

7

Learning Activity Sheet for English

Quarter 1

Week

4

Learning Activity Sheet English Grade 7 Quarter 1: Week 4

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LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	4	Day:	1
Lesson Title/ Topic:	Types of Poetry (Lyric, Dramatic, Narrative)		
Name:		Grade & Section:	

Objectives:

1. Identify the characteristics of narrative, dramatic, and lyric poetry.
2. Classify a selection of poems into the appropriate types based on the identified characteristics.

Activity 1 A: CHECK IT, MATE!

Directions:

Step 1 – Read the poem below.

Step 2 - Use the checklist to analyze each poem. Then, classify the type of poetry based on the identified characteristics.

Step 3 – Write down the type of poetry that best fits each poem at the lower part of the checklist.

POEM 1:

*Farewell, dear fatherland, clime of the sun caress'd,
Pearl of the Orient Seas, our Eden lost!
Gladly now I go to give this faded life's best,
And where it is brighter, fresher, or blest,
Still, would I give it thee, nor count the cost.*

*On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or heed;
The place matters not – cypress or laurel or lily white,
Scaffold or open plain, combat or martyrdom's plight,
'Tis ever the same, to serve home and country's need.*

*-excerpt from **My Last Farewell** by Dr. Jose Rizal*

Background: *Written a few hours before Rizal's death at Bagumbayan, this classic poem is significant for its prophetic message, patriotic ardor, and almost perfect lyrical form.*

POEM 2

*Brothers, listen to my plea,
The Ibong Adarna we must see.
Its song can heal our father's pain,
But capturing it won't be in vain.*

*Don Juan, are you sure of this quest?
The bird's enchantment puts men to rest.
Its melody, a hypnotic trance,
Will we risk all for a fleeting chance?*

*Brother, your heart is true and bold,
But tales of the Adarna are often told.
Many have tried and many have failed,
Their efforts, in vain, have sailed.*

*Though dangers lie on our path ahead,
For our father's sake, we'll face them with dread.
The Adarna's magic holds the key,
To cure King Fernando and set him free.*

*Very well, Don Juan, we'll join your quest,
To seek the bird and put it to rest.
But let us tread with caution and care,
For the Adarna's song is a siren's snare.*

*Don Pedro: Together we'll journey, side by side,
Through forests deep and mountains wide.
With courage and valor, we'll endure,
And the Ibong Adarna, we shall secure.*

*-excerpt from **Ibong Adarna***

Background: *Ibong Adarna" is a classic Filipino epic poem about three princes on a quest to capture a magical bird with healing powers. This legendary creature, the Ibong Adarna, possesses a captivating song that can cure illness and bring slumber. Passed down through generations, the tale embodies themes of family, bravery, and the fight against adversity.*

Poem 3

*Listen then while I narrate at length
The life of Lam-ang
Because his mother conceived him that month.
She did not abstain from any edible fruit:
Tamarind fruits are tender and thin as bamboo strings,
Kamias, daldaligan,
Oranges and pomelos;
Butcher fish, stripped bass, fishes of all sorts;
Clams and bivalves big as plates,
Maratangtang and sea urchins;
Sea algae, aragan and arosip;
Shucked oysters, crayfish caught with net;
Blue crabs baited with salelem,
Deer tracked down and killed, boar trapped.
All of these she tasted on her eating binge.*

*Until Namungan, the woman Unnayan,
Wife of Don Juan Panganiban,
Was done conceiving.
And when they had made whole
A new soul,
Her womb grew bigger.
Listen, my husband Don Juan,
Go check on our bamboo groves
In the mountain of Capariaan.
Then make me my reclining bed
The bed I shall use Right after giving birth.
Being God-given, my husband Don Juan,
The custom cannot be gainsaid.
So go cut me some mature bamboo shoots.*

*-excerpt from **Biag ni Lam-Ang** by Pedro
Bucaneg*

Background: *BIAG NI LAM-ANG (Life of Lam-ang) is a pre-Hispanic epic poem of the Ilocano people of the Philippines. The story was handed down orally for generations before it was written down around 1640, assumedly by a blind Ilokano bard named Pedro Bucaneg. It is one of a few epic stories in the Philippines commonly presented during festivals and gatherings such as weddings, baptisms, and wakes. Singers have been known to perform for hours at a time.*

Poetry Analysis Checklist: Identifying Point of View, Delivery, and Purpose

		POEM 1	POEM 2	POEM 3
Point of View / Speaker	1. The poem is like when someone writes about his/her thoughts or feelings.			
	2. The poem is similar to a play in which a person speaks alone, or different people have a conversation.			
	3. The poem is narrated from the perspective of someone watching the events unfold, similar to storytelling.			
Delivery	1. The poem uses vivid descriptions, comparisons, or symbols to convey emotions.			
	2. The characters in the poem engage in dialogue, adding tension or drama.			
	3. The poem tells a story with multiple events and characters.			
Purpose	1. The poem primarily aims to express personal emotions, thoughts, or reflections.			
	2. The poem tells a story and connects through the emotions and feelings of the characters.			
	3. The poem seeks to tell a story directly or through implied events.			

Poem Number	Types of Poetry
1	
2	
3	

ACTIVITY 1 B: DECODING POETRY TYPES

Directions: In this part, you will practice understanding the different types of poetry: narrative, dramatic, and lyrical. After identifying the type of poetry, explain your classification briefly. Remember to use the characteristics of each poetry type in terms of point of view, delivery, and purpose to help you classify the poem accurately.

POEM 1

Pedagogic

By Cirilo F. Bautista

*I walked towards the falling woods
to teach the trees all that I could*

*of time and birth, the language of men,
the virtues of hate and loving.*

*They stood with their fingers flaming,
Listened to me with a serious mien:*

*I knew the footnotes, all the text,
my words were precise and correct-*

*I was sure that they were learning-
till one tree spoke, speaking in dolor,
to ask why I never changed color.*

Type of Poem: _____

Explanation: _____

POEM 2

*Hold fast to the gift of fire!
I am rage! I am wrath! I am ire!
The vulture sits on my rock,
Licks at the chains that mock
Emancipation's breath,
Reeks of death, death, death.*

*Death shall not unclench me.
I am earth, wind, and sea!
Kisses bestow on the brave
That defy the damp of the grave
And strike the chill hand of*

-excerpt from Prometheus Unbound
by: Jose F. Lacaba

Type of Poem: _____

Explanation:

POEM 3

*Be beautiful, noble, like the antique ant,
Who bore the storms as he bore the sun,
Wearing neither gown nor helmet,
though he was archbishop and soldier:
Wore only his own flesh.*

*Salute characters with gracious dignity:
Though what these are is left to
Your own terms. Exact: the universe is
Not so small but these will be found
Somewhere. Exact: they will be found*

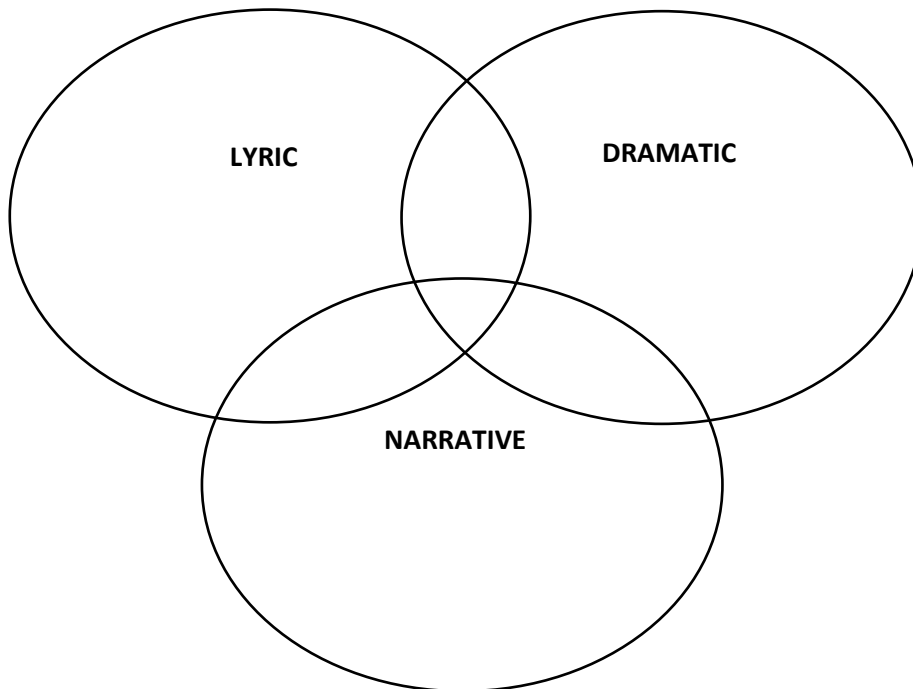
-excerpt from ***Be Beautiful, Noble, Like the Antique Ant***
by Jose Garcia Villa

Type of Poem: _____

Explanation:

ACTIVITY 1 C: POWER OF THREE: TYPES OF POETRY

Directions: Use the Venn diagram to compare and contrast narrative, dramatic, and lyrical poetry, noting similarities and differences.



LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	4	Day:	2
Lesson Title/ Topic:	Author's Purpose		
Name:		Grade & Section:	

Objectives:

1. Identify the purpose of the given poem using the provided checklist.
2. Locate the lines, phrases, or images that support the purpose.
3. Explain how the choice of poem type influences its purpose.

Activity 2 A: JUST A PIECE OF PIE!

Directions:



Step 1 - Unscramble the letters to identify three of the most common reasons why poets write.

Step 2 - Then, for each reason, identify the most appropriate guide question that helps us understand that purpose.

Step 3 – Later, you will be exposed to different poetry, and you can use the guide questions to help you identify the author's purpose.

Questions:

1. Did the poet want to change your opinion?
2. Did the poet share a story?
3. Did the poet make you laugh?
4. Did the poet give facts?
5. Did the poet teach you something that works?
6. Did the poet amuse you?
7. Did the poet try to convince you?


JUST A PIECE OF PIE


<p>A S D E P R U</p> <p>tries you to get to believe or do something</p> <div style="border: 1px solid gray; width: 100%; height: 60px; margin-top: 10px;"></div>	<p>O M N R I F</p> <p>gives or teaches you information or knowledge</p> <div style="border: 1px solid gray; width: 100%; height: 60px; margin-top: 10px;"></div>	<p>T A I N T E R E N</p> <p>touches your emotions and feelings</p> <div style="border: 1px solid gray; width: 100%; height: 60px; margin-top: 10px;"></div>
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Activity 2 B: WHAT'S THE PURPOSE?

Directions:

1. Read the three poems in Worksheet Day 1, Activity 1: Check it, Mate.
2. Using the checklist below, answer the questions with YES or NO, depending on the context, to help you decide whether the poet's purpose is to PERSUADE, INFORM, or ENTERTAIN in the given poem excerpts.
3. Select specific examples that illustrate its purpose. Look for lines, phrases, or images that seem to align with one of the purpose categories. Then, write your answer in the third column.

WHAT'S THE PURPOSE?

		POEM 1		POEM 2		POEM 3	
		YES	NO	YES	NO	YES	NO
PERSUADE	Did the poet try to convince you?						
	Did the poet want to change your opinion or take an action?						
INFORM	Did the poet give you facts?						
	Did the poet teach how something works?						
ENTERTAIN	Did the poet make you feel certain emotions?						
	Did the poet share a story?						
	Did the poet amuse you?						

Title of the Poem	Purpose	Lines/Phrases/Images
My Last Farewell		
Ibong Adarna		
Biag ni Lam-ang		

Activity 2 C: WHAT'S THE CONNECTION?

Since you can now identify the author's purpose and locate the lines, phrases, or images that support the purpose, you are now ready for the next task. Just follow the instructions below.

Directions: Explain how the choice of poem type influences its purpose.

Just a Hint! You may use your knowledge of the poem's structure, which has been discussed in the previous weeks. In addition, you may also use the following guide questions to answer column 4.

1. How is the poem written to help achieve what the author wants to say?
2. What aspects of the chosen type of poetry support the author's purpose in conveying their message?

My Last Farewell	Ibong Adarna	Biag ni Lam-ang

ACTIVITY 2D: MY INSIGHTS

Directions: Summarize what you have learned today by completing the paragraph below.

Today, we focused on identifying the purpose of a given poem and understanding how the choice of poem type influences that purpose. I learned that poems have different _____, including _____, _____, and _____.

By analyzing different types of poem, I _____

LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	4	Day:	3
Lesson Title/ Topic:	Author's Purpose and Theme		
Name:		Grade & Section:	

Objectives:

1. Identify the meaning of vocabulary words from the poem "Man of Earth" by selecting the appropriate choices based on context clues provided in sentences.
2. Identify the words or phrases that support the theme in the poem.
3. Determine the underlying themes in the poems.

Activity 3 A: VOCABULARY ACTIVITY

Directions: Read the sentences below and identify the meaning of each underlined word. Choose the letter of the correct answer.

1. The gymnast demonstrated her pliant movements as she effortlessly contorted her body during the routine.
 a. Fragile b. Flexible c. Strong d. Rigid

2. The elderly man stooped to pick up the fallen newspaper from the ground.
 a. Bent b. Jumped c. Ran d. Straightened

3. Theo felt a deep sense of grief when he learned about the passing of her beloved pet.
 a. Anger b. Excitement c. Happiness d. Sadness

4. Yoga and stretching exercises can help improve your body's flexibility and range of motion.
 a. Adaptability b. Hardness c. Strength d. Rigidity

5. The artist used a special tool to carefully bend the metal into intricate shapes for the sculpture.
 a. Curve b. Flatten c. Stretch d. Twist

Activity 3 B: THEMES AND PURPOSE ANALYSIS: WORD DETECTIVE

Directions: Read the poem below. Complete the graphic organizer by identifying the words that reveal the author's purpose and themes of the poem and determining the theme and the author's purpose.

Man of Earth

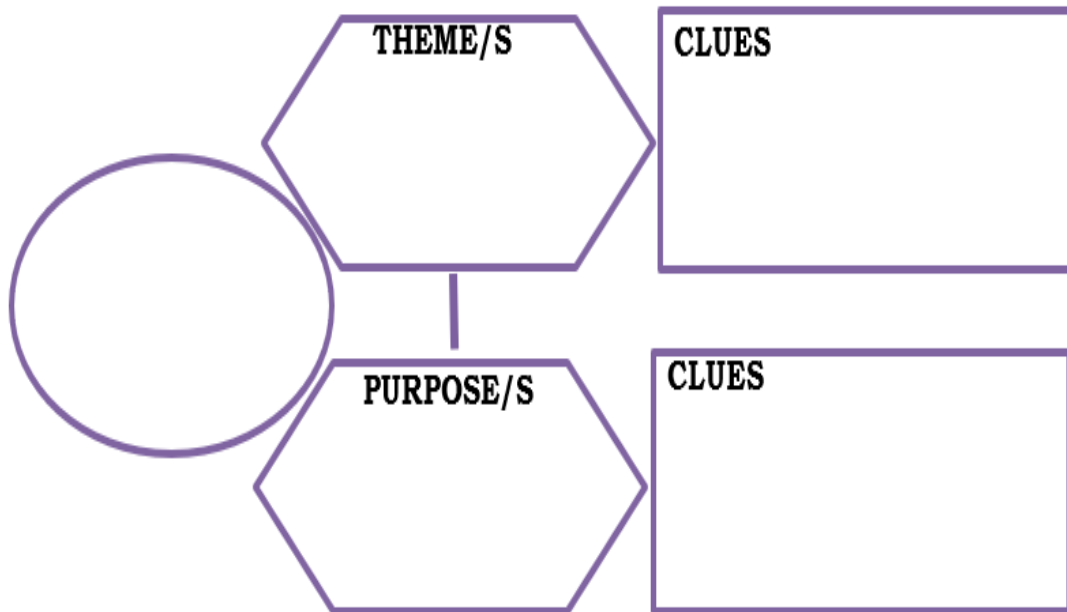
by: Amador T. Daguio

Pliant is the bamboo;
I am a man of earth;
They say that from the bamboo
We had our first birth.

Am I of the body,
Or of the green leaf?
Do I have to whisper
My every sin and grief?

If the wind passes by,
Must I stoop and try
To measure fully
My flexibility?

I might have been the bamboo,
But I will be a man.
Bend me then, O Lord,
Bend me if you can.



EVALUATION: CHECKING MY UNDERSTANDING

Directions: Read the following poem. Then, answer the questions that follow.

Pedagogic

By Cirilo F. Bautista

*I walked towards the falling woods
to teach the trees all that I could*

*of time and birth, the language of men,
the virtues of hate and loving.*

*They stood with their fingers flaming,
Listened to me with a serious mien:*

*I knew the footnotes, all the text,
my words were precise and correct-*

*I was sure that they were learning-
till one tree spoke, speaking in dolor,
to ask why I never changed color.*

1. What is the main theme conveyed in the poem excerpt?
 - a. People know more than nature.
 - b. Everything changes over time.
 - c. It's important to teach nature about human things.
 - d. People don't understand nature as well as they think they do.
2. What is the purpose of the poem excerpt?
 - a. To reflect
 - b. To inform
 - c. To entertain
 - d. To persuade
3. How does the theme contribute to the poet's purpose in writing the poem?
 - a. By explaining why trees are important.
 - b. By describing how trees grow and change.
 - c. By arguing that people should be nicer to trees.
 - d. By showing that humans have a lot to learn from nature.
4. How does the poet's portrayal of the speaker's interaction with the trees support the poem's message?
 - a. By highlighting the importance of education.
 - b. By suggesting that nature has its own wisdom.
 - c. By showing the speaker's curiosity about nature.
 - d. By illustrating the speaker's connection to the environment.
5. Why do you think the trees in the poem are described as "flaming"?

- a. To show they are angry.
- b. To emphasize their beauty.
- c. To indicate they are on fire.
- d. To suggest they are listening intently.

LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	4	Day:	4
Lesson Title/ Topic:	Poem Selection		
Name:		Grade & Section:	

Objective(s):

1. Analyze how the themes contribute to the poet's intended message or purpose.
2. Reflect on the knowledge gained in previous sessions to make informed decisions in selecting a poem for composition, considering its type, purpose, and themes in preparation for writing a piece.

Activity 4 A: THEMES AND PURPOSE CONNECTION

Directions: Read the poem below. Complete the graphic organizer by identifying the words that reveal the author's purpose and themes of the poem and determining the theme and the author's purpose. Then, explain the connection between theme and purpose.

Just a Hint! To answer the connection between theme and purpose, you may use this question as a guide:

1. Does the theme correspond to what the poet wants to say? In what way?
2. Can you find a part of the poem that shows his purpose? How does it connect to the theme?

To the Philippine Youth

Dr. Jose P. Rizal

Hold high the brow serene,
O youth, where now you stand;
Let the bright sheen
Of your grace be seen,
Fair hope of my fatherland!

Come now, thou genius grand,
And bring down inspiration;
With thy mighty hand,
Swifter than the wind's violation,
Raise the eager mind to higher station.

Come down with pleasing light
Of art and science to the fight,
O youth, and there untie
The chains that heavy lie,
Your spirit free to blight.
See how in flaming zone
Amid the shadows thrown,
The Spaniard's a holy hand

A crown's resplendent band
Proffers to this Indian land.

Thou, who now wouldst rise
On wings of rich emprise,
Seeking from Olympian skies
Songs of sweetest strain,
Softer than ambrosial rain;
Thou, whose voice divine
Rivals Philomel's refrain
And with varied line
Through the night benign
Frees mortality from pain;

Thou, who by sharp strife
Wakest thy mind to life ;
And the memory bright
Of thy genius' light
Makest immortal in its strength ;

And thou, in accents clear
Of Phoebus, to Apelles dear ;
Or by the brush's magic art
Takest from nature's store a part,
To fig it on the simple canvas' length ;

Go forth, and then the sacred fire
Of thy genius to the laurel may aspire ;
To spread around the fame,
And in victory acclaim,
Through wider spheres the human name.

Day, O happy day,
Fair Filipinas, for thy land!
So bless the Power to-day
That places in thy way
This favor and this fortune grand!

TITLE OF THE POEM

THEME/S

CLUES

PURPOSE/S

CLUES

Connection Between Theme and Purpose

Activity 4 B: POETRY REVEAL

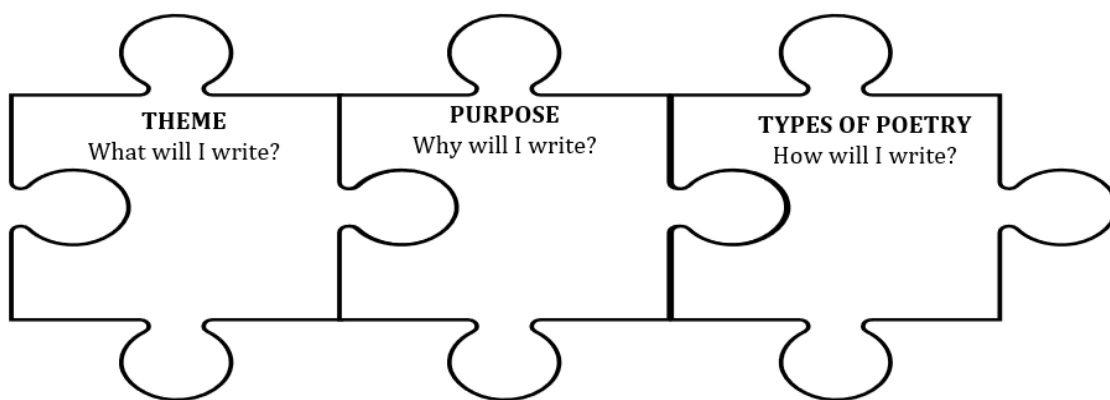
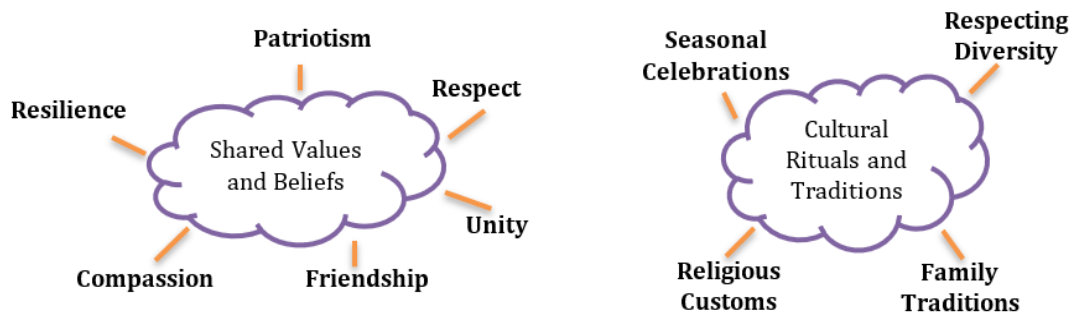
Directions: Read and follow the instructions carefully.

1. Read through the Poetry Reveal checklist carefully. Each section contains questions to help you consider the type of poetry you want to write.
2. Consider the theme or message you want your poem to convey. What themes or topics resonate with you?
3. Reflect on the purpose of your poem. Consider the emotions, ideas, or messages you want to express through your writing.
4. Record your decisions regarding the type of poetry, theme, and purpose of your poem in the space provided below or in your notebook.
5. Use your identified type of poetry, theme, and purpose as a guide as you prepare to write your poem next week.

POETRY REVEAL CHECKLIST

TYPES OF POETRY GUIDE QUESTIONS:		YES	NO
Point of View / Speaker	1. Do you prefer a personal/first-person point of view?		
	2. Do you prefer to express your thoughts through characters' interactions?		
	3. Do you want someone to act as narrator and/or let the characters speak for themselves?		
Length	1. Do you prefer it short and simple?		
	2. Do you prefer long and elaborate as a musical play?		
	3. Do you prefer long and elaborate so characters fulfill a certain plot?		
Delivery	1. Do you intend your poem to be sung for two or more minutes?		
	2. Do you intend your poem to be sung for recited, spoken, and/or chanted in front of a large audience?		
	3. Do you intend your poem to be sung for recited, spoken, and/or chanted in front of a large audience?		
Purpose	1. Is your intention to express yourself or somebody else's emotions, feelings, and concerns?		
	2. Do you intend to tell a story and connect through emotions and feelings through your characters?		
	3. Do you intend to tell a story, share history, or recall events?		
<p>Remarks: If most of your answers are YES in the first question of each set, you are more likely to write a LYRIC POETRY. If most of your answers are YES in the second question of each set, you are more likely to write a DRAMATIC POETRY. If most of your answers are YES in the third question of each set, you are more likely to write a NARRATIVE POETRY.</p>			

You may now choose your topic since you already know the type of poetry you will write. You can choose from any suggested topics below that interest you. Choose only one.



ACTIVITY 4 C: POETRY MISSION SLIP

Directions: Based on the result of the Poetry Reveal Checklist, complete your Poetry Mission Slip.

POETRY MISSION CARD

I chose _____ as my intended poem for composition

I look forward to creating my own masterpiece with the help of my dear teacher.

References:

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