

## Chapter 1 : Dep ed grade 8 english learning guide quarter 3 - [PDF Document]

*GRADE 8 ENGLISH: Afro-Asian Literature Ms. Katrina Joy Naval Things you will need: Notebook Quiz Notebook Portfolio Book Scholastic Card The Content Standard.*

India - The Mystic Land 1. Panel or round 1. Epics literatures through Asian and African A. Literary Periods of Indian Literature planning broadcast D. Major Writers of Indian Literature documentary or literatures using B. Religions reporting using a E. Famous Literary Masterpieces broadcast report. Religious and Philosophical Works 2. Research writing rubric F. The Ramayana excerpts 2. Epics gathering of 2. Participation in by Valmiki Utilized researched D. The Gitanjali excerpts by or gathered data in E. Famous Literary Masterpieces report taking Rabindranath Tagore presenting a from online 3. The Panchatantra documentary or Unit II. The Ass and the Lion multimedia B. Philosophy and Religion 4. Paper and pencil 3. The Lionmakers resources C. Philosophical Works test G. Home Readings Written script of the D. Famous Literary Masterpieces Broadcasting 2. Works of the Three Indian Poets G. Historical Background presentation Unit II. Philosophy and Religion D. Poetry and Prose C. Novels, Short Stories and Plays D. Major Writers of Japanese Literature D. Conventions of Chinese Theater E. Israel, Persia and Arabia " F. The Trial of the Stone Chinese B. Characteristics of Literature Folktale C. Major Writers of Hebrew, Persian and 2. The Analects of Confucius Arabian Literature 3. Island and Mainland Southeast 4. Poems from The Book of Odes A. Literature of Island Southeast Asia H. Home Readings Indonesia and Philippines 1. Introduction to African Culture A. Literary Forms in African Literature C. Poetry and Prose E. Famous African Novels and Poetry E. Novels, Short Stories and Plays F. Major Writers of African Literature E. Major Writers of Japanese Literature G. India - The Mystic Land Analyzing literary 1. The Ramayana excerpts 3. Performance in by Valmiki Ryunosuke and subject matter that their elements other multimedia oral reporting 2. The Gitanjali excerpts by 4. Reported in class 3. Home Readings reliable analyses of Classroom 2. The Duel Between the 1. The Ass and the Lion 2. Home Readings Seiki universal themes, Writing workshops 3. A Man Called Mahatma by Leo 4. Japanese Folktales issues, human paired work, small written analyses Rosten a. The Story of the Aged Mother values and subject group tasks 2. Works of the Three Indian b. The Happy Mirror matter of literary 4. Paper and pencil Poets Kalidasa, Togore and 5. Literary Backgrounds analyses and oral Unit II. China - The Red Dragon B. Characteristics of Literature reports East Asia C. Major Writers of Hebrew, Persian and G. The Trial of the Stone Chinese 1. The Story of Ruth Hebrew through creative 2. The Analects of Confucius Literature outputs b. A Country Boy Quits in School a. A Little Accident by Lu Hsun b. Arabian Poetry excerpts from analyzed 5. The Bewildered Arab by Jami Test results 1. Works of the Chinese Poets Li 3. Verses from the Book of Tao b. Island and Mainland Southeast Asia - G. Literature of Island Southeast Asia 1. Literature of Mainland Southeast Asia 2. Guno and Koyo Indonesian 4. Haiku of Matsu Basho Literature 5. The Blowfish by Wang Renzu b. My Father Goes to Court by H. Home Readings Carlos Bulosan Philippine 1. New Yorker in Tondo by 2. The Picture Wife retold by 2. The Gold Harvest Thai 4. Japanese Folktales Literature a. The Story of the Aged b. The Happy Mirror c. Rice Pounding Songs Burmese 5. The Story of Ruth Hebrew f. Little Ironies by Catherine Lim b. Arabian Poetry excerpts Malaysian Literature from Koran 3. God Can Die by Edwin Thumbo c. Rubaiyat excerpts by Literature Omar Khayyam 5. The Lotteries of Haji Zakaria b. Africa " The Dark Continent C. Introduction to African Culture Selections B. Literary Forms in African Literature a. Guno and Koyo D. The Negritude Indonesian Literature E.

**Chapter 2 : ENGLISH 8 LANGUAGE IN AFRO-ASIAN LITERATURE: June**

*A Learning Module in English for Grade 8 Students is an you would gain knowledge on Afro-Asian families and learn discover literature as a means of.*

For yesterday is but a dream And tomorrow is only a vision As well as Every yesterday a dream of happiness And every tomorrow a vision of hope. Look to this day! Note also that the repetition of the first line serves to summarize the theme of the poem. Note further that the last line serves to justify the title of the poem. Identify the lyrical devices in the following excerpts. A quarrel of the rams and cooks Has lately come about; It threatens every monkey life Without a shade of doubt. Because, if senseless quarrels rend A house from day to day, The folk who wish to keep alive Had better move away. Earnestness is a path of immortality Thoughtlessness, the path of death, Those in earnest do not die, But the thoughtless are as dead already. The man with food in store Who hardens his heart against the needy Who comes in miserable state begging for bread to eat, Even when of old he did him services " Finds not one to comfort him. From Rig Veda 4. A colony of Britain, India became even more aware of its literary heritage when the British advisor on Indian affairs scornfully dismissed the entire Indian literacy heritage. The disdainful attitude inspired among the people a fervor for Indian literacy works and the vernacular. Awareness of their Indian heritage and the exposure to the Western literacy and philosophical writing produced a cultural renaissance. With the establishment of English language schools, English became a major tool for political and social reform as well as for literacy expression. The literature in English began to shape vernacular writing. And yet, India " for all her age-old glory and glitter- has a bittersweet history of conquest, struggle and painstaking search for freedom. For over half a century, the Indians worked for freedom. It was finally granted them in The pioneer writers of this period include Raja Rammohun Roy, Mahavir Prasad Dvivedy, and Arunacala Kav, who developed a utilitarian prose style; Michael Madhusudan Dutt and Jayashankar Prasad who introduced blank verse and sonnet; Sir Rabindranath Tagore who introduced the short story to vernacular writing; and Bankim Chandra Chatterjee and Hari Narayan Apte who pioneered in the novel. The first plays modelled on Western drama were written by Madhusudan Dutt. Nationalist leaders like Mahatma Gandhi influenced the Social realism of the early works. Today, the writers of the post-Independence India experiment with surrealism, symbolism, and other new forms of writing while keeping alive the sentimental romanticism of the 19th century. And many of the writers have achieved fame- not only in India, but also in the international community. Her life gave her a cosmopolitan view of Indian life. On Learning to Be an Indian records her experiences after her return from abroad and subsequent reversed acquaintanceship with her Indian heritage. I have never discovered whether this is from principle or simply because she has never tried, but she understands it perfectly. In England, Mother had kept Premilla and me familiar with Hindustani by speaking it to us sometimes when we were home for vacations, and by teaching us Indian songs. So during our first few weeks In Bombay, we could both understand the language though we were still too out of practice to try speaking it. Consequently, my grandmother and I spoke different languages to each other. But we got along very easily in spite of it. The servants were the first problem that came up. Whenever the telephone rang, one of the servants ran to answer it. After watching this procedure for some time, I began to spring for the telephone, too, whenever it rang. The first time this happened, he grasped the receiver and ignored my outstretched hand. I asked him please to me answer the phone in the future if I were in the house " this in a very polite but halting Hindustani. Afterwards, my grandmother called me into her room. In her own mysterious way, she had overheard the conversation and wanted now to warn me against treating the servants in such a way again. By all means we should give the servants medicines if they were sick, see that their children are well treated, visit their quarters and make sure that their rooms are kept clean, even give their children an education- which they would never get, if it were left to their families- but we should always keep our social distance. This provided the white part of her caste mark for the rest of the day. The other women of the house were expected to join her, though there was no expressed compulsion. After a few days of these I decided that if I expected to be able to stay awake after nine at night, I must stop keeping these habits. She

assured me briskly that even if I wanted to, I could not be reconverted to Hinduism, and that no such expectation has prompted to suggest that I come to prayers with her. I had been born a Hindu, but since I had crossed water, ate beef, neglected to wear my caste mark, and committed innumerable other offenses, I had lost my right to both my religion and my caste. Do you always want to see India through the eyes of a visitor? The real Indians are the villagers, the peasants. Poverty and the work on the land is so much a part of their daily living that they must have a tremendous, inclusive faith to make such living possible. If you want to understand these people, you must also understand something of Hinduism. It is the most rigid of beliefs, the most realistic of philosophies, and it determines for them everything from their food morals. We could be the most highly educated country in the world. If I had at the time been less scared of my grandmother, I would have argued with her about her attitude toward conditions in India, which I thought hopelessly reactionary. Because we let politics pass us by, because we have evolved no way of writing down our music, because we do not preserve in a concrete form our art and our stories, the West considers that we have lost our culture. But it is in the oral traditions of the villages that the arts of India are really alive. The brief Western immortality of museums is pointless to people who have seen eternity in their earth. In comparison with this people of the West are short-sighted, are they not? I was growing impatient because I had invited a friend to tea, it was dangerously near tea time, and I had yet change. You should have been left here in our care. I will discuss this with your mother. If you have invited him already, we are obliged to extend our hospitality to him. Buy while I am the head of this house, it will not happen again. I told her that my grandmother had not yet heard the whole story. I had promised John that I would have dinner with him. Mother looked at me despairingly. The situation being what it is in India, in her own inimitable way your grandmother makes a personal- or rather a social- issue of it. Do you feel all right? I was thankful that John was facing out toward the garden. He asked Mother where the family, of whom he heard so much were. I thought it would be the best to tell him the whole story. My grandmother was married when she was nine years old. When I heard that, I was profoundly shocked. Child marriage in books was one thing, but such a barbarous thing in my own family was quite another. When my grandmother says that she was married when she was nine, she means that betrothal ceremony was performed between her and my grandfather. She stayed there until her mother-in-law died and she, as the oldest woman in the house, became the head of the family. This, mother assures me, is the traditional method, at least in our caste system. She took her place at once in the daily life of the home. Their purpose is to train the girl to be, as nearly as to train the girl to be, as nearly as possible, the perfect wife and mother. It is practically a tradition among Hindu women that their mother-in-law is always a monster of efficiency and demands equal competence from them. She insists that the young bride must give no order to a servant which she cannot perfectly carry out herself. Consequently, the bride must learn to cook, sew, clean, bring up children and there are always several in the house on whom she can practice, run the family life, advise those younger than herself, keep the accounts of the household, and keep a careful check on the finances of each individual member of the family. In those days, half a century ago, the joint-family system still dominated the social life of Hindus. All their sons lived in the house with them, and as the boys married and then they, like my grandmother, went to live in the homes of their mother-in-law. The children of the sons were educated in the house by tutors until they were old enough to go abroad to college. My grandmother learned to read and write along with her nieces and nephews after she was married, but that was the limit of her education. Besides those close members of the family, various cousins and great-uncles left over from another generation, lived in the same house. It was a joint family of the most conservative type. Page 5 Originally, this social unit had grown out of the fact of the fact that India was almost entirely an agricultural country, and wealth was measured only in land. The sons of any land-owning family, therefore, were compelled to live together for economic reasons, and because the laws for property division were so sketchy. As the system took root and grew, somehow the women seem to have taken charge. Their province- and this is true to a wide extent even today- was the home and there they were dictators. The wife of the oldest man in the house held and dispensed all the money in the household. Anything that any member earned was given to her and she drew from each according to his capacity and gave to each according to his need. So although she had no legal rights, she could, if she wanted, have absolute control over the members of her own family. By the

time my grandmother, as a wife of the oldest son, came to be the head of the household, the system was already breaking down. Our family moved from the south, which is our home, to Bombay. My grandmother found that her sons showed a to regrettable tendency to wander off to what she considered the less civilized parts of the world. One of them, Shivan, even married a Viennese girl, beautiful-but a foreigner. Grandmother found that she had no control either over whom her sons married or over the education of her grandchildren. But to look at her and the way in which she lived you would never suspect that the conditions which made her standards valid were vanishing. Asha told me that she used to censor, and sometimes entirely remove, letters from people of whom she did not approve. She did not know the people who wrote to me, and still had not gathered in her own way their respective life histories, so she would just question me closely about all my mail.

### Chapter 3 : AFRO-ASIAN LITERATURE by Patrisha tan on Prezi

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It shapes and influences cultural development. It molds the minds of the people by sharing with others the intense realization of human experience. Timeless and forever relevant, it appeals to one and all, anytime, anywhere because it deals with elemental feelings, fundamental truths and universal conditions. Essay - a short literary composition in prose dealing with a single matter usually from a personal point of view of the author. Fable -the characters are usually animals talking like human beings but keeping their animal traits. Legends -historical basis and possessing certain qualities that give the tale verisimilitude. Novel - an extended narrative that includes more characters and complicated plot. Novelette - intermediate between short story and the novels. Tragedy - morally significant struggle which ends disastrously. Epic - along,narrative poem divided into distinct parts and episodes bound together by common relationship to a great hero. Ballad - a short narrative poem intended to be sung. Elegy -a poem that can be distinguished by its subject " death. Sonnet - a poetic form of fourteen rhymed lines producing a single emotional effect. The study of literature has two aspects: When we listen to a song that appeals to the ear or read a story that appeals to the heart, for the moment at least, we discover a new world of dreams and fancies. It is organized to help them tie together the study of literature,listening,speaking,writing,study and research, and language. The literary pieces used in encounters have been carefully selected to bring about in the students not only proficiency in the use of the language but also a consciousness of their growth and development as social individuals. Behind every story is the human being. Behind every human being is the race. Behind every race is the whole world of humankind. Afro-Asian Literature mirrors not only the customs and traditions of African and Asian countries but also their philosophy of life which on the whole are deeply and predominantly contemplative and hauntingly sweet. Afro-Asian Literature is the reflection of the storm and the stress of developing nations seeking a place under the sun which students must understand so they may know how this literature affects the history and culture of a nation.

**Chapter 4 : ZCHHS English HS: ENGLISH Grade 8 ( Sunwu, Mencius, Confucius)**

*Find this Pin and more on English 8- Afro-Asian Literature by hoodies A concise explanation of sentence structure: subjects and predicates. Explains simple, compound, complex, and compound-complex.*

Benzon Barrientos Curriculum Area: Benzon Barrientos Grade Level: Laptop, projector, PowerPoint, and speaker Objectives: Preliminary Activities Daily Routines 1. Checking of Attendance 4. Checking of Assignment B. Initial Tasks Task 1-Arrange me relationship do you have with your parents? LM page How about you? What relationship do you have with your parents? LM page Find the correct word from the word puzzle by using the clues given. Severe or serious effect Sample sentence: It has undergone drastic changes. Relationship of son or daughter to his or her parents. Taking care of your parents up to their old age is part of a filial duty. Not usual or normal Sample sentence: There are many peculiar animals in the Philippines. Expressing doubt about something Sample sentence: They are very skeptical about the platforms of the presidential candidates. To put an end Sample sentence: The Korean students call want a total abrogation of some Korean rituals. Thirty years ago the young Korean man not only thought he did but actually he did care for his parents more than his wife and his children. According to the modern Korean students, what should be drastically revised? Why do you think Korean students want to revise such ritual? The Korean college student agrees in principle with filial duty on the one hand but on the other hand, he is not blindly devoted to his parents as Confucian morals would dictate. What are the ideas of the Korean students about filial duties? What is the attitude of the Korean students towards the concept of Marriage? This is interpreted as meaning that students reflect common sense that ritual should always befit the social, and particularly the economic realities of society. For Korean students, what ritual should be totally abrogate or stop? Why do you think so? It is probably in sex that Korean students have managed to free themselves completely from the traditional moral code: As the old saying: Confucianists were most strict concerning sexual morals. Such a conservative opinion has been maintained according to the letter but it has undergone such drastic changes that in actual practice few take feudalistic sexual morals with question. For instance, Korean students do not think it is good to have premarital sexual relations. What was the idea of the Korean students about sexual morals? Are they still the same today? Due to that fact that Confucian political ideology is founded upon feudal society. It is something different from modern democratic ideas, for it allowed good intentioned dictatorship They are very skeptical about formal democracy or sham democracy which brings only hardship. In terms of political matters, to whom the Koreans align their philosophies? It may be common to all people of all ages that there is a gap between what one thinks and what he actually does, but such gap appears to be unusually wide in the Korea of today. It is indeed, one of the most important tasks people in a new age face to endeavor to narrow the gap between ideas and actions; in some cases the idea must be changed and in others the action must be geared in another direction; herein lies the urgent need to establish a new morality with which our actions can be accord. What is the essay about? Be able to share your answer with the class E. Family Practices Group 2: Beliefs about marriage Group 3: Beliefs about religion Group 4: Assignment My Treasure Journal Entry Make a reflection paper by means of filling in the blank spaces below. Transitions Poor transitions Transitions might between between group Transitions have been slightly members were members and between group discontinuous but jumpy or individual parts. Presentation well planned greatly from the lacked order and and executed overall very difficult to clearly. Teamwork The group The group worked Group Group did not worked very well with each communicated work well well with each other and relatively well together. There other and the communicated with a few were obvious presentation well. Some lapses in the miscommunication was shared members presentation; and lapses in the equally among participated some students presentation. Content Group Most of the group Group members Group members members had a members has a had only a had little to no stronghold on solid superficial understanding of the content and understanding of understanding the content content was the content. No Content missing Several mistakes were minor elements or mistakes were made with contained minor made during the regard to errors. Visual Aid s Visual aids Visual aids used Visual aids

used Visual aids were used were used were somewhat did not support not used at all. Group consistently They lacked members used throughout information, or visual aids as presentation.

### Chapter 5 : Afro Asian Literature Quiz - ProProfs Quiz

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They had to face discrimination in each and everything. They were ill treated and embarrassed at every stage of their lives. They were treated differently from men. They were deprived of education. They were humiliated before men everywhere. Confucian principles governed their lives. Confucian had set these rules in his analects. As per Confucian women were inferior to men. Men and women were not equal in his eyes. And hence, they were not considered worthy to receive education and to be literate. The ancient Chinese women had led this unbearable life for almost years. Their whole life was controlled by the male member of the family. Before marriage it was the father and after marriage it was the husband. They were also not given any names. They were called as daughter no1, daughter no2 and so on. On the birth of a baby girl some humiliating customs were practiced. Ancient Chinese women had to serve their husbands like slaves. They were not given any freedom to raise their voices. The only job which the ancient Chinese women had was to bear sons and take care of their husbands houses. Ancient Chinese widows were not allowed to remarry. If they do so they were awarded the death penalty. However, ancient Chinese men were allowed to have more than one wife. Empress Wu was considered to be one of the famous women of ancient China. In such a strict and harsh environment, Empress Wu challenged these norms of the society by becoming the first women to rule the ancient China. It was during her reign that the position of women in ancient China was elevated. Empress Wu was responsible to set up the matriarchal society in the ancient China. During her reign the biographies of famous women were written. In her views it was very important for a ruler to rule his kingdom like a mother who dotes on her child. Created around B. The ancient, sacred shrine stands fifteen stories above the ground and is supported only by its weathered, wooden beams. In spite of centuries of the harshest climate conditions, including a massive earthquake in , the Hanging Monastery has remained unscathed. The reason for its resilience may be the structure itself. The Hanging Monastery was actually built into the sides of the cliff, giving its 40 cave rooms extra stability. The purpose of the wall was to protect the Chinese empire from any attacking armies. Over 1, years ago, the Leshan Buddha was carved out of a cliff by devoted Buddhist monks; it took over 90 years to build. The statue stands over feet high and over 90 feet wide. According to local legend, the river waters located nearby used to be treacherous and took many lives over the years. After the Leshan Buddha was created, the turbulent waters calmed and life in Leshan City thrived. Mount Wudang Wudang, Hubei Province The slopes of Mount Wudang are adorned with magnificent temples, palaces and bridges -- each built in harmony with the surrounding landscape. Also known for its martial arts- both Tai Chi and Wudang Kung Fu were first practiced on the mountain. Before the temple was built, followers had to risk their lives in order to pay homage to the statues of Buddha at the top of the mountain. The temple withstood the test of time through its windows. The special windows allow the wind to be absorbed during inclement weather, protecting the temple from any possible damage. For over years, it has represented Chinese political power. Before the 20th century, the public was not allowed to enter the Forbidden City. The punishment for unauthorized entry to the Forbidden City was beheading.

### Chapter 6 : AFRO-ASIAN LITERATURE | Ronald Candy Lasaten - racedaydvl.com

*This comparative study focuses on the Grade 8 ESL literature classes of Hope Christian High School, Manila, Philippines and aims to determine which approach is more effective in teaching Afro-Asian literature.*

### Chapter 7 : faramos: Why Sinigang? By Doreen G. Fernandez

*Afro Asian Literature Stories - K12 Curriculum added 30 new photos to the album: Grade 8 Final Task SY*

**Chapter 8 : ENGLISH 8 LANGUAGE IN AFRO-ASIAN LITERATURE**

*8. ∅ Afro-Asian Literature is the reflection of the storm and the stress of developing nations seeking a place under the sun which every student must understand so.*

**Chapter 9 : Afro- Asian Literature**

*HOLY CROSS OF DAVAO COLLEGE. Sta. Ana Avenue, Davao City SYLLABUS I. II. III. IV. IV. Course No.: English 14  
Credit: 3 units Course Title: Afro-Asian Literature.*