

Learning Activity Sheets for Contemporary Literature 1

ACADEMIC ELECTIVE



Learning Activity Sheets for Contemporary Literature 1

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If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: <https://bit.ly/sshsfeedbackform>.

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LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	1	Date	
Lesson Title/Topic:	Text Detective Challenge		
Name		Grade & Section	

Directions:

1. Work with a partner.
2. Re-read the poem, “*Padre Faura Witness the Execution of Rizal*” by Danton Remoto.
3. As you read, focus on analyzing selected lines from the poem (chosen by you).
4. For each selected line, analyze how it reflects:
 - Cultural elements (e. g. traditions, historical context)
 - Beliefs or values (e. g. patriotism, sacrifice)
 - Identity markers (e. g. representation of Filipinos or Jose Rizal)
5. Fill in the table:

Text evidence	Category	Explanation
<i>Line from the poem</i>	<i>Culture/belief/identity</i>	<i>What the line suggests about Rizal, Filipino identity, or the historical moment</i>

6. Guide questions for analysis:
 - What does this line suggest about Rizal as a person or symbol?
 - What historical or cultural context is implied?
 - What values or beliefs are reflected in this moment?
7. Discuss your answers with your partner.
8. Be ready to share one strong analysis with the class.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	Thematic Mapping		
Name		Grade & Section	

Directions: Identify 2–3 themes from the poem and provide real-life examples for each. Work with your group to connect these themes to situations such as stress, uncertainty, or the search for peace, and organize your ideas visually to make them clear and easy to understand.

Theme	Real-Life Experience
1.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	Short-Written Response		
Name		Grade & Section	

Directions: Answer the question: “How do you personally relate to the poem *Gabu*?” Write 5–7 sentences to explain your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	Reflection Journal		
Name		Grade & Section	

Directions: Answer the question: “What did the poem reveal about yourself?” Write 5–7 sentences to explain your answer. Write your answer on the space provided.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	Pen-and-Paper Test		
Name		Grade & Section	

Directions: Read each question carefully and understand what is being asked before choosing your answer. Select the letter of the best answer from the given choices and write it clearly on your answer sheet. Answer all items completely and avoid unnecessary erasures.

- Which statement best describes the theme of a poem?
 - The theme of a poem is the central message or insight about life that the poet wants to express, often reflecting deeper truths about human experiences.
 - The sequence of events in the poem refers to the plot or flow of actions, but it does not explain the deeper meaning or message of the poem.
 - The emotions felt by the reader are part of the reading experience, but they do not fully define the theme of the poem.
 - The physical setting described gives the background of where the poem takes place, but it is different from the poem's main idea or lesson.
- Which line BEST shows imagery?
 - "Life is difficult sometimes" expresses an idea, but it does not create a strong sensory image for the reader.
 - "The wind howled through the dark and empty shore" uses vivid words that appeal to sight and sound, making it a strong example of imagery.
 - "People feel sad" tells an emotion directly, but it lacks descriptive details that help readers imagine the scene.
 - "Time passes quickly" is a general statement that explains an idea without using sensory description.
- What does tone refer to in poetry?
 - The number of lines in a poem relates to its structure, but it does not describe the poet's feelings or attitude.
 - The author's attitude toward the subject reflects the tone, showing whether the poet feels joyful, serious, angry, or hopeful.
 - The rhyming pattern focuses on sound and structure, not on the emotional attitude of the writer.
 - The main character may be important in some poems, but tone is not about identifying a character.
- If a poem makes you reflect on your personal struggles, what role of literature is being shown?
 - Entertainment only suggests reading for enjoyment, but reflection on personal struggles shows a deeper purpose of literature.
 - Memorization focuses on remembering words, not on understanding personal meaning or emotional connection.
 - Personal reflection and identity formation happen when literature helps readers think about themselves and their life experiences.
 - Historical recording refers to preserving events from the past, which is different from personal reflection.

5. Which situation shows a connection between theme and personal experience?
- A. Listing the characters in the poem helps identify details, but it does not connect the poem's message to personal life.
 - B. Identifying the number of stanzas focuses on structure rather than understanding the theme in relation to experience.
 - C. Memorizing the poem word for word shows recall, but it does not show personal reflection on its meaning.
 - D. Relating the poem's message about loneliness to your own life shows a meaningful connection between theme and personal experience.
6. Why is imagery important in poetry?
- A. Increasing the length of the poem does not explain the true purpose of imagery in poetry.
 - B. Imagery helps readers visualize scenes and feel emotions more clearly, making the poem more vivid and meaningful.
 - C. Imagery supports the theme, but it does not replace the central message of the poem.
 - D. Simplifying grammar is not the purpose of imagery, since imagery focuses on sensory description.
7. A student says, "The poem made me realize I also seek peace during stressful times." What does this show?
- A. Personal connection to the theme happens when the reader relates the poem's message to their own feelings and experiences.
 - B. Memorization of content means remembering the words, but it does not show reflection or emotional understanding.
 - C. Identification of imagery involves noticing descriptive language, not connecting the poem to personal life.
 - D. Description of tone only focuses on the poet's attitude, while the statement shows a personal response to the poem.
8. How can literature challenge a person's beliefs?
- A. Repeating the same ideas does not challenge beliefs because it does not encourage new thinking or reflection.
 - B. Presenting new perspectives and experiences helps readers question assumptions and understand different viewpoints.
 - C. Focusing only on entertainment limits literature's power to inspire thought and reflection.
 - D. Avoiding emotional topics prevents literature from exploring important issues that may challenge personal beliefs.
9. Which BEST explains how theme, tone, and imagery work together?
- A. Theme, tone, and imagery are connected elements that work together, so they are not unrelated.
 - B. They do more than describe the setting because they help express ideas, emotions, and meaning.
 - C. They work together to create meaning and emotional impact by shaping how readers understand and feel about the poem.
 - D. They influence more than structure because they also affect interpretation and emotional response.
10. Which statement shows a deeper understanding of poetry?
- A. Saying the poem has four stanzas only identifies structure and does not explain deeper meaning.
 - B. Saying the poem is about the sea gives the topic, but it does not analyze literary elements or meaning.
 - C. Saying the poem uses imagery is correct, but it remains a simple observation without deeper interpretation.
 - D. Explaining how imagery and tone express a desire for peace shows deeper understanding because it connects literary devices to meaning and human experience.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Feel-Think Lens		
Name		Grade & Section	

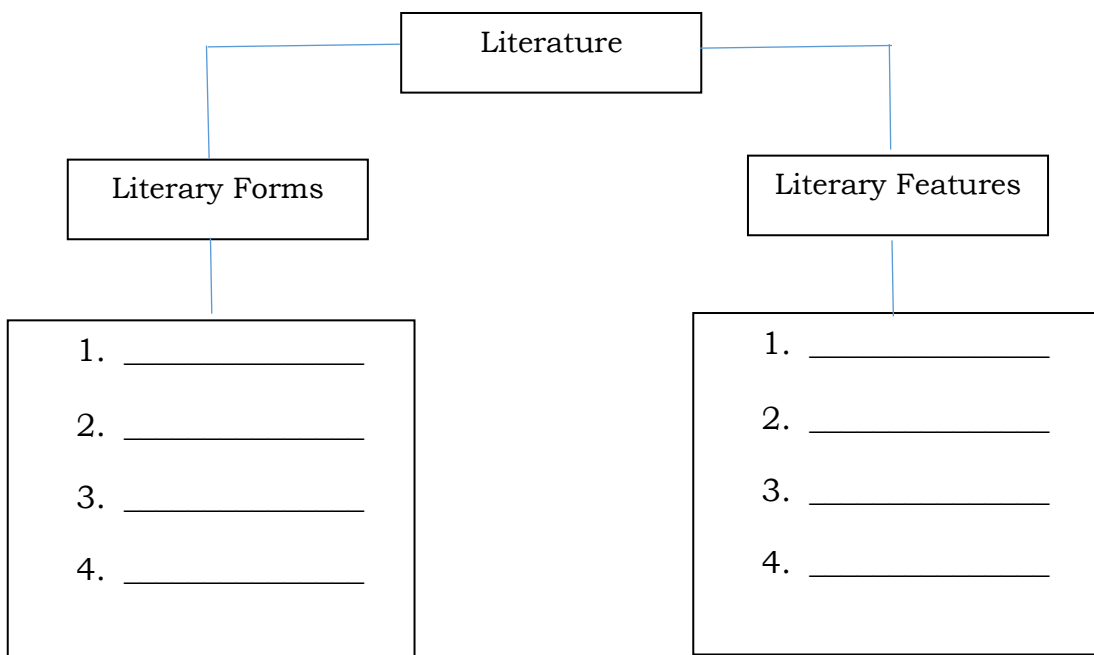
Directions: Read the poem *San Malo* by Luisa A. Igloria silently and fill in the worksheet using your understanding of literary forms and features.

Title of the Literary Text	
Literary Form	
Provide evidence or cite details	
Literary Feature Used (1)	
Line from the Poem	
Literary Feature Used (2)	
Line from the Poem	
What I Feel	
What I Think	

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Concept Map		
Name		Grade & Section	

Directions: Complete the concept map by filling in the missing literary forms, features, and elements.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	4	Date	
Lesson Title/Topic:	Key Text Focus (Poem): To Unravel a Torment You Must Begin Somewhere by Luisa A. Igloria Literary Form: Lyric Poetry Literary Features: <ul style="list-style-type: none"> • Sensory Imagery • Metaphor • Voice 		
Name		Grade & Section	

THE IDENTITY KNOT

A Story of Untangling the Self

I. Backtrack: “San Maló” Echo

Directions: Before we begin, remember the poem. Life in the poem shows struggle, movement, and separation.

- What feelings or struggles stood out to you in San Maló?

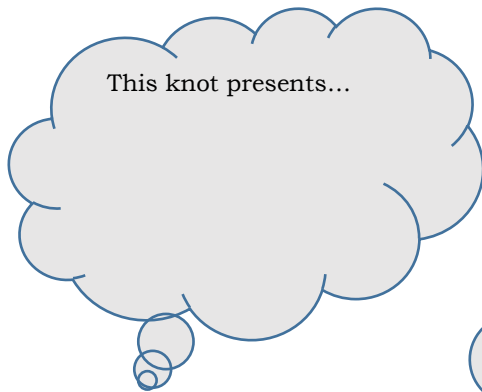
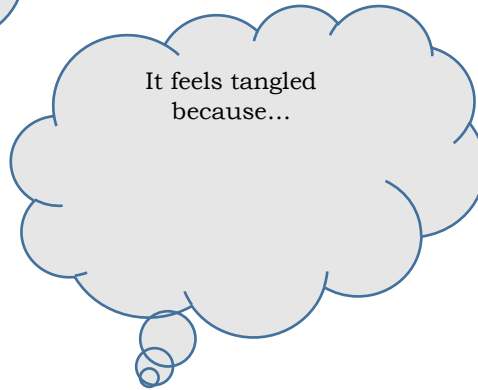
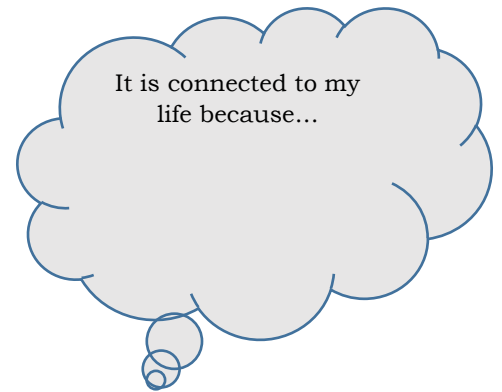
II. The Knot Appears

Directions: Imagine you are holding a knot—tight, messy, and full of meaning.

- Draw or describe your “identity knot” below:

III. Inside the Knot (What's Inside You?)

Directions: Every knot holds a story. What is yours holding?



IV. Beginning to Untangle

Directions: We don't solve everything at once—just begin.

- One small step I can take to understand myself is...

V. Mini Origin Story

Directions: Turn your reflection into a short poetic response.

1. _____
2. _____
3. _____

“Understanding the self begins with noticing the knot, not rushing to undo it.”

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Sensory Mapping

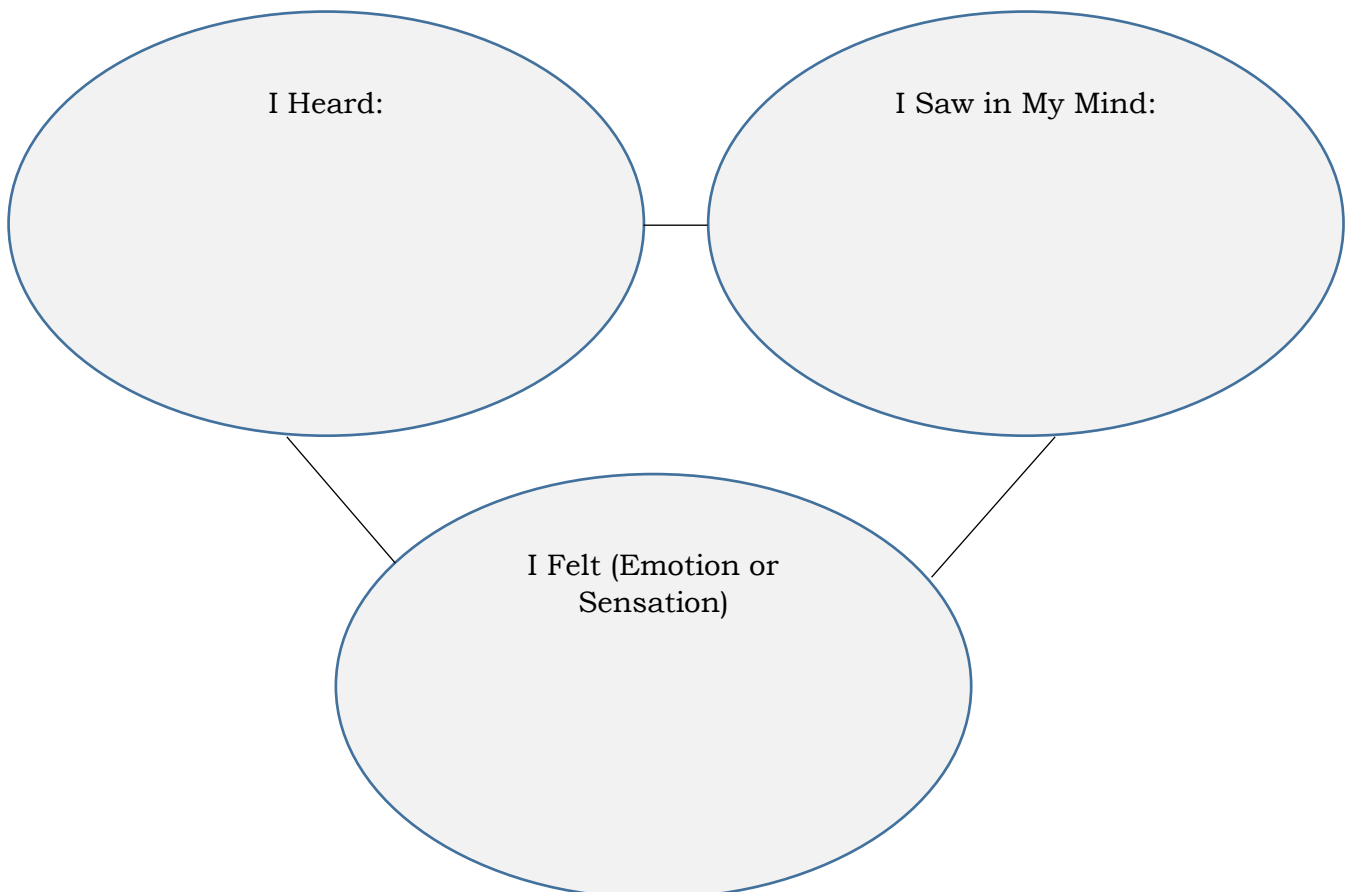
I. The Sound Portal

Directions: You will listen to a sound (rain, breathing, and/or tearing fabric). Imagine it is a doorway to a memory or scene. Close your eyes. Listen carefully. Let the sound “show” you something.

II. What the Sound Showed Me

Directions: Instead of just hearing, imagine you stepped into the sound.

Audio Clip



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The Double-Voice Lyric Reading

I. Focus Check: Match the Meaning

Directions: Match each word in **Column A** with its correct meaning in **Column B**. Write the letter of the correct answer on the line before each number.

- | | |
|--|--|
| <p>___ 1. Torment</p> <p>___ 2. Unravel</p> <p>___ 3. Fossil</p> <p>___ 4. Tangled/Knot</p> <p>___ 5. Thread</p> <p>___ 6. Entombed</p> <p>___ 7. Aperture</p> <p>___ 8. Chaste</p> <p>___ 9. Oracular</p> <p>___ 10. Unerring</p> | <p>A. An opening where light enters</p> <p>B. Slightly burns or scorches</p> <p>C. To untangle or understand something complex</p> <p>D. Preserved remains from the past</p> <p>E. Pure and simple</p> <p>F. A strand that connects parts</p> <p>G. Intense emotional pain</p> <p>H. Trapped or enclosed</p> <p>I. Confusing or difficult situation</p> <p>J. Mysterious or prophetic</p> <p>K. Always correct</p> |
|--|--|

II. Hearing Voices

Directions: In the poem “To Unravel a Torment You Must Begin Somewhere” by Luisa A. Igloria, two “voices” can be heard:

- Voice 1: Objects, actions, and concrete imagery
- Voice 2: Emotions, thoughts, and reflections

During the double-voice reading, listen carefully to how these two voices interact.

Choose one line or image from the poem and complete the task below:

- Line/Image:

- This line shows (Imagery / Emotion):

- What tone or feeling does it create?

- Explanation:

III. Reflection

1. How did the tone change when the poem shifted from describing objects to expressing emotions?

2. Which line or image had the strongest emotional impact on you? Why?

3. Why might the poet use ordinary objects or actions to represent inner struggles?

4. How did hearing your classmates read the poem influence your understanding of the speaker's feelings?

IV. Personal Connection

Directions: Connect the poem to your own experiences.

The poem reminds me of

because

One experience I can relate to is

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Jigsaw Puzzle

I. Expert Group Task

Directions: You are assigned as an “expert” on ONE feature.

- Metaphor
- Sensory Imagery
- Speaker’s Self / Relational Identity (Voice)

Write your assigned lines from the poem:

Identify examples of your feature:

What does this reveal about the speaker’s emotions or identity?

II. Teaching Group Sharing

Directions: Join a new group with different experts. Teach your assigned feature.

What did you explain to your group?

What new idea did you learn from your group mates?

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The Imagery Translation

Directions: Translate the poem into visuals.

- Use colors, textures, or symbols to represent the mood, tone, and meaning.
- Sketch or describe your Mood Board:

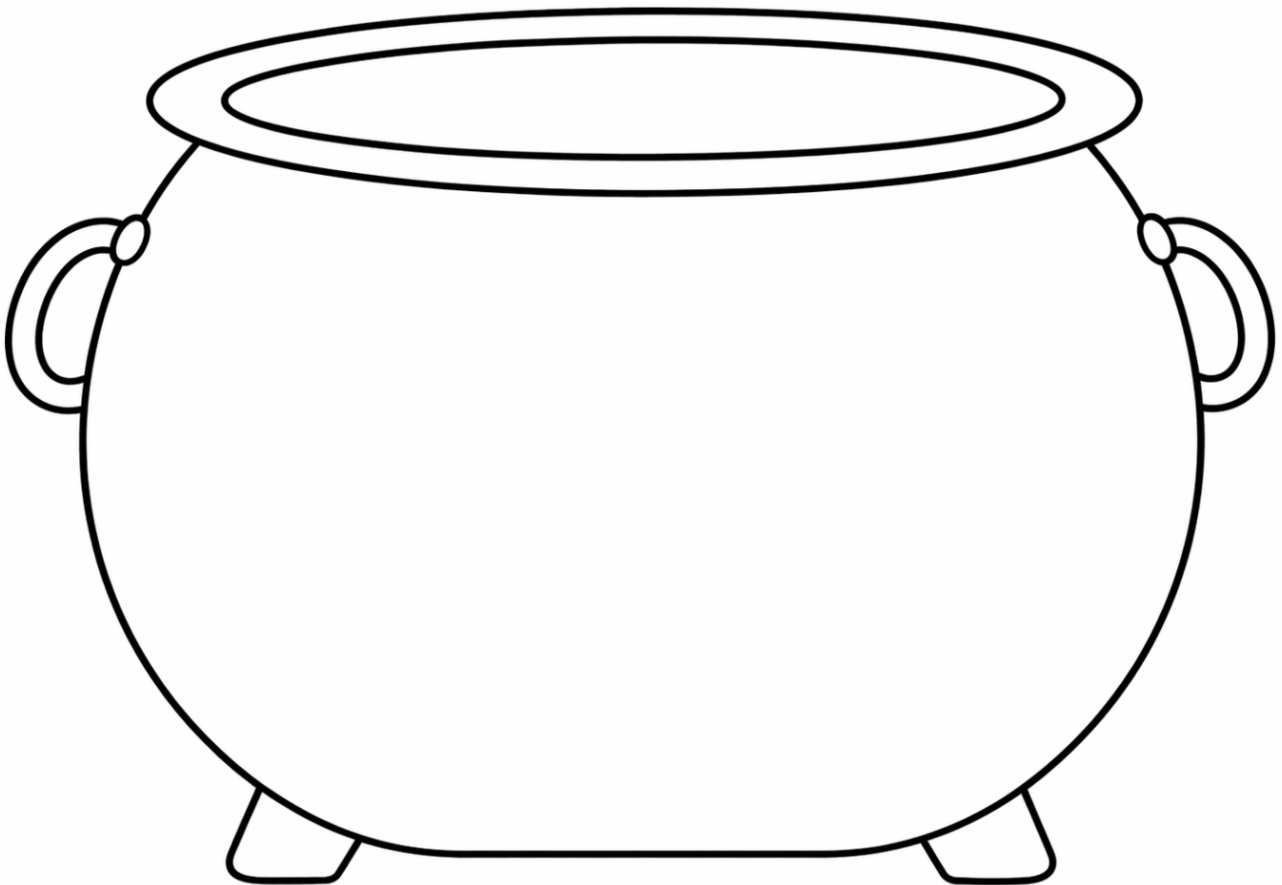
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The “Resilience” Recipe

I. My Recipe for Moving Forward

Directions: Write your own recipe for overcoming a challenge. Include the “ingredients” (qualities, actions, support, or habits) and the “steps” you will take to move forward. Write your complete response inside the cauldron illustration provided.



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The “Reflection Mirror” Chart

The Text (Evidence)	The Mirror (Connection)	The Growth (Generalization)
<p>What specific images or lines from the poem stand out? (e.g., “stacking stones,” “rubbing sticks,” “unraveling”)</p>	<p>How do these images reflect your own experiences, struggles, or “knots” in life?</p>	<p>Based on the text and your experience, what general truth can you form about growth, mistakes, or identity? (Use: “People often...” / “We learn that...”)</p>
<p><i>Sample Entry:</i> “I stack stones. I rub sticks together.”</p>	<p><i>Sample Entry:</i> I experienced failure in school but kept trying step by step.</p>	<p><i>Sample Entry:</i> We learn that growth takes patience and repeated effort, even when it is difficult.</p>

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Multiple Choice Test

Directions: Read each question carefully and choose the best answer from the options provided. Write your answer on the space before the number.

- __ 1. Which feature of poetry is most evident when the poem uses phrases like “stacking stones” or “moon with a comb in its cheek” to evoke sight and touch?
- A. Alliteration C. Enjambment
B. Sensory Imagery D. Rhyme

- __ 2. In the line “A safety pin festooned with four wrinkled cords”, the safety pin represents:
- A. A broken household item
 - B. A symbol of personal struggle or connection
 - C. A childhood object used for clothing
 - D. A decoration in the speaker’s home

- 3. A student notices that a poem expresses personal thoughts and emotions rather than telling a story. What type of poetry is this?
- A. Lyric Poetry
B. Narrative Poetry
C. Epic Poetry
D. Didactic Poetry

- __ 4. When a poem focuses on a speaker's emotions and inner experiences, it is best described as:
- A. Narrative Poetry
 - B. Lyric Poetry
 - C. Satirical Poetry
 - D. Dramatic Poetry

- __ 5. A student reads a poem filled with vivid descriptions of sounds, textures, and images. What is the main purpose of sensory imagery in the poem?
- A. To list objects without meaning
- B. To make the poem longer and more complex
- C. To focus only on structure and form
- D. To create emotional and sensory experiences for the reader

- 6. In analyzing a poem, objects such as “thread,” “stones,” and “moon” are best understood as:

- A. Words used only for rhyme
- B. Literal objects with no symbolic meaning
- C. Random decorations in the text
- D. Metaphors that may represent ideas about identity

___ 7. Which line best shows a metaphorical use of language?

- A. "The sun rises in the east"
- B. "She opened the door quietly"
- C. "Birds fly across the sky"
- D. "Stacking stones and rubbing sticks"

___ 8. A student reads a poem aloud and notices vivid descriptions that appeal to sight and touch. What is the effect of sensory imagery?

- A. It highlights only rhyme patterns
- B. It makes the poem easier to memorize
- C. It helps the reader imagine and emotionally experience the poem
- D. It removes ambiguity from the text

___ 9. A poem focuses on emotions, personal reflection, and vivid imagery rather than a storyline. What type of poem is it?

- A. A poem written mainly for entertainment
- B. A poem that gives instructions or commands
- C. A poem that narrates a complete story with events
- D. A poem that expresses emotions and personal experience

___ 10. In *To Unravel a Torment You Must Begin Somewhere*, repeated images like thread, stones, and rubbing sticks help the reader understand that the poem is mainly about:

- A. A set of daily tasks and routines
- B. A collection of unrelated objects
- C. A historical event being described
- D. A journey of emotional and personal discovery

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Gallery Walk Sheet

The Emotional Mosaic: Seeing Human Experience through Imagery and Metaphor

Directions: Walk around the Emotional Mosaic. Observe your classmates' metaphors, sensory images, and symbolic objects. Reflect carefully and respond to the prompts below.

Part A. Observation

1. One metaphor or sensory image that stood out to me:

2. The emotion I think it represents (Put a check mark beside the word):

☐ Hope	☐ Confusion	☐ Growth
☐ Fear	☐ Resilience	☐ Other:
☐ Joy		

3. What made it powerful or interesting?

Part B: Interpretation

4. One creation that I interpreted differently than expected:

What I thought it meant:

5. One connection I noticed between my classmates' works:

Part C: Reflection

6. What does this mosaic show about how people express emotions differently?

7. One metaphor or image that changed how I think about emotions:

8. One question or compliment I have for a classmate's work:

Part D: Synthesis

9. Complete the statement:

“From the Emotional Mosaic, I learned that human emotions are like
_____”
because _____.”

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Identity Through Cultural Symbols		
Name		Grade & Section	

Directions: Look at the images provided, then answer the following questions:

1. What do you notice first in each of the images?
2. Which image do you relate to the most? Why?
3. In what ways do personal experiences, like travel or trying new things, influence how we see ourselves?

• Your Response:

1. _____

2. _____

3. _____

LEARNING ACTIVITY SHEET LAS

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Personal Threads Mapping		
Name		Grade & Section	

Directions: Reflect on your experiences, values, or moments of self-discovery. Write short phrases or words that represent your reflections in the appropriate section below.

Section 1: Experiences that shaped me

Section 2: Values or beliefs I hold

Section 3: Moments of self-discovery

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Gallery Walk: Tone Detective		
Name		Grade & Section	

Directions: Read the lines posted around the room. At each station, identify the tone and annotate it:

1. What tone does this line convey?

Answer:

2. Which words, images, or literary devices help convey this tone?

Answer:

3. How does this tone reflect identity, self-discovery, or dreams?

Answer:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Meaning Web on the Board & Linking Literary Threads and Personal Threads		
Name		Grade & Section	

Directions: After reading *Dreamweavers*, select one line or image that caught your attention. Reflect on:

1. What do you think this line means?

Answer:

2. How does this line relate to identity, dreams, or experiences?

Answer:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Multiple-Choice Test (Tone, Imagery, and Symbolism)		
Name		Grade & Section	

Test I: Multiple-Choice Test (Tone, Imagery, and Symbolism)

Directions: Read each question carefully and choose the letter of the best answer from the given options. Write your answers clearly on the blank space provided before each number.

- _____ 1. What is the best definition of “tone” in a poem?
 - A. The main subject of the poem
 - B. The rhyme scheme of the poem
 - C. The poet’s attitude toward the subject
 - D. The number of stanzas and lines in the poem

- _____ 2. A line in *Dreamweavers* feels reflective and thoughtful. What does this reveal?
 - A. The rhyme scheme of the poem
 - B. The author’s attitude toward dreams and identity
 - C. The number of stanzas and lines in the poem
 - D. The author’s preference for short as well as for long lines

- _____ 3. In the poem, the imagery of “weaving” is mainly used to suggest _____.
 - A. Breaking relationships apart
 - B. Creating and shaping identity and connections
 - C. Traveling across the ocean
 - D. Forgetting cultural traditions

- _____ 4. The use of “hands working on cloth” in the poem creates a visual image of _____.
 - A. Destruction and chaos
 - B. Labor, tradition, and creativity
 - C. Isolation and silence
 - D. War and conflict

- _____ 5. The word “**dreamweavers**” in the poem most likely refers to _____.
 - A. People who make traditional fabrics
 - B. Individuals who shape their lives through dreams
 - C. Workers in construction companies
 - D. Travelers exploring different places around the world

- _____ 6. Which of the following best describes **identity**?
 - A. A summary of a person’s accomplishments and milestones
 - B. The characteristics and experiences that define a person

- C. A record of historical events
 - D. A description of physical appearance
- _____ 7. How does Marjorie Evasco's tone help readers connect to the poem?
- A. By teaching grammar rules
 - B. By describing historical events
 - C. By creating emotional resonance
 - D. By giving instructions for writing poetry
- _____ 8. The main goal of analyzing tone in *Dreamweavers* is to:
- A. Memorize every line
 - B. Practice handwriting
 - C. Interpret the author's intention
 - D. Count the number of lines and stanzas
- _____ 9. In analyzing tone, students should also consider _____.
- A. Words, imagery, and context
 - B. The font size used in the poem
 - C. The color of the paper
 - D. The page number
- _____ 10. The woven cloth in the poem is described in a way that appeals mostly to _____.
- A. Hearing only
 - B. Sight and touch
 - C. Taste and smell
 - D. Balance and motion
- _____ 11. The combination of colors and patterns in the poem helps to _____.
- A. Confuse the reader
 - B. Focus only on action
 - C. Create vivid visual imagery
 - D. Remove emotional and mental depth
- _____ 12. In the poem, dreams can be interpreted as _____.
- A. Goals and aspirations in life
 - B. Random thoughts during sleep
 - C. Imaginary stories with no meaning
 - D. Memories of childhood only
- _____ 13. When readers connect the poem to their own experiences, they are practicing _____.
- A. Memorization
 - B. Translation
 - C. Personal response
 - D. Grammar analysis
- _____ 14. A reflective tone in a line about identity suggests that the author intends to:
- A. List objects in the poem
 - B. Emphasize rhyme patterns

- C. Provide humorous content
- D. Encourage personal growth

- _____ 15. Which question helps students analyze how tone reflects identity or dreams?
- A. Who is the author's favorite poet?
 - B. What is the poem's rhyme scheme?
 - C. How many syllables are in each line?
 - D. How does this tone reflect identity or dreams?
- _____ 16. The imagery of interlaced threads symbolizes _____.
- A. Competition
 - B. Isolation and Anxiety
 - C. Unity and Interconnectedness
 - D. Separation and Despair
- _____ 17. The imagery in the poem transforms weaving into ____.
- A. A simple job
 - B. A rich artistic expression
 - C. A meaningless routine
 - D. A scientific experiment
- _____ 18. When the poet compares identity to woven threads, she is using _____.
- A. Exaggeration
 - B. Metaphor
 - C. Repetition
 - D. Rhyme
- _____ 19. Which of the following best describes self-discovery
- A. Gaining meaningful insight about oneself
 - B. Locating something that was lost
 - C. Examining a historical record
 - D. Committing a poem to memory
- _____ 20. Which of the following themes best fits the poem?
- A. Adventure and travel
 - B. Identity and human experience
 - C. Technology and progress
 - D. Competition and success

Test II: Short Essay Test

Directions: Answer each question in **3–5 sentences**. Use specific ideas, images, or lines from the poem to support your answer. You are scored based on the given rubrics. Each item is worth 10 points.

1. Discuss the symbolism of weaving in the poem. What does weaving suggest about a person's identity?

Your Response:

2. Choose one strong image from the poem and explain how it contributes to the poem's message about identity.

Your Response:

3. Based on the poem's tone, symbolism, and imagery, what do you think is the poet's main message about identity?

Your Response:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Applying Tone to Real-Life Experiences		
Name		Grade & Section	

Directions: Answer the following questions comprehensively.

1. Choose a line from the poem that feels most meaningful to you.

Answer:

2. Discuss how the tone of that line could apply to real-life situations, such as:

- Personal goals
- Understanding oneself or others
- Responding to challenges or opportunities

Answer:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Applying Poetic Threads to Life Lessons		
Name		Grade & Section	

Directions: Answer the following questions comprehensively.

1. Choose one symbol or image from the poem.

Answer:

2. Write a real-life scenario where the meaning of that symbol or image could apply.

Answer:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	From Applying Tone to Real-Life Experiences		
Name		Grade & Section	

Directions: Share your chosen line and application with the class. Write a general statement summarizing the connection between tone, identity, and practical application.

General Statement:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	From Applying Poetic Threads to Life Lessons		
Name		Grade & Section	

Directions: Write a general statement connecting the poem's symbols or images to universal lessons.

General Statement:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Weaving My Voice: A Tone - Inspired Poetry Collection		
Name		Grade & Section	

Directions:

1. Create a short poem consisting of 3 stanzas with 4 lines each, inspired from *Dreamweavers*.
 - * Express a clear tone such as hopeful, reflective, or celebratory.
 - * Reflect a personal dream, experience, or identity.
2. After writing your poem, write 1–2 sentences explaining:
 - * the tone used
 - * why that tone was chosen
 - * how it helps express your identity, dream, or experience
3. You will be scored using the given assessment rubric.

[illegible]

Explanation:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Visualizing the Threads: Interpreting Imagery in Dreamweavers		
Name		Grade & Section	

Directions:

1. Select one line from the poem that contains strong symbolism or vivid imagery.
2. Create a visual or creative representation of the symbol or image.
3. You will be scored using the given assessment rubric.

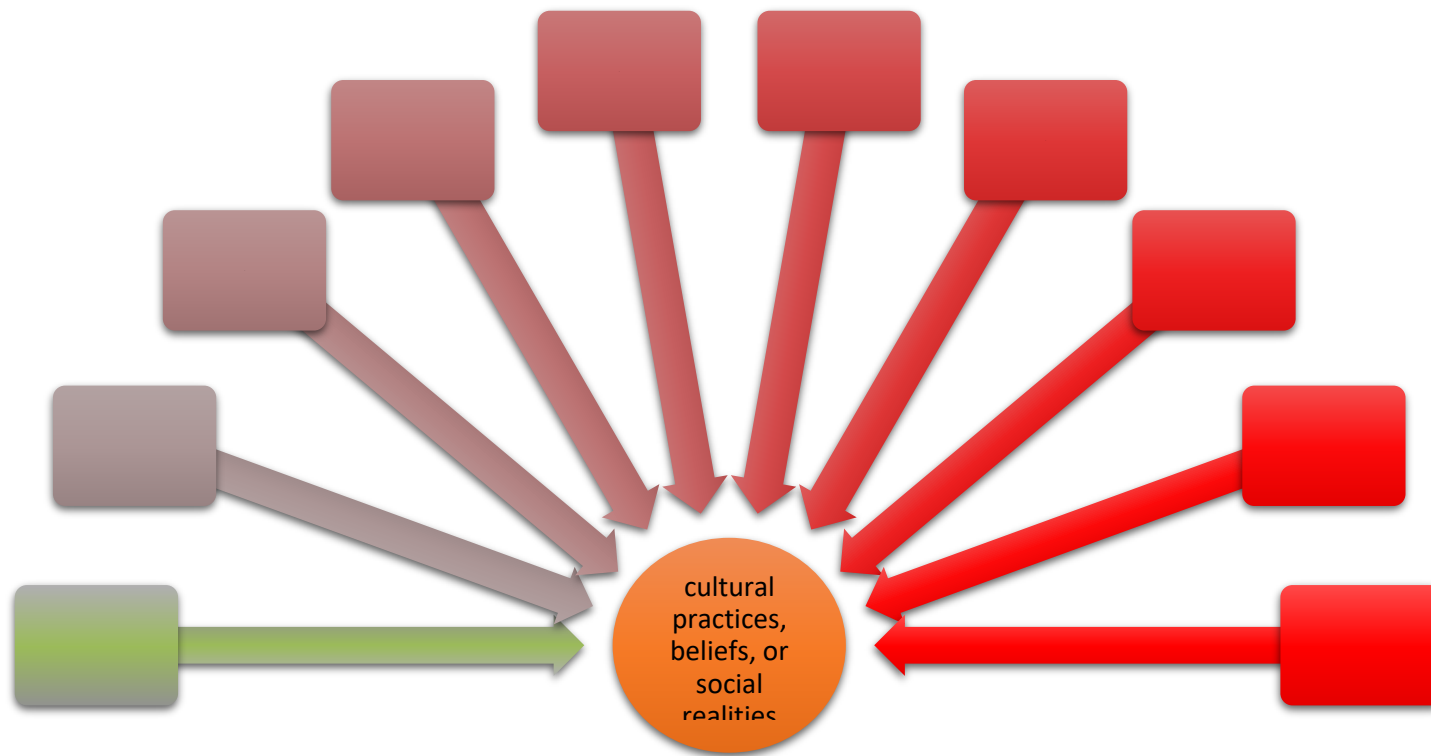
Answer:

Visual / Creative Representation:

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Cultural Snapshot Brainstorm		
Name		Grade & Section	

Directions: Work in small groups. Using the Cultural Snapshot template (LAS No. 1), list cultural practices or beliefs from your own experiences or community. Choose two examples and briefly explain how they are observed or valued. Present your group's work to the class. Afterwards, listen as the teacher introduces the short stories "The God Stealer" and "The Paper Menagerie."



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Theme Matching		
Name		Grade & Section	

Directions: Match each theme card with the corresponding textual evidence drawn from the literary texts discussed in Quarter 1. Then, create a single symbol that represents both the theme and the selected quotation to show their connection.

<u>Themes</u>	<u>Lines</u>
Identity	“We built our homes on her belly, / We tilled there our desires” A line from land of our desire by Amador T. Daguio (Daguio 2014)
Confronting personal pain	“We are entitled to our own definitions of the world we have in common” (Evasco 2026)
Longing for prosperity and homeland	To unravel a torment / you must begin somewhere. One thread at a time, / one breath at a time” (Igloria 2018)

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Guess the Culture		
Name		Grade & Section	

Directions. Complete the table provided by identifying the country or countries where each cultural practice is commonly observed. For each item, write your answer in the appropriate column.

In accomplishing the activity, you must:

- Identify the country represented by each cultural practice.
- Justify your answer by explaining why you think the practice belongs to that specific culture or country.
- Analyze cultural clues found in the description, such as beliefs, traditions, symbols, or social practices.
- Cite evidence from the given text or image to support your response.
- Explain the reason behind the cultural practice, including its possible historical, religious, or social

Cultural Practice/Tradition	Country/ies	Reason/s
Removing shoes before entering the house		
Origami as a culture practice		
Rice gods (<i>bulul</i>)		
Thanksgiving (Fourth Thursday of November)		

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Literary Connection Bingo		
Name		Grade & Section	

Directions. Each group must complete a row or column on the Bingo card by providing examples that correctly match the given prompts. All answers must be drawn from literary texts that have been previously read or discussed in class.

B	I	N	G	O
A story that helped you understand another culture.	A character who faced a social problem that still exists today	A literary work that taught you about family values or traditions.	A story that shows people overcoming struggles or injustice.	A story that reflects real-life community issues.
A literary theme that you can see happening in real life today.	A text that helped you appreciate Filipino culture or global cultures.		A story/novel that shows a cultural tradition or belief that people still practice today.	A story that teaches a lesson that can be applied in real life.
A character who stood up for what they believed was right.	A literary work that reflects a real-life issue in the Philippines or another country.	A literary work that shows how society influences people's decisions.	A story where the characters experienced conflict because of cultural differences.	A literary work that shows how culture shapes a person's identity.

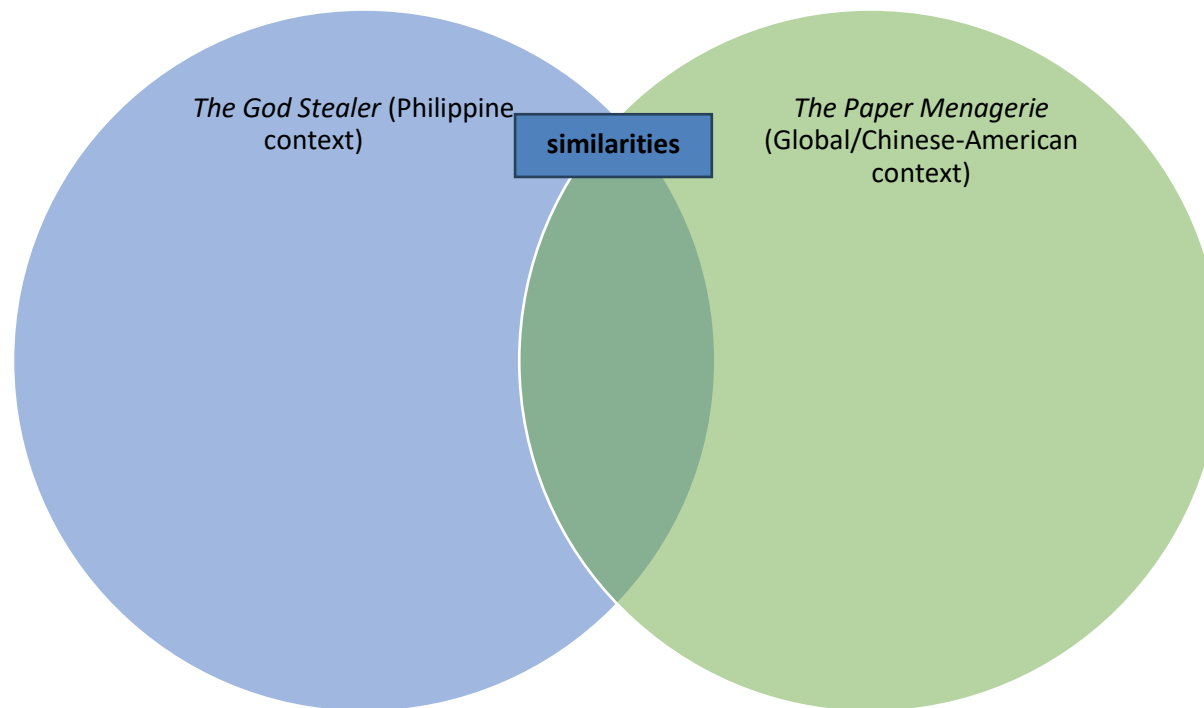
Processing questions:

- What do these examples show about the importance of studying literature?"
- How can literature help us understand real people and real social issues?"

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Venn Diagram		
Name		Grade & Section	

Directions: Work with a partner. Using the Venn diagram, compare *The God Stealer* and *The Paper Menagerie*. Write differences on each side and similarities in the middle (themes, culture, and social issues). Use evidence from the texts. Afterward, answer the reflection questions and be ready to share your answers.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Multiple Choice Activity (Individual Task)		
Name		Grade & Section	

Directions: Read carefully the questions and choose the letter that corresponds to your answer. Write your answer on your answer sheet.

“The God Stealer” – F. Sionil José

1. Why does Philip initially steal the idol from his Igorot friend?
A. To honor his friend
B. To sell it for money
C. To prove his loyalty to his new life in Manila
D. To return it to the church because he is a Christian and he knows that the church needs the money.
2. What does Philip’s theft of the god symbolize?
A. Family betrayal
B. Political rebellion
C. Loss of cultural identity
D. A humorous prank among the natives
3. How does the setting of the story emphasize the theme of cultural conflict?
A. It describes a historical war
B. It shows a modern city and a rural tribal area
C. It features a political rally between the tribe people
D. It highlights tropical weather in an area of the Philippines
4. Which of the following best describes Philip’s relationship with his Igorot heritage?
A. Strong and proud
B. Unsure and conflicted
C. Completely indifferent
D. Hostile and aggressive
5. What does the title “The God Stealer” most directly refer to?
A. A religious festival
B. Philip’s stealing of the idol
C. A mythical deity in the mountains
D. A metaphor for betrayal in friendship
6. Did Philip’s trip to Manila affect his understanding of himself and his culture?
A. Yes
B. No.
Reason:

“The Paper Menagerie” – Ken Liu

7. What is the significance of the origami animals in the story?

- A. They are magical objects unrelated to family
- B. They symbolize the father’s business success
- C. They are used as toys with no deeper meaning
- D. They represent the mother’s love and cultural heritage

8. Why does Jack struggle with his mother’s Chinese heritage?

- A. He dislikes her cooking
- B. He doesn’t understand origami at all ever since he was a child.
- C. He faces social pressure and wants to fit in with American culture.
- D. He rejects all art forms and everything that he does not understand.

9. What event triggers Jack’s deeper understanding of his mother?

- A. Visiting a museum
- B. Receiving a letter from school
- C. Finding a note hidden in one of the origami animals
- D. Watching a movie about China that tells a love of a mother to his son.

10. How does the story explore the theme of cultural identity?

- A. Through sports competitions
- B. Through a magical adventure
- C. Through traveling abroad for business
- D. Through Jack’s struggle with language and traditions

11. What role does language play in the story?

- A. It is used to teach school lessons
- B. It is unimportant as it did not have any bearing in the story at all.
- C. It separates Jack from his mother but also preserves her memories
- D. It only creates humor and funny moments between Jack and his mother.

12. Which emotion best describes Jack at the end of the story?

- A. Anger
- B. Indifference
- C. Regret and sorrow
- D. Happiness and relief

13. Both stories explore cultural identity by showing:

- A. Characters traveling for adventure
- B. Characters embracing modernity without struggle
- C. Characters struggling between heritage and societal expectations
- D. Characters ignoring family entirely without giving considerations at all.

14. Do both stories share the same theme?

- A. Yes
- B. No

Reason:

15. Both stories encourage readers to reflect on:

- A. The importance of travel
- B. How understanding one’s culture helps empathize with others
- C. How technology impacts childhood and the family that we have now
- D. How to build relationships with strangers and how this could impact our lives.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Culture Detective Chart (Pair Activity)		
Name		Grade & Section	

Directions: Identify at least **3 pieces of textual evidence** (lines, events, or ideas) from the literary text provided to you. Then, explain the cultural value, belief, or social reality shown and connect it to real life.

Text Evidence (Quote/Event/Idea)	Cultural Value / Belief / Social Reality	Real-Life Connection (What does this show in real society?)

Guide Questions (for reflection)

1. What cultural values were most evident in the text?

2. How does the text help you understand real-life society or culture better?

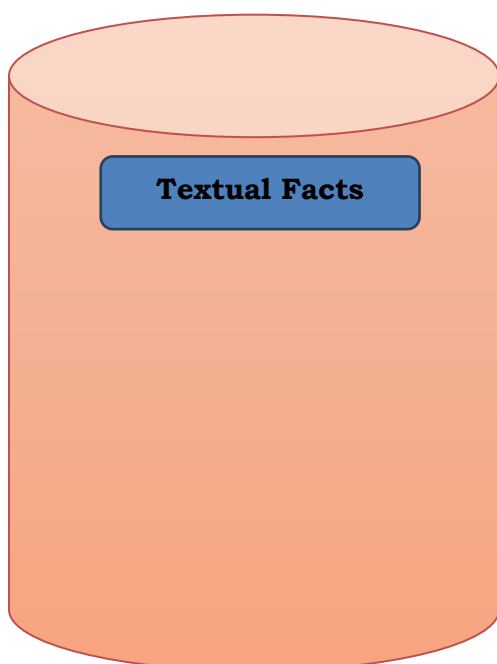
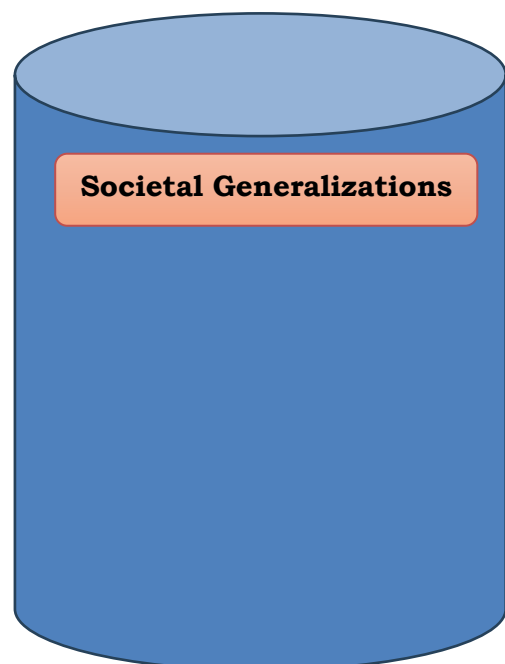
3. Do you see similar situations or values in today's world? Explain.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Group Sorting Game → Social Realities		
Name		Grade & Section	

Directions: Work in groups of four. Read each statement and decide if it is a textual fact or a societal generalization. Discuss your answers and place each statement in the correct category. After sorting, explain your choices and reflect on whether the generalizations are fair. Be ready to share your group's insights with the class.

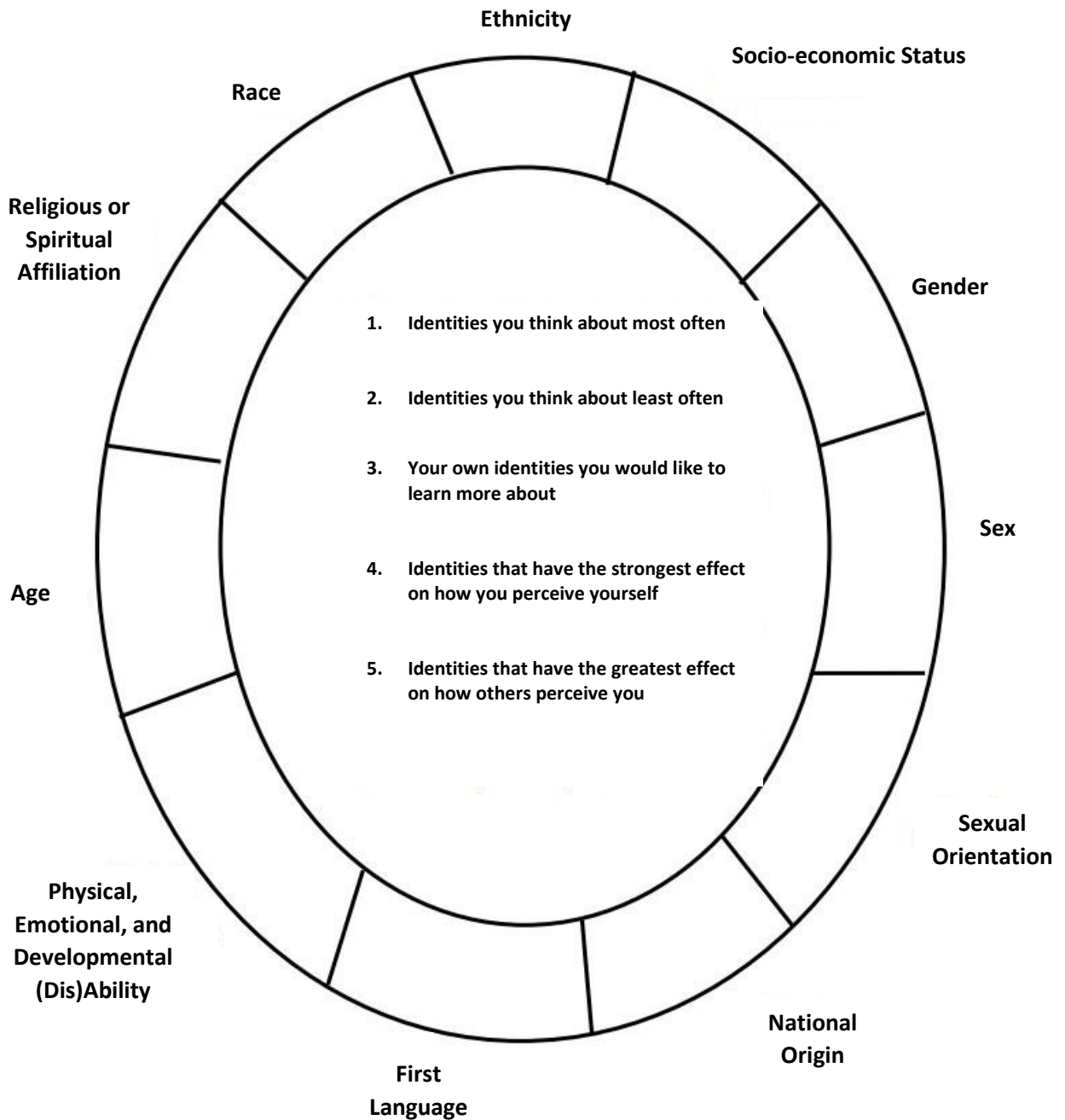
Statements		
Philip steals a wooden god figure (bulul) from Sam Christie's grandfather.	Immigrant families may struggle to pass on their language and traditions to the next generation.	Jack later discovers a hidden message from his mother inside the paper tiger.
Cultural artifacts often carry deep spiritual and historical meaning for communities.	Jack becomes embarrassed about his Chinese heritage when he grows older.	Feelings of embarrassment about cultural identity can occur because of social pressure.
Cultural misunderstandings can happen between people from different backgrounds.	Philip asks Sam Christie to take him to the mountains to see Igorot cultural artifacts.	The origami animals move and behave as if they are alive.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	7	Date	
Lesson Title/Topic:	The Social Identity Wheel		
Name		Grade & Section	

Directions: Complete the Social Identity Wheel by writing words or phrases that describe your identity in each section. Highlight or shade the identities that are most important or visible in your daily life, then answer the guide questions in the inner circle honestly and reflectively.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	7	Date	
Lesson Title/Topic:	<i>Understanding Global Literary Texts through Social and Cultural Perspectives</i>		
Name		Grade & Section	

TEXT EXPLORATION

Directions: Read the short story titled *Girl* by Jamaica Kincaid. Afterwards, answer the questions below.

GIRL by Jamaica Kincaid

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk bare-head in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off; when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum in it, because that way it won't hold up well after a wash; soak salt fish overnight before you cook it; is it true that you sing benna in Sunday school?; always eat your food in such a way that it won't turn someone else's stomach; on Sundays try to walk like a lady and not like the slut you are so bent on becoming; don't sing benna in Sunday school; you mustn't speak to wharf-rat boys, not even to give directions; don't eat fruits on the street—flies will follow you; but I don't sing benna on Sundays at all and never in Sunday school; this is how to sew on a button; this is how to make a buttonhole for the button you have just sewed on; this is how to hem a dress when you see the hem coming down and so to prevent yourself from looking like the slut I know you are so bent on becoming; this is how you iron your father's khaki shirt so that it doesn't have a crease; this is how you iron your father's khaki pants so that they don't have a crease; this is how you grow okra—far from the house, because okra tree harbors red ants; when you are growing dasheen, make sure it gets plenty of water or else it makes your throat itch when you are eating it; this is how you sweep a corner; this is how you sweep a whole house; this is how you sweep a yard; this is how you smile to someone you don't like too much; this is how you smile to someone you don't like at all; this is how you smile to someone you like completely; this is how you set a table for tea;

this is how you set a table for dinner; this is how you set a table for dinner with an important guest; this is how you set a table for lunch; this is how you set a table for breakfast; this is how to behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming; be sure to wash every day, even if it is with your own spit; don't squat down to play marbles—you are not a boy, you know; don't pick people's flowers—you might catch something; don't throw stones at blackbirds, because it might not be a blackbird at all; this is how to make a bread pudding; this is how to make doukona; this is how to make pepper pot; this is how to make a good medicine for a cold; this is how to make a good medicine to throw away a child before it even becomes a child; this is how to catch a fish; this is how to throw back a fish you don't like, and that way something bad won't fall on you; this is how to bully a man; this is how a man bullies you; this is how to love a man, and if this doesn't work there are other ways, and if they don't work don't feel too bad about giving up; this is how to spit up in the air if you feel like it, and this is how to move quick so that it doesn't fall on you; this is how to make ends meet; always squeeze bread to make sure it's fresh; but what if the baker won't let me feel the bread?; you mean to say that after all you are really going to be the kind of woman who the baker won't let near the bread?

Guide Questions:

1. What global issues are depicted in the short story?

2. How do you think these issues are also seen in the Filipino context?

3. What is the cultural/ historical context of the text and how will you compare it with Filipino culture and history?

4. How do you think the short story uses the characters and settings to depict the issues? How will you relate them to Filipino daily life?

5. How does the short story help readers empathize and connect it to real-life Filipino situations?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	8	Date	
Lesson Title/Topic:	Rewrite the Scene		
Name		Grade & Section	

Directions: Select a paragraph from The Visitation of the Gods by Gilda Cordero-Fernando, then rewrite it by changing one element such as the point of view, tone, genre, or structure. Submit your revised paragraph to the teacher.

Original Passage (Key Idea)	Revised Version

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	8	Date	
Lesson Title/Topic:	Whose Voice? Whose Story?		
Name		Grade & Section	

Directions: Using the Perspective Table Template, identify the main characters' backgrounds (e.g., profession, gender, social class, or era), then explain how this shape their values and worldview. Afterwards, discuss what might change if their values, circumstances, and perspectives were reversed.

Aspect	Character A (Original Background)	Character B (Original Background)	If Backgrounds Were Reversed or Changed
Family Origin			
Socio-economic Status			
Cultural / Social Environment			
Education & Opportunities			
Core Values Shaped by Background			
Motivation in the Story			
Main Internal Conflict			
Relationship to Other Characters			
Key Decisions Influenced by Background			
Overall Character Development			
Theme Impact			

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	8	Date	
Lesson Title/Topic:	Pen-and-Paper Test		
Name		Grade & Section	

Directions: Read each item carefully and choose the best answer. Record your answers on the answer sheet.

- Which statement best explains the relationship between genre and reader expectations?
 - Genre reflects shared conventions such as tone, structure, and style that help readers anticipate how a text will function and how meaning is likely to be developed.
 - Genre limits the author's creativity by forcing writers to follow strict rules that prevent originality and experimentation across literary forms and historical contexts.
 - Genre is often misunderstood as something that applies only to traditional or classical texts, ignoring the way modern and contemporary writing also relies on genre cues.
 - Genre is exactly the same as theme because both refer to what a text is about, why it was written, and what lesson the reader should learn.
- A short story uses a nonlinear structure and first-person POV to show a character revisiting a childhood memory that challenges a family belief. Which concept is most directly illustrated by these choices?
 - Literary features shaping or challenging cultural/social assumptions
 - Plot summary and the way the events interloop in the story
 - Pure entertainment without social insight and ethical considerations
 - Author biography analysis that focuses on the personal circumstances of the author
- In class, you transformed "He looked at her" into dramatic version. What does this activity demonstrate?
 - Word choice (diction) powerfully changes tone, mood, and meaning.
 - The arrangement of words in a sentence plays a major role in how readers emotionally respond to a text, showing that diction can subtly or dramatically influence tone and mood.
 - Genres are determined primarily by how long a text is written, who is telling the story, and whether the ending is expected or surprising.
 - Word choice is only significant in poetry because prose writing relies more heavily on plot rather than language.
- Which statement best differentiates topic from theme?
 - Topic and theme are terms that can be used interchangeably because both simply refer to what the story is mostly about.
 - Topic is the general subject (e.g., "power"); theme is the insight about it (e.g., "Power reveals true values").
 - Topic is the general subject matter being discussed, while theme expresses a deeper insight or message about that subject based on the events and characters in the text.
 - Theme is always stated directly in one sentence, while topic must be inferred from multiple chapters and paragraphs throughout the text.

5. A contemporary short story resonates with today's readers because it addresses digital isolation using concise scenes and conversational dialogue. This connection most directly fulfills which requirement?
 - A. Linking literary features to current social concerns and real-world events.
 - B. Organizing characters based on appearance, age, social status, and personality traits without relating them to broader issues.
 - C. Demonstrating extensive knowledge of the author's personal history, including education, family background, career achievements, and past literary awards.
 - D. Ensuring that analysis avoids controversial cultural or technological topics so that interpretations remain neutral and purely academic.
6. Which classroom product best demonstrates how we interpret and respond to texts through relevance to social issues, identities, and human experiences?
 - A. A plot timeline with no commentary about the characters' backgrounds
 - B. A multimodal presentation comparing a story's theme with a current issue using evidence
 - C. A list of unfamiliar words without definitions
 - D. A drawing of the cover without explanation as to how the characters fit into the narrative
7. In a "cultural lens" reading, which question is most appropriate?
 - A. How many pages are in the short story?
 - B. What is the author's favorite sport, food, color, and stories?
 - C. Which beliefs, practices, or norms shape the characters' choices, and how does the text respond to them?
 - D. What is the book's price?
8. A student claims: "This story made me rethink my assumptions about a migrant family's priorities." Which competency is most clearly demonstrated?
 - A. Memorization of setting details because they enhance the meaning of the text and the other features
 - B. Considering how texts shape or challenge one's understanding of people and their social/cultural contexts
 - C. Identifying rhyme scheme and the atmosphere of the story
 - D. Tracing only chronological events because they make up the plot
9. Why is a literary lens important in understanding literature as a window to different textual perspectives?
 - A. It explains the story better.
 - B. It helps readers focus on details.
 - C. It allows readers to see different viewpoints within a text.
 - D. It helps readers use literature as a window to understand various social, cultural, and personal perspectives presented in a text, encouraging deeper interpretation and allowing readers to connect the experiences of characters to real-world realities and viewpoints.
10. Which statement captures the lesson theme "Literature as Window—Textual Perspectives (Empathy & Diversity)"?
 - A. Literature is useful only when it teaches clear moral rules that all readers must accept regardless of context.
 - B. Literature exists mainly to decorate language and provide leisure reading without significantly affecting how readers view others or society.
 - C. Literature serves academic purposes only and has little relevance to real-life experiences, cultural understanding, or emotional growth.
 - D. Literature encourages readers to enter the lives of others, understand different perspectives, and develop empathy for people from diverse backgrounds.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Uncovering Meaning in a Short Story		
Name		Grade & Section	

Directions: Work with a partner to read and analyze the excerpt below. Identify two to three key details and determine whether each one is imagery or symbolism. Then, complete the table provided.

“When Lumnay reached the clearing, she could see from where she stood the blazing bonfire at the edge of the village, where the dancing was. She could hear the far-off clamor of the gongs, still rich in their sonorousness, echoing from mountain to mountain. The sound did not mock her; they seemed to call far to her; speak to her in the language of unspeaking love.” (Daguio n.d., 13)

Text/Detail (from the excerpt)	Type (Imagery or Symbolism)	Sense/Idea being evoked	Meaning from the Story

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Decoding Meaning Through Imagery and Symbolism		
Name		Grade & Section	

Directions: Work with your small group and recall the assigned scene or event from the story. Identify two to three details from it and classify them in the appropriate columns using the template below.

Assigned Scene/Event:

Imagery (What can be seen, heard, or felt?)	Symbolism (What deeper meaning is represented?)	Interpretation (What does it reveal about the character's emotions, culture, or society?)

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Inside Lumnay's World		
Name		Grade & Section	

Directions: Work with your group and pretend that you are Lumnay. Choose a significant event from the story, then write a diary entry reflecting her personal, cultural, or social struggles during that moment. Afterwards, assign one group member to read the diary entry to the class.

Lumnay's Diary

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Mapping Meaning: From Story to Real-life		
Name		Grade & Section	

DIRECTIONS: Work with your small group to identify three to five key images and symbols from the story. Relate them to real-life situations where personal, cultural, or social conflicts may arise, then create a concept map showing the connection between literature and real life.

Image or Symbol From the Story
1.
2.
3.
4.
5.

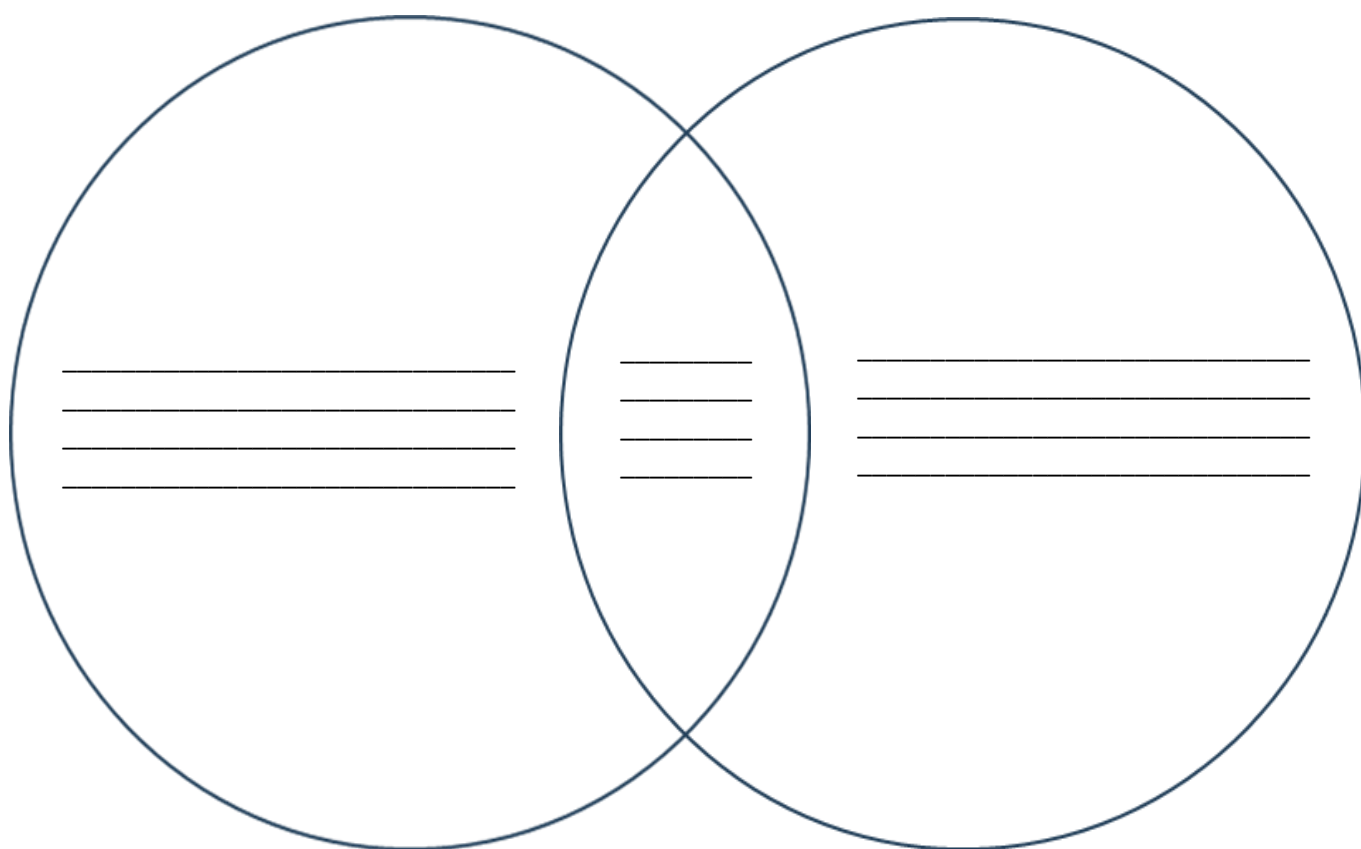
Draw your concept map here. Use a separate sheet if necessary.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Intersecting Choices: A Venn Diagram of Conflict		
Name		Grade & Section	

Directions: Choose a real-life situation involving a conflict between personal desires and cultural or social expectations. Then, complete the Venn diagram by placing personal desires in one circle, cultural or social expectations in the other, and the conflict or struggle in the overlapping section.



LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	10	Date	
Lesson Title/Topic:	What Can You Infer?		
Name		Grade & Section	

Directions: Read the excerpt provided by your teacher carefully and silently. Analyze the characters' emotions, tone, and reactions, then answer the questions below using complete sentences and specific details from the text. As you read, take note of the following:

- Words or phrases that show emotions
- How characters react to the situation
- Clues that suggest the tone of the scene

Processing Questions:

1. What emotions do Jay and Jun show in this scene, and which details in the excerpt helped you infer those emotions?

2. What tone does the scene create, and how do the reactions of the family members help shape that tone?

3. What can you infer about family attitudes toward grief and empathy in the scene, and how does Jun's response differ from the others?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	10	Date	
Lesson Title/Topic:	From Life to Literature		
Name		Grade & Section	

Directions: Read and analyze the real-life situation below, then answer the guide questions based on your understanding. Afterwards, read the excerpt from *Patron Saints of Nothing* by Randy Ribay and compare it with the real-life situation. Write your answers in complete sentences and support them with clear explanations.

Real-Life Situation:

A teenager feels torn between the expectations of family and the desire to understand their own identity.

Guide Questions:

1. What emotions might the person feel?

2. What kind of conflict is present?

3. Whose perspective is being highlighted?

After reading the excerpt provided by your teacher, answer the following:

1. How is the character's experience similar to the real-life situation?

2. What literary feature (characterization, tone, or point of view) helps you understand the character's feelings? Explain how.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	10	Date	
Lesson Title/Topic:	Multiple Choice (10-Item)		
Name		Grade & Section	

Directions: Read each item carefully. Identify the literary form or literary feature being described or referred to. Choose the letter of the correct answer.

1. Which literary form tells a long narrative that explores complex characters and human experiences over time?

- A. Essay
- B. Novel
- C. Novella
- D. Short story

2. A literary text focuses on one main character facing a single conflict and ends shortly after that conflict is resolved. Which literary form is most likely being described?

- A. Epic
- B. Legend
- C. Novel
- D. Novella

3. Which literary feature shows how a character's traits are revealed through actions, thoughts, and decisions?

- A. Characterization
- B. Point of view
- C. Symbolism
- D. Tone

4. When a story is told using "I" and presents events through the narrator's thoughts and feelings, what point of view is used?

- A. First person
- B. Second person
- C. Third person limited
- D. Third person omniscient

5. In a scene where the language feels serious, quiet, and emotionally heavy, which literary feature is most important in shaping the reader's emotional response?

- A. Plot
- B. Setting
- C. Symbolism
- D. Tone

6. Which literary feature is shown when an object, place, or detail represents a deeper meaning beyond its literal sense?

- A. Characterization
- B. Point of view
- C. Symbolism
- D. Tone

7. Why are novels effective in exploring cultural and social experiences?

- A. They avoid complex themes.
- B. They focus only on one character.
- C. They are shorter and easier to read.
- D. They allow characters and experiences to develop over time.

8. Which question helps a reader identify the tone of a literary text?
- A. Who is telling the story?
 - B. What lesson does the story teach?
 - C. Where does the story take place?
 - D. What feeling is created by the author's word choices?
9. What literary feature determines whose perspective the reader follows in a story?
- A. Characterization
 - B. Point of view
 - C. Symbolism
 - D. Tone
10. Which statement best explains the role of literary features in a text?
- A. Literary features make stories longer.
 - B. Literary features summarize the story.
 - C. Literary features describe only the setting.
 - D. Literary features help shape meaning and reader understanding.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	10	Date	
Lesson Title/Topic:	Multiple Choice (Assessment)		
Name		Grade & Section	

Directions: Read and analyze carefully each question. Choose the letter of the correct answer.

1. Jay says, "I watched everything happen, but I could not stop thinking about what Jun might have gone through." Which literary feature is most evident in this statement?
 - A. The point of view that shows the narrator's position in the story.
 - B. The setting that describes the place and environment of events.
 - C. The symbolism that conveys ideas through objects or images.
 - D. The characterization that explains characters' behavior and motivation.
2. Even though Jay feels afraid and uncertain, he still chooses to investigate Jun's death. Which literary feature is best illustrated in this situation?
 - A. The setting that describes the time and place of events.
 - B. The tone that shows the author's attitude toward the subject.
 - C. The plot that presents the sequence of events in the narrative.
 - D. The characterization that reveals traits through actions and thoughts.
3. The narration presents the situation with seriousness and concern about justice and truth. In this context, what does tone refer to?
 - A. The series of actions that form the storyline.
 - B. The historical background connected to the text.
 - C. It is the physical location where the story takes place.
 - D. It is the author's attitude toward the subject or characters.
4. As Jay searches for answers about Jun's death, the story also reveals larger ideas about truth and justice. Which literary concept is being emphasized in this situation?
 - A. Setting identifies the time and place of the story.
 - B. The plot shows the chronological sequence of events.
 - C. Dialogue presents conversations between characters.
 - D. The theme expresses the main idea developed in the text.
5. Which situation best represents *interpretation* in the study of literature?
 - A. Memorizing the order of events in the plot.
 - B. Listing the names of characters found in the story.
 - C. Identifying the pages where important events occur.
 - D. Explaining how a character's actions suggest deeper meaning.

6. The story is told through Jay's personal experiences and reflections, which shape the way readers understand events. Why is point of view important in this case?
- A. It helps readers analyze sentence structure.
 - B. It helps readers identify the physical setting.
 - C. It helps readers recall the sequence of events.
 - D. It helps readers see how the narrator shapes meaning.
7. While spending time with relatives in the Philippines, Jay begins to reflect on what it means to be a Filipino-American. Which concept is most clearly explored in this situation?
- A. The literary genre that classifies types of texts.
 - B. The narrative structure that organizes story events.
 - C. The figurative language that uses imagery and comparisons.
 - D. The cultural identity that reflects traditions and background.
8. Jay tells the story using first-person narration and shares his thoughts, feelings, and reactions. What effect does this have on readers?
- A. It limits descriptions of cultural and social settings.
 - B. It prevents readers from knowing the narrator's feelings.
 - C. It allows readers to see events from many characters' views.
 - D. It allows readers to understand Jay's thoughts and emotions closely.
9. After hearing about Jun's death, Jay decides to go to the Philippines to find out more. Why does Jay travel to the Philippines?
- A. To attend a planned family celebration
 - B. To join a school exchange program abroad
 - C. To uncover the truth about Jun's life and death
 - D. To visit tourist attractions and historical landmarks
10. As Jay continues his journey, he uncovers difficult truths about family, justice, and responsibility. Which theme is most strongly developed through this journey?
- A. The effects of tourism on local culture.
 - B. The role of technology in communication.
 - C. The importance of leisure activities in forming friendships.
 - D. The pursuit of truth and understanding in difficult situations.
11. Jay struggles with the feeling that he does not fully belong either in the Philippines or in the United States. Which situation best reflects this theme?
- A. Jay studies quietly for academic examinations.
 - B. Jay watches television while resting at home.
 - C. Jay participates in sports activities at school.
 - D. Jay feels uncertain about where he belongs while visiting relatives.
12. A reader connects the events of the novel to real-life issues such as injustice, inequality, and social conflict. What does this show?
- A. Listing all the characters in the narrative.
 - B. Identifying punctuation marks used in sentences.
 - C. Memorizing the exact locations mentioned in the text.
 - D. Recognizing how characters' experiences reflect social challenges.

13. A student explains that the title suggests that some people's lives are overlooked or treated as less important. What does this interpretation suggest about the title *Patron Saints of Nothing*?

- A. It explains how saints are officially recognized.
- B. It emphasizes religious celebrations in communities.
- C. It describes religious traditions practiced by families.
- D. It suggests that some lives are ignored or treated as unimportant.

14. After reading the novel, a student reflects on how the story helped them think about real-life issues and their own beliefs. What is the purpose of reflection in studying a literary text?

- A. To focus only on the physical setting of the text
- B. To avoid discussing challenging or sensitive topics
- C. To help readers memorize every detail of the story
- D. To help readers connect ideas from the text to their own understanding

15. After discussing the novel, a learner says, "I can identify the literary feature in a passage, but I still need to improve in explaining how it shapes meaning." What does this response best demonstrate?

- A. The learner is identifying the setting of the text.
- B. The learner is memorizing details from the story.
- C. The learner is recognizing a strength and a challenge.
- D. The learner is summarizing events without reflection.