

# English

## Quarter 3 – Module 4: Analyzing Literature as a Mirror to a Shared Heritage



**English – Grade 8**

**Alternative Delivery Mode**

**Quarter 3 – Module 4: Analyzing Literature as a Mirror to a Shared Heritage**

**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

**Writers:** Rey Ariel I. Dagami, Redentor Bandoy, Shela May P. Lacia

**Editors:** Gemma B. Espadero, Ponciano G. Alngog, Lanie Lagumbay

**Reviewers:** Gladys S. Asis, Maria Dinah D. Abalos, Pepsi C. Lopez,

Ma. Fe C. Climaco, Tammy C. Catubig, Maricyl A. Feliza,

Ardelyn L. Glodobe, Vanessa R. Natulla, Pinky Rosarie E. Laurente

Marvelous B. Estal, Jeanette R. Isidro,

**Illustrators:** Julien A. Espinoza, Jason Villena

**Layout Artist:** Julien A. Espinoza, LRMS Tandag City

**Management Team:** Francis Cesar B. Bringas

Isidro M. Biol, Jr.

Maripaz F. Magno

Josephine Chonie M. Obseñares

Jeanette R. Isidro

Gemma B. Espadero

Eric C. Cabaluna

Printed in the Philippines by \_\_\_\_\_

**Department of Education – Caraga Region**

Office Address: Learning Resource Management Section (LRMS)

Teacher Development Center

J.P. Rosales Avenue Butuan City, Philippines 8600

Tel. No: (085) 342-8207, Telefax No.: (085) 342-5969

E-mail Address: caraga@deped.gov.ph

**8**

**English**

**Quarter 3 – Module 4:**

**Analyzing Literature as a**

**Mirror to a Shared Heritage**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that, you, our dear learners, can continue your studies and learn while at home. Each SLM is composed of different parts. Each part should guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to check how much you already know about the lesson. It will also give your facilitator an idea about the progress that you are making in the SLM. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and test. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you!



## **What I Need to Know**

This module is developed based on the Most Essential Learning Competency (MELC) presented in the English 8 MELC curriculum guide. The lesson found in this module is divided into independent units with their own activities and notes for further reading. This lesson helps you on how to analyze literature as a mirror to a shared heritage of people with diverse backgrounds.

The module is thus structured in terms of certain kinds of progression. The reading texts and activities focus on Afro-Asian literature which brings the students to the wonderful continents of Africa and Asia as a mirror to a shared heritage. With these, you will be able to inculcate a deeper appreciation of Philippine culture and those of the other countries.

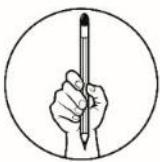
In sum, the material can be used for individualized instruction working through topic by topic. In this respect, we hope that the module will itself be put to use productively in different ways that nonetheless contributes to its underlying aim: to save our learners from dropping out and to develop an awareness of reading among our learners, where reading the word is a part of reading the world.

The most essential learning competency in this module is to analyze literature as a mirror to a shared heritage of people with diverse backgrounds.

### **Objectives:**

As a learner of this module, you are expected to:

1. define literature and its elements;
2. identify the elements of a given literary piece;
3. analyze the culture reflected in the text with other cultures; and
4. write a composition appreciating literature as a reflection to a shared heritage of people.



## What I Know

Before we start discussing the lesson found herein, find out how much you know about the coverage of this module. The result of this pretest will determine whether you will proceed or skip the module. If you get a perfect score in this assessment, you can skip the module. If you get one or more mistakes, proceed with the module.

**Directions:** Read and analyze the following questions carefully. Write the letter of your answer on a separate sheet of paper.

1. What is a body of written works such as poetry, novels, history, biography, and essays that reflects the background of a certain culture?  
A. epic                    B. literature                    C. poetry                    D. prose
2. Which type of literature is a product of a writer's imagination?  
A. feature                    B. fiction                    C. parable                    D. non-fiction
3. What is defined as the sequence of events that occurs from the first to the last line of the story?  
A. character                    B. plot                    C. point of view                    D. setting
4. Which type of literature is based on facts and talks about real people, places, and events?  
A. features                    B. fiction                    C. non-fiction                    D. sci-fi
5. What part of a plot refers to the conclusion or ending of a story?  
A. climax                    B. falling action                    C. rising action                    D. resolution
6. "*Ravana abducted Sita and forced her to be his wife. Rama came to rescue Sita. He fought and confronted Ravana and his evil brothers. Finally, Rama killed Ravana and freed Sita.*" What type of conflict is used by the author?  
A. man vs. man                    C. man vs. society  
B. man vs. self                    D. man vs. supernatural
7. "Long ago, the kingdom of Ayodhya was ruled by a wise king. Ayodhya is part of the Ancient Sarayu in India." What literary element is emphasized from this statement?  
A. character                    B. plot                    C. setting                    D. theme
8. "*While it is true that Rama's stepmother, the second wife, is against Rama to be crowned as the next king, Ravana is considered as the main antagonist of the story Ramayana.*" What literary element is emphasized in the text?  
A. character                    B. plot                    C. setting                    D. theme

**For items 9 and 10, choose your answers from the following sequence of events from Ramayana.**

- A. *Rama, the son of King Dasharata, was the prince of Ayodhya. In a neighboring city, the ruler's daughter named Sita chose Rama as her bridegroom at a ceremony called a Swayamvara.*



**Lesson  
1**

# Analyzing Literature as a Mirror to a Shared Heritage



## What's In

.

This time, recall what you have learned in the previous module on determining various social, moral, and economic issues.

**Directions:** The following items are lifted from the different articles concerning problems in our society. Choose the letter of the best answer and write it on a separate sheet of paper.

1. Which of the following constitutes a social issue?
  - A. It is only important to politicians.
  - B. It is a problem that is only seen overseas.
  - C. It has been around for thousands of years.
  - D. It prevents society from functioning normally.
2. Which of the following can be categorized as a moral issue?
  - A. A teenage girl gets pregnant.
  - B. A boy throws garbage into a pond.
  - C. A mom takes away her son's phone for not listening to her.
  - D. A group of teens spends much time on playing online games.
3. Transmission of COVID-19 continues to affect the work of people across the world. What issue is evident in this situation?
  - A. moral
  - B. social
  - C. economical
  - D. psychological
4. In some of the poorest villages across the globe, children are dying from diseases that are preventable and curable. What issue is evident in this situation?
  - A. moral
  - B. social
  - C. economical
  - D. psychological
5. High fuel costs, soaring commodity prices, and fears of global recession affect the developing countries. What issue is evident in this situation?
  - A. moral
  - B. social
  - C. economical
  - D. psychological

These issues speak about universal themes of human life. Do you think these issues are also reflected in literature? You will find out as you explore some literary pieces of Afro-Asian Literature.



## What's New

As you go along with this module, you will be reading the story Ramayana, an epic from India.

The story was written by *Maharshi Valmiki*, a Hindu sage who lived around the beginning of the first millennium B.C. He is referred to as the 'adikavi', the original creator of the Hindu 'sloka' - a verse form in which most of the great epics such as Ramayana, Mahabharata, Puranas, and other works are composed.

The Ramayana is an ancient Sanskrit comprising of 24,000 verses in seven cantos. The epic contains the teachings of the very ancient Hindu sages. It is one of the most important literary works of ancient India which greatly influenced art and culture in the Indian subcontinent and South-East Asia.

**Directions:** Read the summary of the Ramayana and do the activity that follows.

### The Story of Ramayana by Maharshi Valmiki

Long ago, Dasharatha, the wise king of Ayodhya of Sarayu, India had three wives. Though the King had three wives, he didn't have any children with them. The Chief priest Vasishta advised the king to make fire sacrifice to obtain a blessing from the gods.

After the gods were pleased, one of them appeared out of the flame and handed him a pot full of nectar. The god told the king to share the nectar with his three queens namely Kausalya, Kaikeye, and Sumitra.

While the nectar had been shared, the three queens gave birth to sons: Kausalya had Rama; Kaikeye had Bharatha; and Sumitra had twins Lakshmana and Shatrughna. A sage took the boys out to train them in archery.

In a neighboring city, the ruler's daughter was named Sita. When it was time for Sita to choose her bridegroom, at a ceremony called a Swayamvara, the princes were asked to string a giant bow. No one else could even lift the bow, but as Rama bent it, he did not only string it but also broke it into two. Sita indicated that she chose Rama as her husband by putting a garland around his neck. The disappointed suitors were watching.



King Dasharatha, Rama's father, decided it was time to give his throne to his eldest son Rama and retired to the forest to seek moksha. Everyone seems pleased. This plan fulfilled the rules of dharma because an eldest son should rule and, if a son can take over one's responsibilities, one's last years may be spent in a search for moksha.

In addition, everyone loved Rama. However, Rama's stepmother, the king's second wife, was not pleased. She wanted her son, Bharata, to rule. Because of an oath Dasharatha had made to her years before, she got the king to agree to banish Rama for fourteen years and to crown Bharata even though the king, on bended knee, begged her not to demand such things. Broken-hearted, the devastated king could not face Rama with the news that Kaikeyi must tell him.

Rama, always obedient, was as content to go into banishment in the forest as to be crowned king. Sita convinced Rama that she would always be at his side and his brother Lakshmana also begged to accompany them. Rama, Sita, and Lakshmana set out to the forest.

Bharata, whose mother's evil plot had won him the throne, was very upset when he found out what had happened. Not for a moment he did consider breaking the rules of dharma and becoming king in Rama's place. He went to Rama's forest retreat and begged Rama to return and rule, but Rama refused. "We must obey father," Rama says. Bharata then took Rama's sandals saying, "I will put these on the throne, and every day I shall place the fruits of my work at the feet of my Lord." Embracing Rama, he took the sandals and returned to Ayodhya.

Years passed and Rama, Sita, and Lakshmana were very happy in the forest. Rama and Lakshmana destroyed the rakshasas (evil creatures) who disturbed the sages in their meditations.

One day a rakshasa princess named Shurpanakha tried to seduce Rama, and Lakshmana wounded her and drove her away. She returned to her brother Ravana, the ten-headed ruler of Lanka (Sri Lanka, formerly Ceylon), and told her brother, who is always attracted to beautiful women, about lovely Sita.

Ravana devised a plan to abduct Sita. He sent a magical golden deer which Sita desired Rama to hunt. A long time had passed, but Rama didn't return. Thus, Lakshmana went off to find his brother. Before leaving Sita, Lakshmana drew a protective circle around Sita and warned her that she would be safe if she would stay within the circle. As they went off, Ravana, who could change his shape, appeared as a holy man begging alms. The moment Sita stepped outside the circle to give him food, Ravana grabbed her and carried her off to his kingdom in Lanka.

Rama was broken-hearted when he returned to the empty hut and could not find Sita. A band of monkeys led by Hanuman offered to help him find Sita. Ravana carried Sita to his palace in Lanka, but he could not force her to be his wife. So, he put her in a grove and alternately sweet-talked her and threatened her in an attempt to get her to agree to marry him. Sita would not even look at him but thought only of her beloved Rama. Hanuman, the general of the monkey band could fly since his father was the wind, and he flew to Lanka and found Sita in the grove, comforted her, and told her Rama would come soon and save her.



Ravana's men captured Hanuman, and Ravana ordered them to wrap Hanuman's tail in cloth and to set it on fire. With his tail burning, Hanuman hopped from house-top to house-top, setting Lanka a fire. He then flew back to Rama to tell him where Sita was.

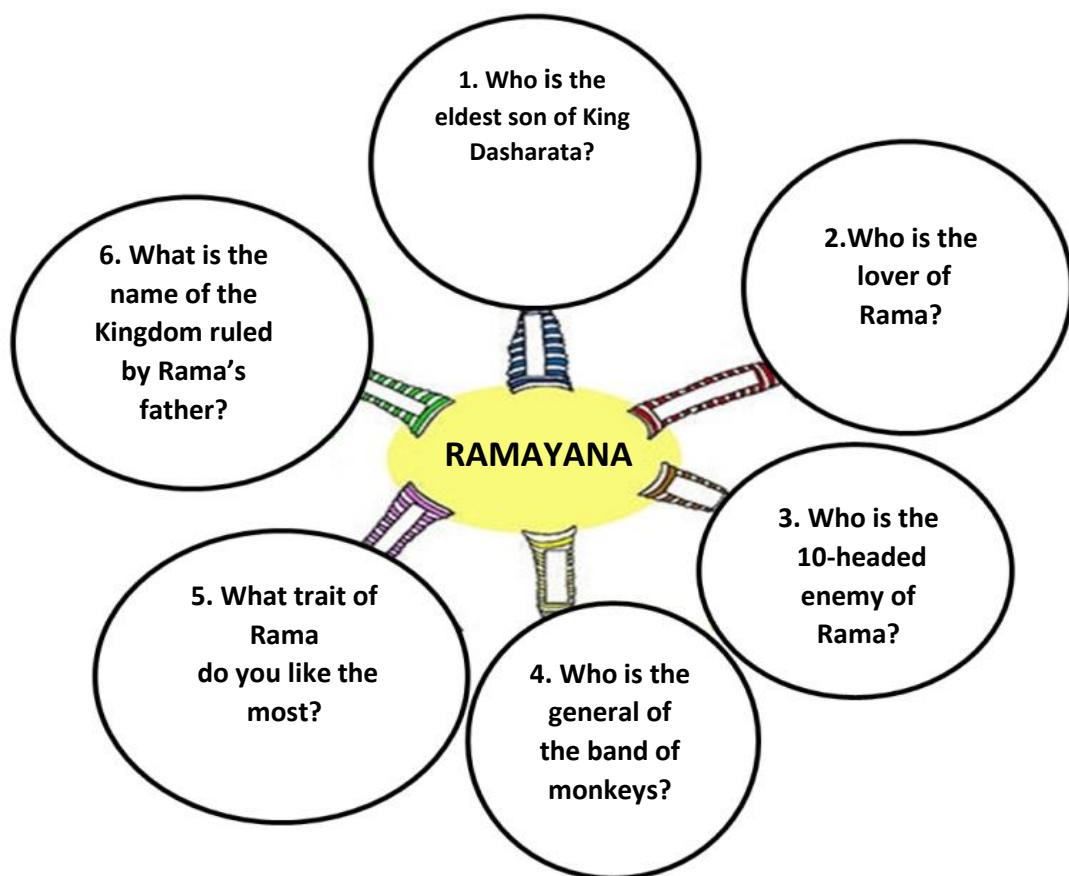
Rama, Lakshmana, and the monkey army built a causeway from the tip of India crossing over to Lanka. A mighty battle took place. Rama killed several of Ravana's brothers and then Rama confronted ten-headed Ravana. Rama finally killed Ravana and freed Sita. After Sita gained her freedom from Ravana, she proved her purity through the trial by fire. Then, they returned to Ayodhya and Rama became the king.



As Rama became the king, he ruled Ayodhya with Ramrajya - an ideal time when everyone does his or her duties and responsibilities. **Source:** <https://www.litcharts.com/lit/the-ramayana/summary>.

### Shaping Interpretation

Fill in the graphic organizer by answering the question inside each balloon.



- What do you call the place where the story happened?
- What refers to the people present in the story?

The answers to these questions are some of the elements of the story. You will find out more about these as you explore this module.



## **What is It**

In this part of the module, you will learn the meaning of literature, its elements, and how it reflects the culture of other group of people similar to your own.

### **What is Literature?**

**Literature.** It refers to a body of written works such as poetry, novels, history, biography, and essays that reflects the background of a certain culture. It is derived from the Latin word *litaritura/litteratura* which means “writing formed with letters.”

There are a number of ways that literature is classified. The most basic types of literature are **fiction** and **non-fiction**.

### **What are the Types of Literature?**

**1. Fiction.** It is a type of literature that is a product of a writer’s imagination. It can be inspired by actual or completely made-up events. It is usually created through the use of clear details that we recognize or that move us in some ways.

#### **Examples:**

*The story “The Soul of the Great Bell” is a Chinese fiction retold in English by Lafcadio Hearn. The story is all about a girl named Ko-Ngai, a virgin maiden, who sacrificed her life to save her father Kouan-Yu from the anger of the Son of Heaven and Yung-Lo. Her blood was the main ingredient to successfully make the great bell.*

*Another example of fiction is the “Story of the Aged Mother,” a Japanese folktale by Matsuo Basho. It is about a son and his mother going through struggles because of the unkind ruler who issued cruel orders which included among others, sending the elderly to the mountain to be abandoned and left to die. However, the son took good care of his mother. Meanwhile, the governor ordered that whoever could bring him a rope made of ashes would be honored. It was the mother’s wisdom that saved the entire town when the son revealed that it was his aged mother’s brilliant idea to make the order possible. The governor, in the end, denounced his previous order of killing all aged people.*

**2. Nonfiction.** It is a type of literature that is based on facts. It is a writing about real people, places, and events which include biographies, auto-biographies, and interviews.

**Example:**

"Long Walk to Freedom" is an **autobiography**, a self-written story, of Nelson Mandela who was a South African activist and former president (1918-2013).

**What are the Elements of a Story?**

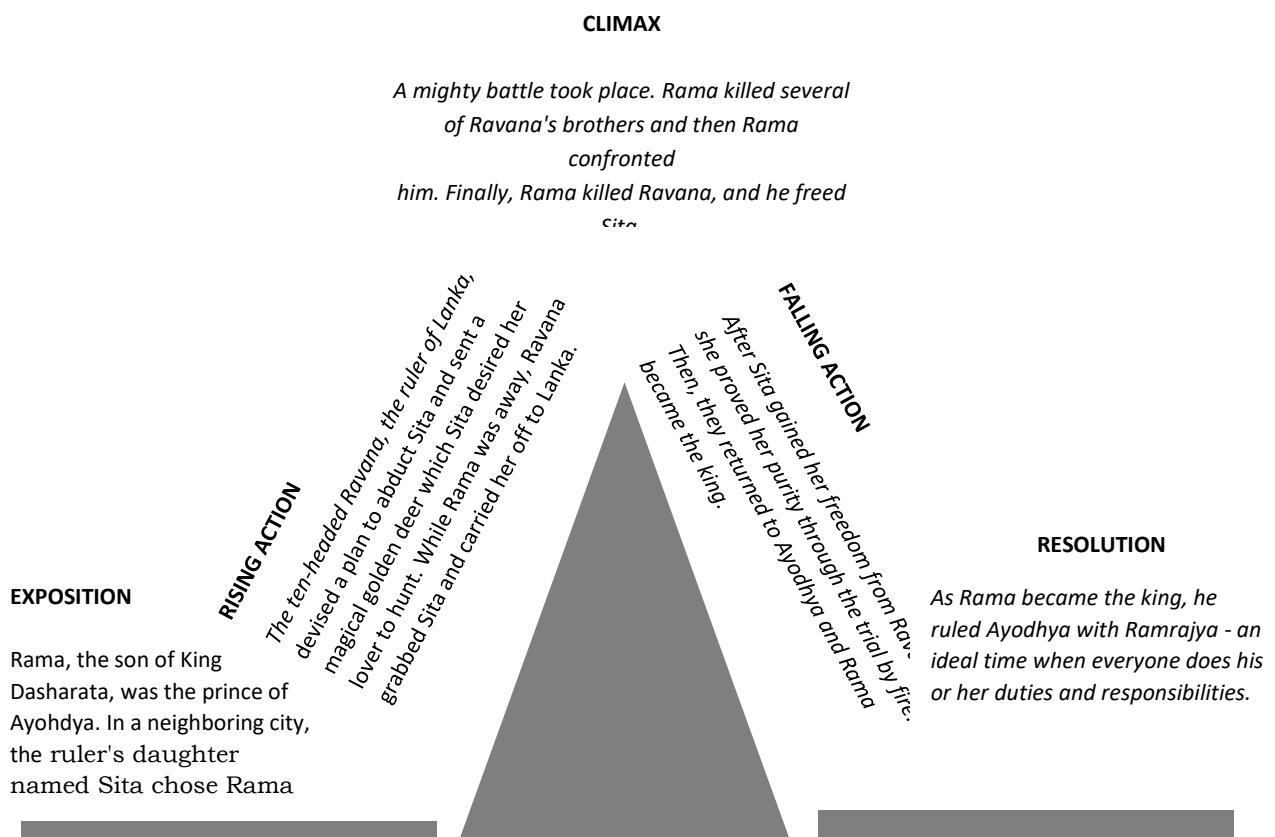
1. **Setting.** It refers to the time and place in which the action of the story happens.

**Example:**

In Ramayana, there is more than one setting such as Ayodhya, Lanka, and the forest (place). The story happened a long time ago (time).

2. **Plot.** It is defined as an interrelated sequence of events in a story where each event affects the other, thus showing the cause-and-effect relationship. The illustration below shows the sequence of events of the story Ramayana.

**Guide Questions:**



A plot has six elements:

**a. Exposition/Initial Action.** This is the very beginning of a story. In this part, authors usually introduce the major characters and setting to the reader.

In the illustration above, the author introduces the place Ayodhya as the setting and presents the characters King Dasharata, Rama, and Sita.

**b. Rising Action.** This is the part when tension starts to build. It usually involves facing and conquering minor conflicts, which is what keeps the plot moving forward.

In the illustration above, the tension started when Ravana devised a plan to abduct Sita.

**c. Climax.** This is the part of the story where the characters finally have to face and solve the major conflict. This is the "peak" of the plot or the highest point of interest where all the tensions of the rising action lead to the success or failure of the hero.

In the illustration above, Rama solved the major conflict when he fought and killed Ravana to save Sita.

**d. Falling Action.** This is everything that happens after the climax but before the resolution. This is when the tension lessens and starts bringing the action to a close.

In the illustration above, the tension started to lessen when Rama saved Sita, returned to Ayodhya, and became the king.

**e. Resolution/Denouement.** This is the conclusion or ending of a story.

In the illustration above, the story ended when Rama ruled *Ayodhya in peace and harmony with his people*.

**3. Character.** It refers to a person, an object, an animal, or imaginary creature personified in the story. There are two types of characters: the **protagonist** and the **antagonist**.

**a. Protagonist.** It is the main character who does heroic acts in the story.

*In the story Ramayana, Rama is the protagonist since he does the heroic acts of saving Sita and winning the battle against Ravana.*

**b. Antagonist.** It is also a main character who opposes the protagonist in some way.

*Ravana is considered as the main antagonist of the story Ramayana.*

**4. Conflict.** It refers to the problem that the main characters have to face. The conflict of the story has four major types: man vs. man, man vs. self, man vs. society, and man vs. supernatural.

**Man vs. man.** It is the conflict of the story in which the struggle is between the protagonist and the antagonist. In this conflict, the protagonist wants something, and the antagonist obstructs the protagonist from getting what he wants.

*Example:*

*In Ramayana, the author illustrates man vs. man conflict when Rama fought against Ravana who abducted Sita.*

**Man vs. self.** It is a conflict that takes place within the character himself. It often involves the character in making a decision between right and wrong.

*Example:*

*Dasharatha had a conflict within himself in his decision to set Rama into banishment even against his own will.*

**Man vs. society.** It is a conflict that occurs when the character has a conflict with the government, cultural, or societal tradition.

*Example:*

*In Ramayana, the author shows man vs. society when everyone including the band of monkeys fought against Ravana to save Sita.*

**Man vs. supernatural.** It is a conflict that happens when the protagonist faces a struggle against a god, gods, and supernatural forces.

*Example:*

In Ramayana, the author depicts man vs. supernatural type of conflict when Rama and Lakshmana fought against Rakshasas or the evil creature.

**5. Point of View.** This is the angle of narration or the perspective from which the story is told. It can be classified as first person and third person.

**a. First Person.** The narrator is a character in the story who can reveal only personal thoughts and feelings. It uses the personal pronoun *I*.

*Example:*

*"I was standing in the dark. I was scared and cold. Then, I felt something on my shoulder, and it was a hand. I was trying to get away, but it wouldn't let me go. I screamed as loud as I could, but no one heard me." - **In the Dark***

**b. Third person.** This is when the narrator is removed from the story and tells it from an outside perspective. To do this, the narrator uses personal pronouns like "he," "she," and "they" to refer to the characters in the story.

*Example:*

*"Ravana devised a plan to abduct Sita. He sent a magical golden deer which Sita desired Rama to hunt. A long time had passed, but Rama didn't return. Thus, Lakshmana went off to find his brother." - **Ramayana***

**Note:** There are other types of point of view other than these two, but the first person point of view and the third person point of view are the common ones.

6. **Theme.** It refers to the central idea or message of a story.

*In Ramayana, the author illustrates man vs. self-type of conflict when King*

*In Ramayana, the theme is about showing love and doing one's duties and responsibilities, or known as dharma. Rama showed his love to Sita by saving her from the enemy. He also performed his duties and responsibilities as a king, husband, son, and brother, respectively.*

**Sources:** <https://literaryterms.net/>.

<https://education.seattlepi.com/types-conflict-can-found-narrative-3739.html>.



## What's More

This time, you will be shaping your interpretation in analyzing literature using different activities.

### Activity 1. 2-3-1 Challenge!

**Directions:** Read the story below and do the following activity. Write your answers in your activity notebook.

#### In the Dark

There I was, standing in the dark. No one was there but me and the night. All I could do was stand there and not move. If I moved, I would fall into the black pit. I was scared and cold. I tried to scream, but all you could hear was my echo. I was trying to feel my way without moving, but I couldn't feel anything. I felt something on my shoulder, and it was a hand. I was trying to get away, but it wouldn't let me go. Then the hands pushed me into the black pit. I screamed as loud as I could, but no one heard me. I tried to stop myself from falling, but I kept on falling. Then a hand from under me stopped me from falling; the hand that stopped me was my mother's.

2

List down the two characters found in the story.

---

---

3

Describe the feelings of the main character in three words.



---

---

1

Give a one-sentence ending about what might happen to the character in the story.

---

---

**Assessment 1.**

**Directions:** Based on the story “In the Dark,” answer the following questions below. Cite the sentences from the text to prove your answer.

- What point of view is used by the author?

---

Evidence/line from the text:

---

- What is the theme of the story?

---

Evidence/line from the text:

---

- What societal issue is mirrored in the story?

## **Activity 2.**

**Directions:** Read the following excerpt. Then, using the character chart below, give at least three words to describe the following characters. Write your answers in your activity notebook.

### **Lord Krishna**

The future Lord Krishna was born into dangerous circumstances. His uncle, the evil King Kamsa, had been told that Krishna's mother would give birth to a son who would destroy him. So, the king imprisoned his sister and killed her children. But when Krishna was born, his father spirited him away to be raised by another family.

Though young and gentle, Krishna had great wisdom bestowed upon him by Lord Vishnu. In those days, Krishna lived in Vrindavan, a holy town in Uttar Pradesh, northern India. Each year, the people there made offerings to Indra, the fierce ruler of clouds and rain, hoping to soothe Indra's temper. Krishna clearly recognized that Indra was neither generous nor sincere; he was selfish, haughty, and unworthy of respect.

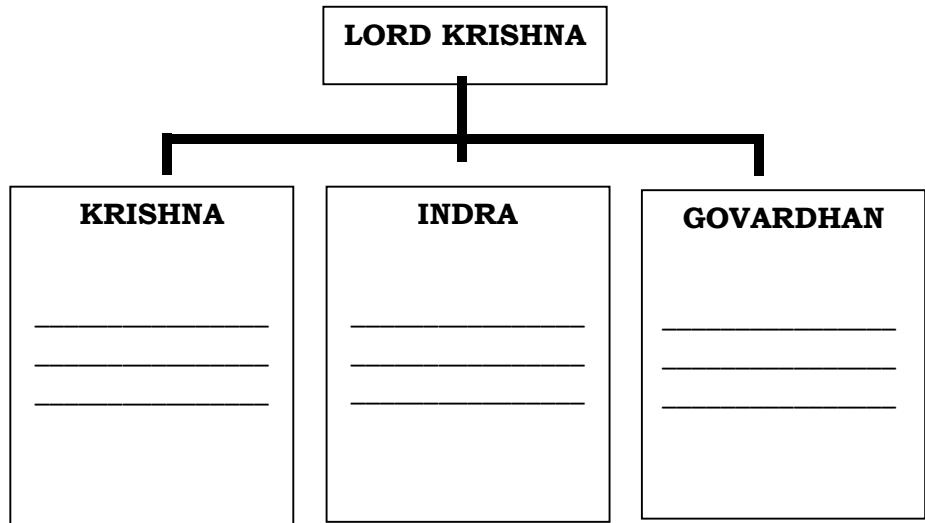
Krishna thought of teaching Indra a lesson so he told the people. "Indra is a bully we need not serve. Instead, it makes more sense to worship Govardhan, our mountain that supports us. Let us honor kind Govardhan, who unselfishly shares her lush forests and urges the clouds to shower us." The people agreed with Krishna's idea.

After Indra had known this, he flew into a mighty rage. "These farmers ignore me to worship a mountain on the advice of a child? What an insult! I shall severely punish them!" he thundered. Indra ordered the clouds to send furious winds and driving rains to Vrindavan. The storm terrified the people who fearfully sought help from young Krishna.

With supreme calmness, grace, and power, Krishna lifted Govardhan into the air using only the little finger of his left hand. He steadfastly held the mountain like an umbrella, protecting Vrindavan for seven stormy days and nights.

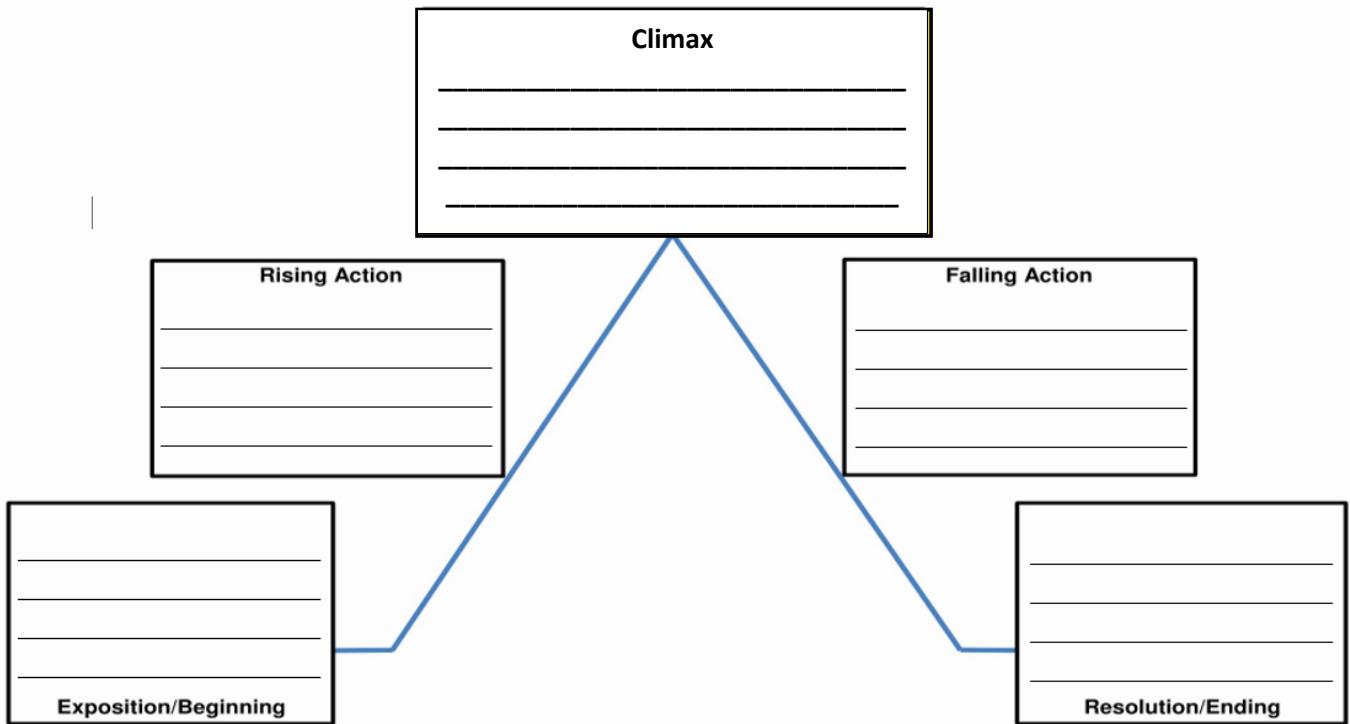
With this, Indra acknowledged his error. He ceased the storm and deeply apologized to Krishna. Thus, this made humans learn not to give in to disaster and become resilient.

**Source:** <https://www.hindustantimes.com/more-lifestyle/krishna-janmashtami-2019-the-story-of-lord-krishna-s-birth/story-4E62vFF3DszD9fwLMR7oPJ.html>



### Assessment 2

**Directions:** Based on the story “Lord Krishna,” fill in the plot diagram below. Write your answers in sentence form. Do this in your activity notebook.



### **My Childhood Sweetest Memory**

*By Gemma B. Espadero*

*The power of traditional culture can gratify  
hand pounding of paddy is a great sight  
the power of a mortar with a pestle is missing  
for this kind of power is greatly seen  
as the traditional milling process of rice grain  
But as time passes by, this culture dies;  
As technology brings changes this time  
The emerging issues on pollution arise,  
I wish I could turn back the hands of time;  
Where the traditional milling process survived,  
For I was once a pounder of this paddy  
And it lives in my childhood sweetest memory*

Think of your childhood sweetest memory. Then, compare or contrast the writer's sweetest memory with yours. Write your answers under the corresponding column. Be guided by the sentence starters provided for you. Do this in your activity notebook.

<b>MY CHILDHOOD SWEETEST MEMORY</b>	
<b>WRITER</b>	<b>YOU</b>
The sweetest memory of the writer is _____ _____ _____.	My sweetest memory is _____ _____ _____.

### Assessment 3

The picture below illustrates the setting and the characters in the poem. The characters are talking about the traditional Filipino way of rice milling. What do you think are the values that the old woman wanted to inculcate to the young woman? Fill in the blanks to complete the response.



Complete the composition below by following the sentence starters as your guide.

### **My Resolution**

I have been unaware of the way of life of the Filipinos in the past. Now, I learned that we Filipinos have always been hardworking and patient. These values served as the legacy of our ancestors.

As a youth of today, I realized that the value of hard work is important because \_\_\_\_\_.

---

---

---

Also, I understand that I could be more patient by \_\_\_\_\_.

---

---

---

Therefore, I will become \_\_\_\_\_.

---

---

---



## **What I Have Learned**

Let us check how far you have learned from this lesson by filling in the boxes below.

Today **I have learned** that literature is \_\_\_\_\_

---

---

The elements of literature discussed in this module are

---

---

I believe that countries are rich in cultural heritage and share good values like \_\_\_\_\_ through their literature.

Knowing the cultural heritage of other Asian countries, I want to \_\_\_\_\_.

I've realized that literature is important because \_\_\_\_\_

---

---

---



## What I Can Do

**Directions:** Below is the table consisting the list of information of some of the works in Afro-Asian Literature. Read them carefully and do the activity that follows.

LITERATURE	STORY	AUTHOR	TYPE	SUMMARY	SETTING	THEME
African	Babu's Song	Stephanie Stuve-Bodeen	Fiction	<p>The story captured the tender relationship between a Tanzanian child Bernardi and his grandfather Babu. Bernardi lived with his grandfather who supported them by making toys. Bernardi wished he could go to school, but they could not afford it. When a tourist offered a handsome price for the music box Babu gave him as a present, Bernardi regrettfully sold it, giving the money to Babu. Babu used the money to pay for his grandson's school, and he started working on a new music box.</p>	Ancient Tanzania in East Africa	Love for grandson
Japanese	The Story of the Aged Mother	Matsuo Basho	Fiction	<p>The "Story of the Aged Mother" tells about the story of the son and his mother going through struggles because of the unkind ruler who issued cruel orders. The orders included sending the elderly to the mountain to be abandoned and left to die. However, the son took good care of his mother. Meanwhile, the governor ordered that whoever could bring him a rope made of ashes would be honored. It was the mother's wisdom that saved the entire town. The son revealed that it was his aged mother's brilliant idea to make the order possible. The governor in the end, denounced his first order of killing all aged people.</p>	Ancient Mountain in Japan	Love for Parent and valuing the wisdom of the aged people

<b>Chinese</b>	<i>The Soul of the Great Bell</i>	Retold by Lafcadio Hearn	Fiction	<i>The story "The Soul of the Great Bell" is all about a girl named Ko-Ngai, a virgin maiden, who sacrificed her life to save her father Kouan-Yu from the anger of the Son of Heaven and Yung-Lo. Her blood was the main ingredient to successfully make the great bell.</i>	Chinese temple	<i>Love for parent and Sacrifice</i>
<b>Philippine</b>	<i>Ibong Adarna</i>	Francisco Baltazar	Fiction	<i>Ibong Adarna tells the story of an ailing king who sent his three sons to search for the Ibong Adarna, a mythical bird, as the only cure to his illness. As a reward of whoever catches the bird to be brought to the king, will inherit the throne.</i>	Kingdom of Berbania, Mt. Tabor	<i>Love for parent, sacrifice, and forgiveness</i>

### Guide Questions:

- What values are presented in the stories?
- How are you going to apply these values in your life?

Using the guide questions above, make a two-paragraph essay showing your reflection to the above mentioned Afro-Asian literary works. Your essay will be graded according to the criteria set in the rubrics below.

### **My Reflectionss**

The human values that are found in the stories are \_\_\_\_\_

---



---



---

I am going to apply these values in my life through \_\_\_\_\_

---



---



---

**Composition Writing Rubric**  
(10-point Total Scale)

CRITERIA	DESCRIPTION	INDICATORS	SCORE
<b>MECHANICS</b>  <b>1 -5 points</b>	Adheres to the grammatical rules of standard formal English on parts of speech, spelling, capitalization, and punctuation	<p><b>5-</b> The paragraphs are free from grammatical errors.</p> <p><b>4-</b> The paragraphs have one to four grammatical errors.</p> <p><b>3-</b> The paragraphs have five to eight grammatical errors.</p> <p><b>2-</b> The paragraphs have nine to twelve grammatical errors.</p> <p><b>1-</b> The paragraphs have more than twelve grammatical errors.</p>	
<b>CONTENT</b>  <b>1-5 points</b>	Presents a reflection on the values taken from the given stories and relates these values to life.	<p><b>5-</b> The composition <b>clearly presents</b> a reflection of the values taken from the given stories and <b>clearly relates</b> four (4) values to life.</p> <p><b>4-</b> The composition <b>clearly presents</b> a reflection of the values taken from the given stories and <b>relates</b> three (3) values to life.</p> <p><b>3-</b> The composition <b>fairly presents</b> a reflection of the values taken from the given stories and <b>relates</b> two (2) values to life.</p> <p><b>2-</b> The composition <b>fairly presents</b> a reflection of the values taken from the given stories and <b>relates</b> one (1) value to life.</p> <p><b>1-</b> The composition <b>poorly presents</b> a reflection of the values taken from the given stories and <b>does not relate</b> values to life.</p>	



## Assessment

Congratulations for having reached this far! This time, check what you have learned in this module by answering the test that follows.

**Directions:** Read and analyze the following questions carefully. Write the letter of your answer on a separate sheet of paper.

1. What is a body of written works such as poetry, novels, history, biography, and essays that reflects the background of a certain culture?  
A. epic              B. literature              C. poetry              D. prose
2. Which type of literature is a product of a writer's imagination?  
A. feature              B. fiction              C. literature              D. non-fiction
3. What is defined as the sequence of events that occurs from the first to the last line of the story?  
A. character              B. plot              C. point of view              D. setting
4. Which type of literature is based on facts and talks about real people, places, and events?  
A. features              B. fiction              C. non-fiction              D. sci-fi
5. What part of a plot refers to the conclusion or ending of a story?  
A. climax              B. falling action              C. rising action              D. resolution
6. “*Ravana abducted Sita and forced her to be his wife. Rama came to rescue Sita. He fought and confronted Ravana and his evil brothers. Finally, Rama killed Ravana and freed Sita.*” In this situation, the struggle is directly set between the protagonist and the antagonist. What type of conflict is used by the author?  
A. man vs. man              C. man vs. society  
B. man vs. self              D. man vs. supernatural
7. “*Long ago, the kingdom of Ayodhya was ruled by a wise king. Ayodhya is part of the Ancient Sarayu in India.*” What literary element is emphasized from this statement?  
A. character              B. plot              C. setting              D. theme
8. “*While it is true that Rama’s stepmother, the second wife, is against Rama to be crowned as the next king, Ravana is considered as the main antagonist of the story Ramayana.*” What literary element is emphasized in the text?  
A. character              B. plot              C. setting              D. theme

**For items 9 and 10, choose your answers from the following sequence of events of the story Ramayana.**





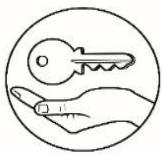
## Additional Activities

This part of the module will help you sharpen your knowledge in analyzing literature as a reflection to a shared heritage of people with different backgrounds.

### Activity 1. Let's Draw!

**Directions:** Dig up some local legends from your place by asking your parents, guardians, or even the elders. You may also research local stories from books or any online sources. Then, draw one scene that reflects the cultural heritage of your locality. Provide a brief description of your drawing. Do this on a separate sheet of paper. Be guided by the rubric for scoring below.

FOR DRAWING						
CRITERIA	INDICATORS					SCORE
	5	4	3	2	1	
<b>CLARITY OF ILLUSTRATION</b> Clarity of the message depicted in the picture	<i>The illustration presents a very clear message reflecting cultural heritage of your locality.</i>	<i>The illustration presents a clear message reflecting cultural heritage of your locality.</i>	<i>The illustration presents a fair message reflecting cultural heritage of your locality.</i>	<i>The illustration presents a poor message reflecting cultural heritage of your locality.</i>	<i>The illustration presents an unclear message reflecting cultural heritage of your locality.</i>	
<b>VISUAL APPEAL</b> Neatness and creativity of visuals	<i>The illustration is very neat. It displays a very creative and very harmonious application of lines and styles.</i>	<i>The illustration is neat. It displays creative and harmonious application of lines and styles.</i>	<i>The illustration is neat. It displays less creative and less harmonious application of lines and styles.</i>	<i>The illustration is neat, but it displays a poor application of lines and styles.</i>	<i>The illustration is not neat, and it displays a poor application of lines and styles.</i>	
FOR BRIEF DESCRIPTION						
<b>LANGUAGE MECHANICS</b> Correctness of grammar, spelling, punctuation, and capitalization	<i>The brief description is free from errors in any of the language mechanics mentioned (grammar, spelling, punctuation, and capitalization)</i>	<i>The brief description contains two or three errors in any of the language mechanics mentioned (grammar, spelling, punctuation, and capitalization)</i>	<i>The brief description contains four or five errors in any of the language mechanics mentioned (grammar, spelling, punctuation, and capitalization)</i>	<i>The brief description contains six or seven errors in any of the language mechanics mentioned (grammar, spelling, punctuation, and capitalization)</i>	<i>The brief description contains more than seven errors in any of the language mechanics mentioned (grammar, spelling, punctuation, and capitalization)</i>	



# Answer Key

<p><b>What's More</b></p> <p><b>Activity 2</b></p> <p>1. Krishna: brave, strong, powerful 2. Indra: boastful, fierce, high-tempered 3. Govardham: unselfish, humble, kind Clearly recognized that Indra as selfish, haughty, and unworthy of respect.</p> <p>1.Exposition: Krishna lived in Vrndavan. Each year, the people there made offerings to Indra, the fierce ruler of clouds and rain, hoping to soothe Indra's temper. Krishna</p> <p>2.Rising Action: Krishna thought of teaching Indra a lesson so he told the people not to worship Indra anymore, but worship Govardhan instead.</p> <p>3.Climax: After Indra knew this, Indra flew into a mighty rage. winds and driving rains to Vrndavan. The storm terrified the people, who fearfully sought help from young Krishna. With supreme calm, grace, and power, Krishna lifted Govardhan into the air using only the little finger of his left hand.</p> <p>4.Falling Action: Indra gave up and lost the battle with Krishna</p> <p>5.Resolution: With this, Indra acknowledged his error. He ceased the storm and deeply apologized to Krishna. Thus, this made humans learn not to give in to disaster and become resolute.</p>	<p><b>What's In</b></p> <p>1. D 2. A 3. C 4. B 5. C 6. A 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p>
<p><b>Assessment 2</b></p> <p>1. Krishna: The sweetest memory of the writer is when she had once experienced the traditional way of milking rice. 2. You: Answer may vary 3. Hanuman: of the writer is when she had once experienced the traditional way of milking rice. 4. Ayodhya: brave – Answers may vary 5. Ravanna: of the writer is when she had once experienced the traditional way of milking rice. 6. Sita: Answers may vary 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p> <p><b>Activity 3</b></p> <p>1. Writer: The sweetest memory of the writer is when she had once experienced the traditional way of milking rice. 2. You: Answer may vary 3. Hanuman: of the writer is when she had once experienced the traditional way of milking rice. 4. Ayodhya: brave – Answers may vary 5. Ravanna: of the writer is when she had once experienced the traditional way of milking rice. 6. Sita: Answers may vary 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p> <p><b>Assessment 3</b></p> <p>1. Answer may vary 2. You: Answer may vary 3. Hanuman: of the writer is when she had once experienced the traditional way of milking rice. 4. Ayodhya: brave – Answers may vary 5. Ravanna: of the writer is when she had once experienced the traditional way of milking rice. 6. Sita: Answers may vary 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p>	<p><b>Assessment 1</b></p> <p>1. First person point of view 2. Mother and child 3. Scared, sad, worried 4. Hanuman 5. Ayodhya 6. Sita 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p> <p><b>Challenge</b></p> <p>1. Answers may vary 2. Mother and child 3. Scared, sad, worried 4. Hanuman 5. Ayodhya 6. Sita 7. C 8. A 9. B 10. C 11. B 12. C 13. A 14. C 15. A</p>
<p><b>Assessment</b></p>	<p><b>Evidence:</b></p>
<p>3. Abortion 4. Evidence: 5. Evidence: 6. Evidence: 7. Evidence: 8. Evidence: 9. Evidence: 10. Evidence: 11. Evidence: 12. Evidence: 13. Evidence: 14. Evidence: 15. Evidence:</p>	<p>3. Abortion 4. Evidence: 5. Evidence: 6. Evidence: 7. Evidence: 8. Evidence: 9. Evidence: 10. Evidence: 11. Evidence: 12. Evidence: 13. Evidence: 14. Evidence: 15. Evidence:</p>

## **References**

- “Literary Terms.” 2019. Literary Terms. 2019. <https://literaryterms.net/>.
- “Types of Conflict That Can Be Found in a Narrative.” 2013. Seattlepi.Com. 2013. <https://education.seattlepi.com/types-conflict-can-found-narrative-3739.html>.
- “LitCharts.” n.d. LitCharts. <https://www.litcharts.com/lit/the-ramayana/summary>.
- “LitCharts.” n.d. LitCharts. Accessed July 27, 2020. <https://www.litcharts.com/lit/the-ramayana/prologue>.
- “What Is the Classification of Literature According to Purpose and Content?” n.d. ENotes. Accessed July 27, 2020. <https://www.enotes.com/homework-help/what-classification-literature-according-purpose-438265>.
- Celebrating Diversity through World Literature English Learner's Material.*  
Department of Education.

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph \* blr.lrpd@deped.gov.ph