymmetrical rhythms. The first line is iambic pentameter—five beats. The next line is iambic dimeter—two beats.
- **Open couplet.** A couplet that flows from the first line to the second line as one continuous sentence is an open couplet. They are also referred to as run-on couplets.
- **Closed couplet.** A couplet that has two separate sentences is a closed couplet. They are also called formal couplets.
- **Chinese couplet.** Couplets have been used in Chinese poetry for two thousand years. In Chinese poetry, couplets are written as individual poems. The couplet poems are hung around doorways on special occasions like New Year's Day, birthdays, and weddings, with wishes for a prosperous life.
- **Qasida.** A qasida is an Arabic poem that is a series of couplets. There can be dozens of couplets in a qasida.





What's More

Activity 1- (For Modular learners ONLY)

Browse the poem “Stonehenge” by Rio Alma. Notice how couplets are employed all throughout from the beginning until the end of the poem. In this activity, you are going to choose one among the different landmarks included in Before Reading Activity. Then, write a poem about it. Be sure to deliver the lines in couplets. You are free to decide as to how long your poem will be as long as you are able to give a complete thought.

Activity 2

Pretend that you are a Tour Associate who works in a tour company. Your job is to promote a certain tourist spot to a group of people who are choosing their next destination. They may be a group of American tourists, Chinese high school students, Singaporean who have just graduated from college, or community officers who need relaxation after tiring activities in their community. Your explanation must take into account their cultural background and context. Do it in a five-minute power point presentation for **online learners** and a written output for **modular learners**.

Grading Rubric

ITEM	EXCELLENT	GOOD	MAY STILL IMPROVE
1. Discussion			
Clarity of Ideas			
Organization			
2. Presentation			
3. Overall Engagement			

Activity 3 – (For Online learners ONLY)

Create A Visual Poem

Explore examples of visual poems online. Search School Tube or YouTube for your favorite poet or a poem your class has recently read and watch the Getty Institutes how-to video.

You may visit:

www.youtube.com/watch?time_continue=3&v=wWpMB6gmBYA&feature=emb_logo.

Go back to the poem you have written in Activity 1 and do the following:

- 1) Focus on individual lines or verses and locate images that help the viewer better comprehend the meaning and connect to the content. Use digital cameras to capture original photos. Apps like Wixie have tools you can use to create illustrations.
- 2) Combine the images with text, voice narration, and background music to complete your visual poem.
- 3) Share your visual poem in class via Google Classroom or upload it on your Facebook account and have your classmates watch and comment on it.



What I Have Learned

Complete the following sentences to weigh what we have learned. Write you answer on a separate sheet of paper.

1. In this lesson, I learned that knowing the history and culture of other people is important because

_____.

2. I learned that allusion is

_____ and couplet is _____.

3. I learned that tourism is not just about

_____ but is also about

_____.



What I Can Do

Read the examples of poems with heroic couplets.

1. "Cooper's Hill" by Sir John Denham (1641)

O could I flow like thee, and make thy stream
My great example, as it is my theme!
Though deep yet clear, though gentle yet not dull;
Strong without rage, without o'erflowing full.

2. The Canterbury Tales by Geoffrey Chaucer (1400)

She was a worthy woman Al hir life
Housebondes at church Dore she hadde five

3. Aeneid by Virgil (19 BCE)

Soon had their hosts in bloody battle join'd;
But westward to the sea the sun declin'd.
Intrench'd before the town both armies lie,
While Night with sable wings involves the sky.

4. The Rape of Lock by Alexander Pope (1712)

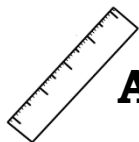
Here Thou, great Anna! whom three Realms obey,
Dost sometimes Counsel take—and sometimes Tea.

From the examples given, we may decode that a heroic couplet is a pair of rhyming lines that is present in a heroic poem or that relays themes of heroism within a larger poem. Heroic couplets generally consist of two lines written in iambic pentameter, though some poets chose to vary the meter, perhaps using blank verse or incorporating enjambment between the first line and the second line. In general, heroic couplets follow a simple AA end rhyme scheme.



Task:

- 1) Identify the heroism act done by the characters in each example.
- 2) Search at least four (4) heroic couplets from the poems published in the 21st century.
- 3) Write your own poem employing heroic couplet. You can use any topic of your liking. Be sure to write at least fourteen lines.



Assessment

Identify the term that is being described in the following sentences. Write your answer on a separate sheet of paper.

- _____ 1. It is a pair of consecutive lines of poetry that create a complete thought or idea.
- _____ 2. These are figures of speech that make reference to historical, mythological, and fictional figures.
- _____ 3. It is a gift of friendship from the people of France to the United States and is recognized as a universal symbol of freedom and democracy.
- _____ 4. It is an Arabic poem that is a series of couplets.
- _____ 5. It is a poetry that has a visual component, whether it's shown in the actual form of the poem or if it has an accompanying image.



Additional Activities

Make a compilation of poem with different kinds of couplet. Identify the couplet used and explain how you say so. Be sure that the poem you will compile is a part of the 21st Century Literature. The compilation must be composed of not less than 10 poems.

Post Test

Quarter 2 Module 3 – Creative Representation of a Literary Text

Test 1 – Write TRUE if the statement is correct; otherwise, write FALSE on the blank provided.

- _____ 1. Proper appreciation of a genre is all about understanding the text itself.
- _____ 2. The gradual psychological unfolding of the story happens during its climax.
- _____ 3. Allusions are figures of speech that make reference to historical, mythological, and fictional figures.
- _____ 4. A couplet is a pair of consecutive lines of poetry that create a complete thought or idea.
- _____ 5. The different chapters and their development and connectedness are main consideration in understanding a novel.

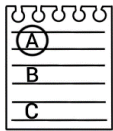
Test II – Identify the type of couplet that is being described in the following items. Write your answer on the blank provided.

- _____ 1. It is a couplet that has two separate sentences.
 _____ 2. It is the most common couplet used in English poetry. It follows an iambic pentameter.
 _____ 3. It is an Arabic poem that is composed of a series of couplets.
 _____ 4. This couplet poem is hung around doorways on special occasions like New Year's Day, birthdays, and weddings, with wishes for a prosperous life.
 _____ 5. It is a couplet that flows from the first line to the second line as one continuous sentence is an open couplet.

Test III – Read the part of the poem “Cooper’s Hill” by Sir John Denham below. Then make a creative open couplet poem (an adaptation) following the rubrics below.

O could I flow like thee, and make thy stream
 My great example, as it is my theme!
 Though deep yet clear, though gentle yet not dull;
 Strong without rage, without o'erflowing full.

	Beginning (1 point)	Developing (2 points)	Established (3 points)
Use of rhyming couplet	The poet does not use rhyming couplets.	The poet has made an attempt at using rhyming couplets.	The poet uses rhyming couplets well throughout the poem.
Creativity	The poet did not use creativity in presenting the poem.	The poet is developing creativity in presenting the poem.	The poet has presented his/her work well to reflect the theme of the poem.
Originality	The poem lacks thoughtfulness and seems rushed.	The poet creates his/her own style of the adaptation and is evident in the poem.	The poet presented the poem well showing his/her own personality.



Answer Key

<p>Answers will vary.</p> <p>Test III</p> <p>5. Open Couplet</p> <p>4. Chinese Couplet</p> <p>3. Qasida</p> <p>2. Heroic Couplet</p> <p>1. Closed Couplet</p> <p>Test II</p> <p>5. True</p> <p>4. True</p> <p>3. True</p> <p>2. False</p> <p>1. False</p> <p>Test I</p>		
<p>Post Test</p>		
<p>Assessment</p> <p>1. Couplet</p> <p>2. Allusions</p> <p>3. The Statue of Liberty</p> <p>4. Qasida</p> <p>5. Visual Poetry</p>	<p>What's More</p> <p>1. Answer will vary.</p>	<p>What I Know</p> <p>1. True</p> <p>2. False</p> <p>3. False</p> <p>4. True</p> <p>5. True</p>
<p>Quarter II – Module 3: Creative Representation of a Literary Text</p>		

Answer Key

21st Century Literature



References

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