

LEARNING MODULE

English

G10 | Q2

Resolving Interpersonal Conflicts



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

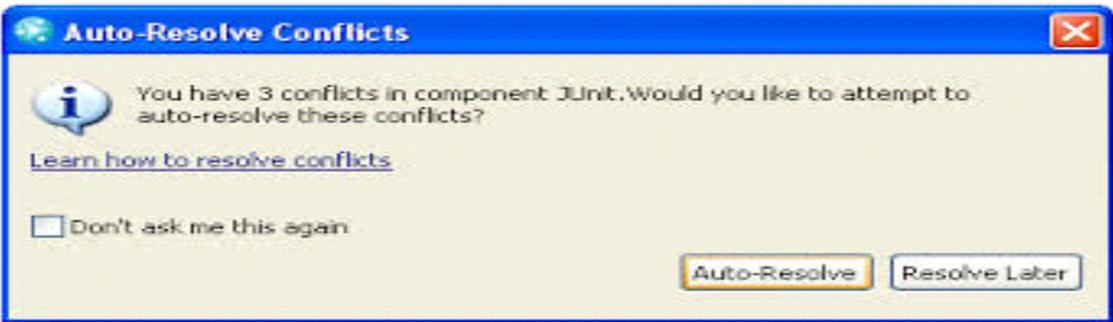
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ENGLISH 10

Module 2: Resolving Interpersonal Conflicts

Lesson 1: Analyzing Issues

INTRODUCTION AND FOCUS QUESTION(S):



What would you do if you were faced with this? Which would you click? What if these conflicts were interpersonal matters? What would you do? Do you think it would be as easy as clicking auto-resolve? Can you choose to resolve later?

Paragraph 2: In this module, you will find out more on how appreciation of world literature serves as vehicles for resolving conflicts and how this influences a person's perspective in dealing with the different societal issues and concerns.

Remember to search for the answer to the following question(s):

1. How does one express his perspective in resolving interpersonal conflicts?
2. How can an argumentative essay be effective in resolving interpersonal conflicts?

MODULE COVERAGE

This module has the following lessons:

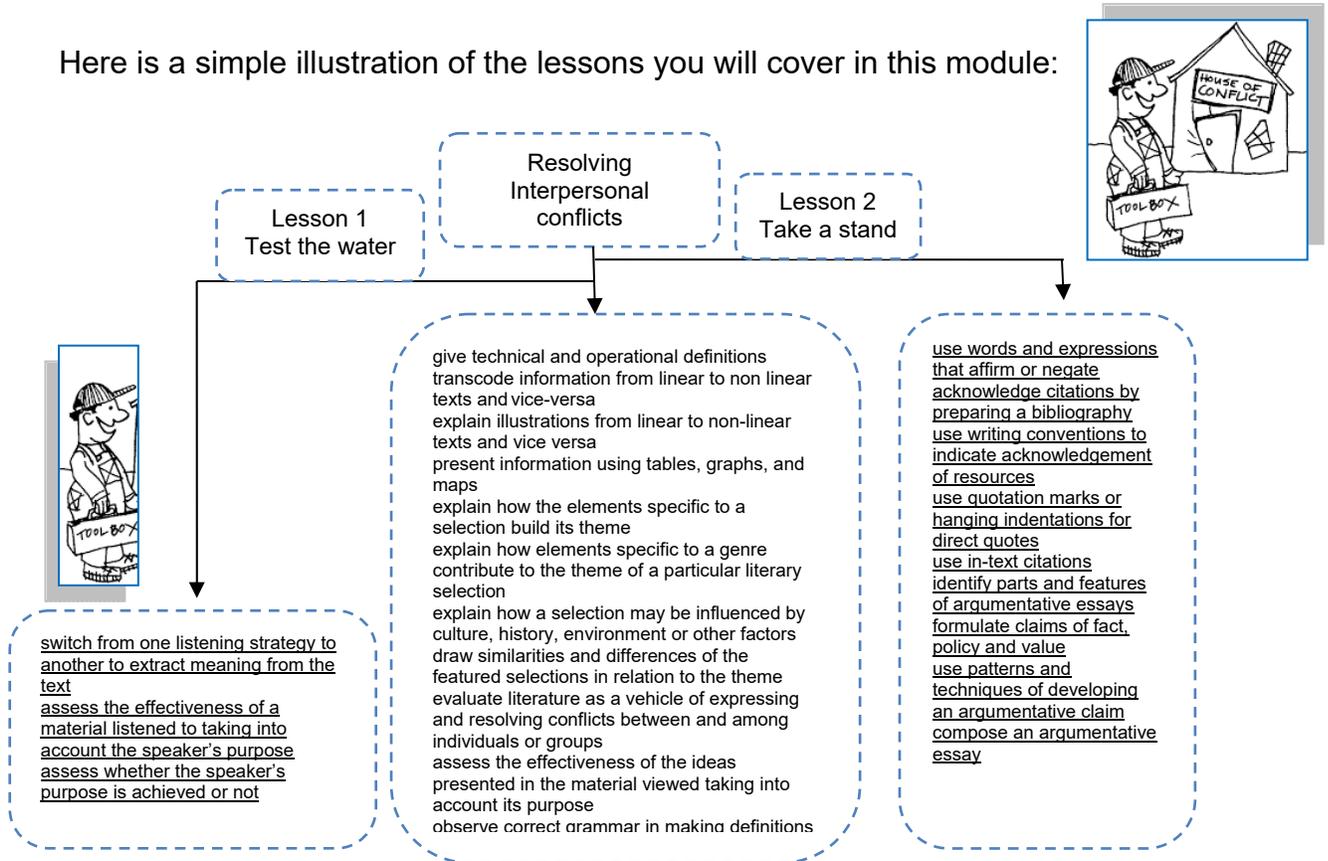
| Lesson No. | Title | You'll learn to... | Estimated Time |
|------------|-------|--------------------|----------------|
|------------|-------|--------------------|----------------|

| | | | |
|----------|----------------|---|--|
| 1 | Test the water | <ul style="list-style-type: none"> - <u>switch from one listening strategy to another to extract meaning from the text</u> - <u>assess the effectiveness of a material listened to taking into account the speaker's purpose</u> - <u>assess whether the speaker's purpose is achieved or not</u> - <u>give technical and operational definitions</u> - <u>transcode information from linear to non linear texts and vice-versa</u> - <u>explain illustrations from linear to non-linear texts and vice versa</u> - <u>present information using tables, graphs, and maps</u> - <u>explain how the elements specific to a selection build its theme</u> - <u>explain how elements specific to a genre contribute to the theme of a particular literary selection</u> - <u>explain how a selection may be influenced by culture, history, environment or other factors</u> - <u>draw similarities and differences of the featured selections in relation to the theme</u> - <u>evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups</u> - <u>assess the effectiveness of the ideas presented in the material viewed taking into account its purpose</u> - <u>observe correct grammar in making definitions</u> | |
| Lesson 2 | Take a stand | <ul style="list-style-type: none"> - <u>use words and expressions that affirm or negate</u> - <u>acknowledge citations by preparing a bibliography</u> - <u>use writing conventions to indicate acknowledgement of resources</u> - <u>use quotation marks or hanging indentations for direct quotes</u> - <u>use in-text citations</u> - <u>identify parts and features of argumentative essays</u> | |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> - <u>formulate claims of fact, policy and value</u> - <u>use patterns and techniques of developing an argumentative claim</u> - <u>compose an argumentative essay</u> | |
|--|--|---|--|

Concept Map of the Module

Here is a simple illustration of the lessons you will cover in this module:



EXPECTED SKILLS:

To do well in this module, you need to remember and do the following:

1. Look up the meaning of words you do not know. Encarta online and a dictionary can help you in doing this.
2. Follow the instructions carefully and do what is required.
3. Do the online tasks honestly and complete all the activities. It will help to make a checklist of tasks accomplished so that you can track your progress.

4. Take down important notes which you can review later on even if you are logged out.
5. Use the rubric provided as your guide in making the tasks.
6. Be time conscious and submit your work on time.

LESSON 1: Analyzing Issues

PRE-ASSESSMENT



Let's find out how much you already know about this module. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

Exercise 1. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, click on “Submit” to see your score. Take note of the items that you were not able to answer correctly and look for the right answer as you go through this module.

1. Which of the following does not describe a thesis statement of an argumentative essay?
 - a. It states the topic.
 - b. It articulates the position that the essay will argue.
 - c. It identifies the problem.
 - d. It expands the claims.

2. Which part of the argumentative essay shows the awareness of own argument's weakness and explains why, despite those weakness, own arguments are still correct?
 - a. Thesis statement
 - b. Background information
 - c. Counter arguments
 - d. Main arguments

3. Which tone is represented in the following passage?
“Wow! With a top speed of one hundred fifty miles per hour, that car can almost fly!”
 - a. calm
 - b. annoyed
 - c. scary
 - d. excited

4. What does the given graph tell about international conflicts?
 - a. There has been a steady decline in the number of international conflicts.
 - b. Extra state conflicts did not end.
 - c. Intra state conflicts ended in the 1970's.
 - d. Conflicts did not decline through the years.

5. *The word is terracide. It is not committed with guns and knives, but with relentless bulldozers, roaring dump trucks, and giant shovels like mythological beasts. Dynamite cuts and rips apart mountains to reach the minerals inside, leaving nothing but empty, naked hills. The land is left wasted and allowed to slide down upon houses and into streams, making the land unlivable and the stream water undrinkable. This is terracide, or if you prefer, strip mining.*

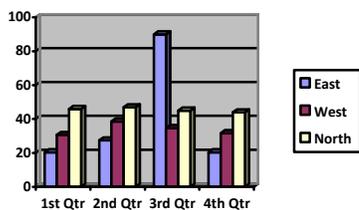
The author’s purpose is to describe a strip mining operation. What helped readers see the purpose?

- a. The sentences are all descriptions of what mining brings.
- b. The sentences used were familiar to the reader.
- c. The sentences were all negative.
- d. The sentences defined terracide.

6. *“It is a demonstrable fact that efforts to reduce carbon emissions haven’t worked. Despite the conferences, the treaties and the pledges, global carbon emissions continue to rise – up 6.7% from 2009 to 2010. The world’s largest economies continue to be the worst offenders and, with the BRIC economies joining their ranks, that look set to continue.”* Based on the passage, which of the following best expresses the affirmative motion?

- a. Resolve that prevention be the priority of the people to combat climate change
- b. Resolve that adaptation be the urgent response to climate change
- c. Resolve that climate change be given an utmost priority
- d. Resolve that people be compelled to respond to climate change

7. Below is a graph showing the results of the National Achievement Test performance of the 3 schools, namely: the East, West, and North Central Schools, in the last 4 quarters. Which of the following claims of fact is fairly acceptable?



- a. The North Central School has been consistent with its performance for the past 4 quarters compared to East and West Central Schools.
- b. The East Central School has the lowest performance in National Achievement Test.
- c. The West Central School only ranked 2nd in the National Achievement Test.
- d. The 3 schools performed differently from each other.

8. Which of the following advertisements explicitly uses bias and prejudice?

a.



b.



c.



d.



9. Fantine (singing) from Les Miserables

*There was a time when men were kind
When their voices were soft
And their words inviting
There was a time when love was blind
And the world was a song
And the song was exciting
There was a time
Then it all went wrong*

*I dreamed a dream in times gone by
When hope was high*

*And life worth living
I dreamed that love would never die
I dreamed that God would be forgiving
Then I was young and unafraid
And dreams were made and used and wasted
There was no ransom to be paid
No song unsung
copyright <http://elyrics.net>*

What kept the persona strong despite the societal issues faced?

- a. She never lost hope.
- b. She recalled the wonderful memories.
- c. She was still young.
- d. She was unafraid.

10. From Desiderata:

*Go placidly amid the noise and the haste,
and remember what peace there may be in silence.
As far as possible, without surrender,
be on good terms with all persons.
Speak your truth quietly and clearly;
and listen to others,
even to the dull and the ignorant;
they too have their story.
Avoid loud and aggressive persons;
they are vexatious to the spirit.
If you compare yourself with others,
you may become vain or bitter,
for always there will be greater and lesser persons than yourself.
Enjoy your achievements as well as your plans.
Keep interested in your own career, however humble;
it is a real possession in the changing fortunes of time.
(<http://www.inspirational-short-stories.com/desiderata-poem.html>)*

What advice does the poem give about dealing with difficulties?

- a. Mind your own business.
- b. Maintain good relationship with others.
- c. Gather more fortune.
- d. Develop your career.

11. Which line from the poem tells you preserve your integrity amidst the changing world?

- a. *Enjoy your achievements as well as your plans.*
- b. *Avoid loud and aggressive persons;
they are vexatious to the spirit.*

- c. *If you compare yourself with others, you may become vain or bitter,*
- d. *Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.*

12. Which of the following texts is more convincing in presenting perspectives about societal issues to be solved?

- a. That old axiom about three being a crowd is never truer than when two out of three are fighting. Playing the neutral third party while your friends engage in all-out battle is exhausting and precarious. Handle it right and everyone's happy. Handle it wrong and all three of you could end up parting ways.
- b. The parents of two southwest suburban teens are tense as they make their way through the metal detectors just inside the 6th District Municipal Courthouse in Markham. Standing next to their children who are accused of writing graffiti on public property, the parents take their seats inside an 8-by-10 room, where they are joined by two people who represent the victim in this case. At the head of the rectangular table are three mediators, whose job is to find an amicable resolution between the victim and the young offenders. Bloom Township's conflict resolution program, which started in April, is one of dozens of alternative programs in Cook County that are aimed at first-time juvenile offenders who have committed non-violent crimes. The goal is to help them bypass the court system while making sure the youngsters understand what they did was wrong.
- c. Jerry will hit back if punched, but it's not an option he prefers. In a year, he has gone from a combatant to a peacemaker. "It's more mature not to fight," he said, "because you won't end up hurting somebody. It means you have more sense." His outlook grew from his schooling at the Good News Educational Workshop, an alternative Christian school in Rogers Park, where children are taught to settle disputes without violence and encouraged to resolve grudges before they fester.
- d. In its charting of a Chicago epidemic and belief in the power of street-level human empathy, the superb documentary "The Interrupters" comes to us at a time when the notion of conflict resolution has been sidelined utterly on the national political level. This is why every member of the U.S. House, the U.S. Senate, the White House and the tea party, let alone anybody simply interested in meeting some complicated and remarkable Chicagoans, should see the film. It chronicles genuine conflict resolution that appears to get results — politically savvy, consensus-building results — one difficult day at a time.

13. The answer above best expresses the concept of an argumentative essay because _____

- a. It persuades the audience or the readers to avoid conflicts.
- b. It is coherent, short but succinct and it poses a challenge for an action to be done.
- c. It uses real scenarios in explaining conflicts.
- d. It convinces audience or readers to avoid conflicts.

14. Which of the following situations resolves a conflict effectively?

a.



a.

b.



c.



d.



15. What is the most important criteria of an argumentative speech?

- a. It must be persuasive
- b. It must be long.
- c. It must unique.
- d. It must be appealing.

16. What is an important factor to consider when you write an argumentative speech?

- a. Appeal
- b. Clarity
- c. Brevity
- d. Credibility

17. Being an editor of a news magazine, they have invited you to write an argumentative essay about society and culture to make the world understand how these two factors allow conflicts to be resolved.

Which of the following best expresses the main idea of your argumentative essay?

- a. Society has influenced people's perspective in dealing with conflicts.
- b. Conflicts are societal and cultural.
- c. Society and culture are important factors in solving conflicts.
- d. Conflicts are better solved when society and culture are considered.

18. The writer of the best argumentative essay will be given an opportunity to deliver his or her speech in Ted Talks.

Which of the following should you do if given the chance to deliver your argumentative speech in Ted Talks?

- a. Deliver the only important parts with conviction.
- b. Memorize the whole argumentative essay and deliver with persuasion.
- c. Creatively deliver the argumentative essay to catch attention.
- d. Present video materials instead of you talking.

19. How will you catch the attention of your listeners?

- a. Make your voice loud.
- b. Use appropriate stance and behavior.
- c. Use many gestures.
- d. Vary your volume, projection, pitch, stress, intonation, juncture, and speech rate.

20. Which of the following can help make your speech very persuasive?

- a. You speak with confidence.
- b. You speak with conviction.
- c. You speak calmly.
- d. You speak enthusiastically.



EXPLORE



Have you seen the latest news today? Are they bad news or good news? It is a fact that the world is indeed suffering from problems and conflicts arising everywhere. If given a chance to change the world, how would you imagine the world to be? Click the link below and listen to the song written by John Lennon, a member of the Beatles, a band that was very popular in the sixties.

ACTIVITY 1. Imagine

John Lennon was the most iconic Beatle. He was group's most committed rock & roller, its social conscience, and its slyest verbal wit. With the Beatles, he wrote or co-wrote dozens of classics – from "She Loves You" to "Come Together" – and delivered many of them with a cutting, humane, and distinct voice that would make him one of the greatest singers rock has ever produced.

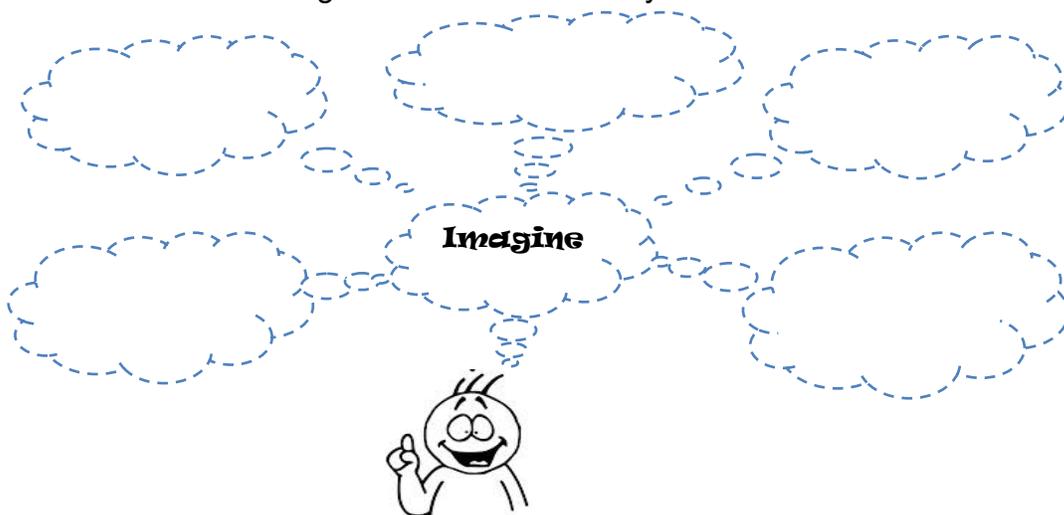
Imagine by Beatles

<https://www.youtube.com/watch?v=RwUGSYDKUxU>

This site shows a video of the lyrics and music of the song, Imagine



After listening to the song, fill in this map with important points from the song. You can add more thought bubbles if necessary.





Let's Discuss: (Process Questions)

1. What are the ideas presented in the stanzas of the song? Do you agree with them? Why?
2. What message does John Lennon, the composer of the song aim to express in the song? Do you agree with this message? Why?
3. Which of those wishes are your wishes too? Is it possible to fulfill these wishes? Why?
4. Do you think that through the song's message, the composer is only spreading propaganda? Justify your answer.
5. In your opinion, what does Lennon mean by the world being one? Will resolving interpersonal conflicts help toward achieving unity and peace?
6. How does one express his perspective in resolving interpersonal conflicts?
7. How can an argumentative essay be effective in resolving interpersonal conflicts?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

The song gave problems as a cause of people's unhappiness and disunity. The disunity resulted from conflicts that arise among the people. We may have different opinions and ways by which problems and conflict can be solved. What about you? Compare and contrast your ways of resolving conflicts with what you commonly see and hear about how other people would do it.

Other people and I have the same way of resolving interpersonal conflicts because we _____, _____ and _____.

Other people and I differ in the way we resolve interpersonal conflicts because

Other people _____, but I _____.

Other people _____, but I _____.

Other people _____, but I _____.

Now that you have listed your ways of dealing with conflicts, let's check your initial thoughts on the following skills involved in resolving conflicts by writing a list of what you already know in the comfort zone boxes.

| | | |
|--|---|---|
| |  |  |
| | Comfort Zone | Stretch |
| Skills | | |
| * Expressing perspectives | | |
| * Analyzing literature & relating them to life | | |
| * Writing an argumentative essay | | |

After listing your initial thoughts, what do you think do you need to know more about resolving interpersonal conflicts? How can you ensure that you will be able to learn these meaningfully? Fill in the contract below before we proceed to the next section of the module.

Learning Contract

Date: _____

| | |
|--|---|
| I need to know more about... _____ _____ _____ _____ _____ _____ | To learn these, I need to be... _____ _____ _____ _____ _____ _____ |
| _____ Name & signature of student | _____ Teacher's signature |



End of EXPLORE:

You gave your initial ideas on expressing perspective, analyzing literature and relating them to life, and writing an argumentative essay. You also signed a contract which you are obliged to follow for you to be successful in your learning.

Let's find out how others would answer the comfort zone and compare their ideas to your own. As you compare, you will find out if your ideas are in line with the standard. You will also learn other concepts which will help you complete a required project found at the end. This project is about writing an argumentative essay.

We will start by doing the next activity.



FIRM-UP

Your goal in this section is to learn and understand key concepts on expressing perspectives, literary analysis and writing argumentative essay. In this section there are activities that will help you answer essential questions. You will also be reading literary works from the different places in the world. It's like taking a trip around the globe for free!

ACTIVITY 2. Let it go!

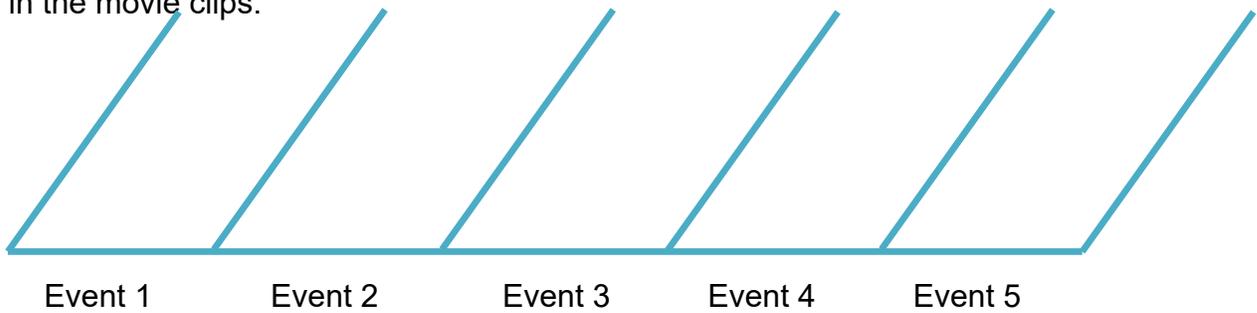
Have you ever had the chance of getting involved in an interpersonal conflict? What did you do? Here is a movie entitled, "Frozen." Observe how the two sisters resolve the conflict that they got into.

Click and watch the movie.

<https://www.youtube.com/watch?v=-njGuhxPdEo>

This site shows the movie of Frozen

Fill in the time sequence pattern organizer below based on what you have seen in the movie clips.



Let's Discuss:

1. What was the reason of the conflict?
2. Who wanted to resolve the conflict? Cite supporting text.
3. How did Anna and Elsa solve their conflict? Do you agree to how they did it? Explain.
4. Which of the two characters gave the best approach in expressing her perspective? Why?
5. Do you think it is also applicable to you? To others? Why?
6. How does one express perspective in resolving this type of interpersonal conflicts?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

You have just seen how siblings try to resolve interpersonal conflicts through the movie clips. It may not be true to all and to other situations but you have an idea what factors affect the way people deal with the conflict. Now, let's discover how other groups of people would do it in a different situation.

ACTIVITY 3. Judge me!

Let's take a trip to Russia by reading a story written by Leo Tolstoy entitled, "The Just Judge." Here's a ticket about the author.

Count Leo Nikolayevich Tolstoy was born to wealthy aristocratic parents but became an orphan when he was nine. He joined the Russian army but the sufferings he witnessed made him question the war's moral implications. After years of moral questioning, he denounced everything relating to capitalism, ownership, czarist government, etc. He became the leader of Utopian movement that championed the poor and adhered to social justice.

Before you start reading, look at the title and the given illustrations in the link. Write down your predictions about what the story will cover.

I think this story is about _____

Word Pops

-

You may have listed several word pops. To guide you, here are some words that you will encounter as you read. Explore these words by getting their meaning from an online dictionary and put their synonym below each.

| | | | | |
|-------|----------|---------|----------|--------|
| rogue | merchant | cripple | dismount | deftly |
| _____ | _____ | _____ | _____ | _____ |

Click the link below to get to the text of the story

<http://www.kidsinco.com/2009/03/the-just-judge/>
This site shows the text of the story, The Just Judge.

As you finish reading each paragraph or key sections of the story, summarize the main idea of that paragraph or section in one or two complete sentences. Write them in the first column of the table. For each main idea listed, write down at least one question that the main idea will answer. Good questions should include words like “who”, “when”, “why” and “what”.

| MAIN IDEAS | QUESTIONS |
|------------|-----------|
| | |
| | |
| | |
| | |
| | |
| | |

This time, copy any words, phrases, or sentences in the story that are unclear:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Look up the meaning of the words not clear to you and discuss with your peers in the discussion board to clarify these so that you will be able to understand the story well.



Let's Discuss:

1. What were the interpersonal conflicts involved in the story?
2. How does the judge learn the truth about each conflict?
3. How did the judge settle the disputes? Do you agree to what he did? Why?
4. Could the same thing be done in resolving any other interpersonal conflicts? How about in our country's justice system? Explain.
5. How did the judge express his perspective?
6. How should one express his perspective in resolving the interpersonal conflicts?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

The story involved interpersonal disputes resolved in a court. What if the disputes were between two of your companions and it was in an intricate context like being in a war? Let's read something about it.

ACTIVITY 4. Hear me, Heed me!

When we are caught in a difficult situation, we find ourselves entangled with conflicts. Let us take a journey to France and learn more about how a complicated interpersonal conflict was handled in "The Song of Roland." Here's a ticket to help you in your reading.

The Song of Roland is one of the earliest examples of the Old French "songs of deeds." It is also considered as the national epic of France for it is based on a historical event during the time of Charlemagne, the King of the Franks from A.D. 768-814.

Click the link below and read the text.

http://www.stjohnshigh.org/s/804/images/editor_documents/Smith/the_song_of_roland.pdf

This site shows the text translated in English

How well did you read? Let's find out by paraphrasing the song. Paraphrasing means to translate something into your own words. If you put information into your own words, it will make you think about what you've read and you will more likely understand and remember it. Paraphrase only 110, 130, 131, 176. Be guided by the RAP steps:

Read the song again and be sure to think about what the words mean

Ask yourself the following questions:

- a. What was the main idea of each stanza?
- b. What are the details that support the main idea?

Put the main idea and details in your own words.

Paraphrase:

Let's explore the words used in the song. Complete the given statements based from how the highlighted words were used in the song.

1. When **the small French rear guard is outnumbered**, it means that _____
2. **They strike** means that Roland, Oliver, the Archbishop, and the Twelve Peers _____

3. When Oliver told Roland that **Frenchmen are dead because of your wildness** he meant that _____
4. Roland **confesses his sins, prays to God for mercy**. It shows that _____
5. **Then God sent him his Cherubim and Saint Michael** is also saying that _____



Let's Discuss:

1. Where do you think the event happened? Cite supporting text.
2. Who are the main characters?
3. What caused the interpersonal conflict? What are the reasons behind each character's response?
4. How did Archbishop ease the tension? Did it resolve the interpersonal conflict? Why?
5. Was the Archbishop's action appropriate to the situation? Why?
6. If you were one of the characters, how would you react?
7. How does one express his perspective in resolving this kind of conflict?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

ACTIVITY 5. A Closer Look

You have just studied three different stories. Let us review what you have studied and look into them more closely by using the given comparison organizer. Fill in the chart with what you have seen, heard, and read to find the similarities and differences of the different texts you have read. Be guided by the characteristics given and focus on them when you compare and contrast.

| Characteristics | Texts to be compared | | | |
|--------------------------------|----------------------|-----------------------|---------------------------|--------------|
| | <i>Frozen</i> | <i>The Just Judge</i> | <i>The Song of Roland</i> | |
| Theme | | | | Similarities |
| | | | | Differences |
| How the theme was built | | | | Similarities |
| | | | | Differences |
| Sensory images used | | | | Similarities |
| | | | | Differences |



Let's Discuss:

1. How did you identify the theme of each text?
2. What contributed to the building up of the theme of each text?
3. Was it difficult to identify the similarities? Differences? Why?
4. Were the sensory images used helpful in expressing the theme? Explain.
5. How would you express the theme in your own way?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.

The theme is the main idea or subject matter of a story. It communicates a universal truth or a significant statement that the story is making about society, human nature, or the human condition. The theme of a story can be determined by paying close attention to the incidents in the story and by reading between the lines of what the characters say or by paying close attention to personal comments inserted by the author. It grows out of the relationship of the other elements such as character, plot, setting, structure, language and point of view. Click the link to have more knowledge about the theme.

<http://www.learner.org/interactives/literature/read/theme1.html>

This site gives explanation about the theme

ACTIVITY 6. Deduce the theme

The theme should be seen as the implied significance of the story's details. Try these online exercises on extracting the theme of selections.

http://www.education.com/study-help/article/theme_answer/

This site gives exercises on identifying the theme

http://www.writingforward.com/writing_exercises/fiction-writing-exercises/fiction-writing-exercises-developing-theme

This site shows exercises on how the theme is developed

How did you do in the exercises? Choose the tag that best describes how much you have learned and write your explanation in the tag.



I got it!

I need more help.

I need more time.

ACTIVITY 7. Pen Gadgets

Did you have fun identifying the theme? What helped you easily extract the theme? Would you agree that there were powerful gadgets used by the author? These gadgets are called literary devices. Authors use these devices to deliver the message effectively to the readers. Click the link below to read more about literary devices.

<http://literary-devices.com/>

This site gives information on some literary devices

<http://quizlet.com/11335/all-literary-devices-flash-cards/>

This site shows explanations of literary devices

<http://hrsbstaff.ednet.ns.ca/engramja/litdevic.html>

This site gives more explanations about the literary devices

<http://www2.uncp.edu/home/canada/work/allam/general/glossary.htm>

This site shows more readings on literary devices

http://www.pearsonhighered.com/showcase/pike1e/assets/pike_ch6.pdf

This site gives readings on literary devices with sample exercise

Summarize your readings by making your own graphic organizer about literary devices. Go to readwritethink.com and choose any available organizer to use in your summary. Then, submit your output through email and ask a peer to comment on it.

www.readwritethink.org

This site allows one to make a graphic organizer online

ACTIVITY 8. Practice makes perfect!

Use what you have learned by doing the online exercises on literary devices. Click on the links below.

<http://edtech2.boisestate.edu/ruxtond/curriculumweb/Literarytermquiz.htm>

This site gives a quiz about literary devices

<http://www.proprofs.com/quiz-school/story.php?title=3rd-hour-literary-devices-quiz>

This site gives exercises and quiz on literary devices

Did you do great? Fill in the exit card below before you proceed to the next activity. If you think that you are not ready, feel free to go back and review.



A theme song for our work today would be _____ because I learned...

I need more practice in...

ACTIVITY 9. What for?

You have learned that authors use literary devices in their literary works. Do you also know that authors have a purpose in writing? When one writes, definitely

one has a purpose that he/she wishes to impart to the readers. The author may want to inform, persuade, convince, or entertain. You have to be a critical reader to determine the writer’s purpose. Click to the links given for more readings about determining author’s purpose.

<http://www.learner.org/jnorth/tm/ReadStrat8.html>

This site gives explanation about the author’s purpose

<http://www.studyzone.org/testprep/ela4/h/authorpur.cfm>

This site shows explanation and drills on determining the author’s purpose Go to www.wisemapping.com this time and create a map to show what you have understood in your readings. Submit your map and share it to your peers. Discuss your maps with your peers in the discussion board.

ACTIVITY 10. Purposeful reading

Read each paragraph given below and determine the purpose of the writer. Write your answer in the arrow and submit.

Cholera is a painful disease of the stomach and the intestines that causes cramps, vomiting, weakness and diarrhea.

Danny said, “The three bears get on a bus. How many bears are there in the bus?” Lisa said, “Three, of course.” “No,” said Danny. “Four. Father Bear, Mother Bear, Baby Bear and the dri-bear.”

A young man and a girl stood in front of us, immaculate in their white clothes. The girl had sleeveless dress with a standing collar. Her hair was tucked with a red ribbon behind her head, accentuating the fullness of her face.

Mozart and Schubert were the two most prodigious prodigies in musical history. Both died in their thirties, and both died of overwork. Despite the shortness of their lives, each left behind him more completed works that almost any other major composer.

Here are online exercises that will allow you to practice more on determining the author’s purpose.

<http://www.thatquiz.org/tq/practicetest?TUAG7034>

This site shows an online quiz that one can answer

<http://www.quia.com/ba/72070.html>

This site provides a game that involves identifying author’s purpose

Did you learn a lot? Complete this 3-2-1 chart with an honest response.

| 3 things I learned | 2 things that are not clear | 1 question I still have |
|--------------------|-----------------------------|-------------------------|
| | | |



Let's Discuss:

1. How do literary devices help in developing the theme? In expressing the author's purpose?
2. Is extracting the theme and author's purpose important? Why?
3. Will these help you express your perspective? Explain.

My Answers/Reflections:

- 1.
- 2.
- 3.

ACTIVITY 11. Critical reading

You have explored on the literary devices and deducing the theme and author's purpose. These are useful tools in reading which will help you not only understand the texts that you will be reading but also develop critical reading. You may clearly understand what you read, but you must learn to read and think critically. This demands that you be aware of your attitudes and prejudices that may influence your reading and thinking. Let's try doing a critical reading of another story. Here's a ticket to start your journey, this time, in Africa.

Born Albert Chinualumogu Achebe in 1930, Achebe grew up in the Ibo village of Ogidi at that time that Nigeria was still a British colony. He abandoned the idea of being a doctor (though he won a scholarship for it) to pursue his love of literature and growing involvement in Africa nationalism. He dropped his first name, which was given by his parents in honor of the husband of Queen Victoria as a manifestation of defining his roots.

Click the link and read the story. As you read the story, list the main idea words in the SUM IT UP sheet found below.

http://www.nexuslearning.net/books/elements_of_lit_course6/20th%20century/col_lection%2015/marriage.htm

This site has the text of the story, Marriage is a Private Affair

SUM IT UP

Name: _____ Date: _____

Title of Reading Selection: _____

Main Idea Words:

Sum it up for P 40.00

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

You have listed the main idea words in the sheet. Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only P40.00 and that each word you use is worth 2 pesos. You'll sum it up in 20 words!





Let's Discuss:

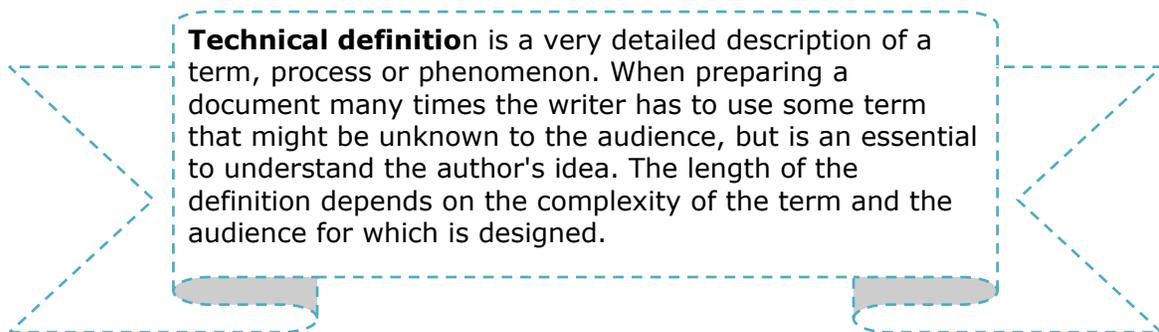
1. Where did the interpersonal conflict lie? Cite supporting text.
2. What were the reasons for the conflict? Discuss.
3. How did Nene express her perspective to Okeke?
4. Will it resolve the conflict between them? Explain and cite supporting text.
5. Was the approach of Nene effective? Justify your answer.
6. How does one express his perspective in resolving interpersonal conflicts?

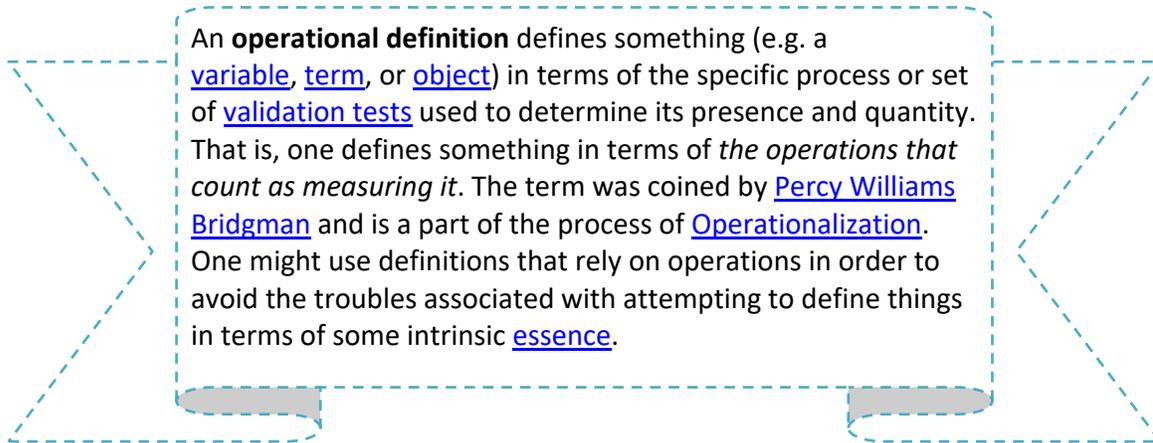
My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SUBMIT

When you did the Sum It Up worksheet, how did you carefully choose the words to use? Was it easy? Knowing the meaning of words is also important in critical reading. Thus, you must be familiar with the definitions of words. English is rich in vocabulary that sometimes we get confused of what the words really mean. Words may have technical and operational definitions.





Click to these links for more readings about these. Take note of important points while you read and save it in tumbler.com

www.kdingo.net/engl462group_3/index.php?t=techdef

This site explains what technical definition is

<http://www.merriam-webster.com/dictionary/technical>

This online dictionary gives the meaning of technical

http://books.google.com.ph/books?id=ruipH2Z3bjwC&pg=PA111&lpg=PA111&dq=technical+and+operational+definitions+exercises&source=bl&ots=0teQxXSYAj&sig=TXtCEbr_Ly7rWNIsOMivuC674L8&hl=en&sa=X&ei=3tIXVI1L48GKAHSgOgF&ved=0CDIQ6AEwAw#v=onepage&q=technical%20and%20operational%20definitions%20exercises&f=false

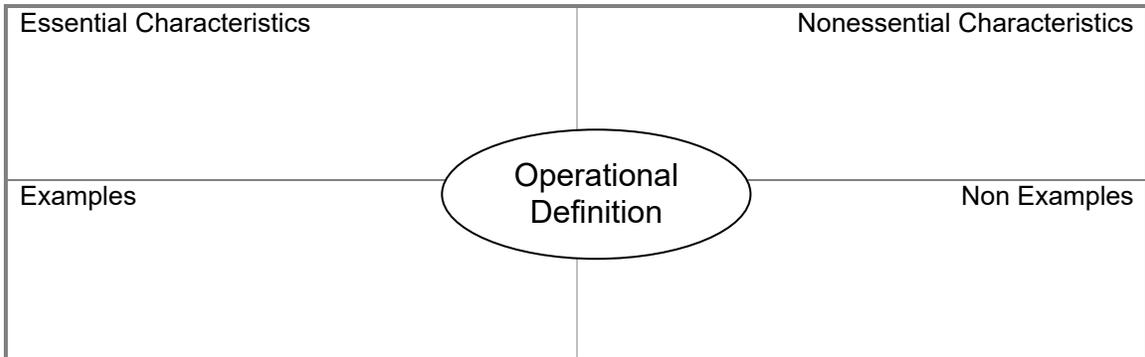
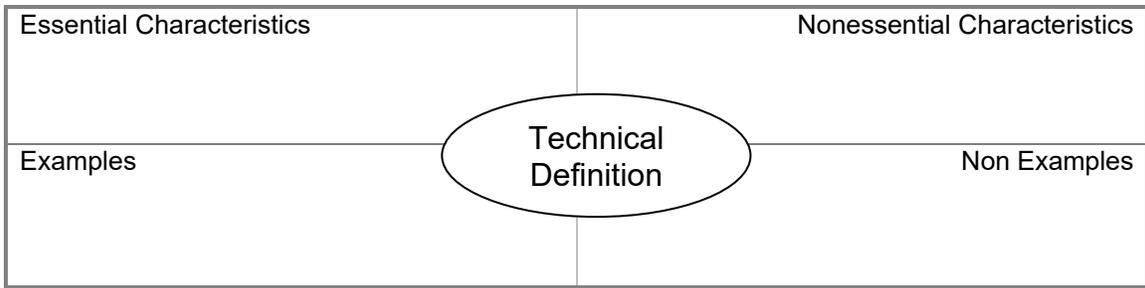
This site shows information about technical and operational definition

http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Operational_definition.html

This site shows explanation of what operational definition is

ACTIVITY 12. In a nutshell

It's time to recover your notes in tumbler. Post it in the discussion board and discuss with your peers in the discussion board. Fill in the Frayer model with what you have learned and discussed.



ACTIVITY 13. Technical or Operational?

Use what you have just learned about technical and operational definitions. Give the technical and operational definitions of the following words used in the story.

TECHNICAL

OPERATIONAL

| | | | |
|--|---|--|--|
| <p>Remote</p> <p>Cosmopolitan</p> <p>Disposed</p> <p>Peculiar</p> <p>Superstitious</p> |  | | |
|--|---|--|--|

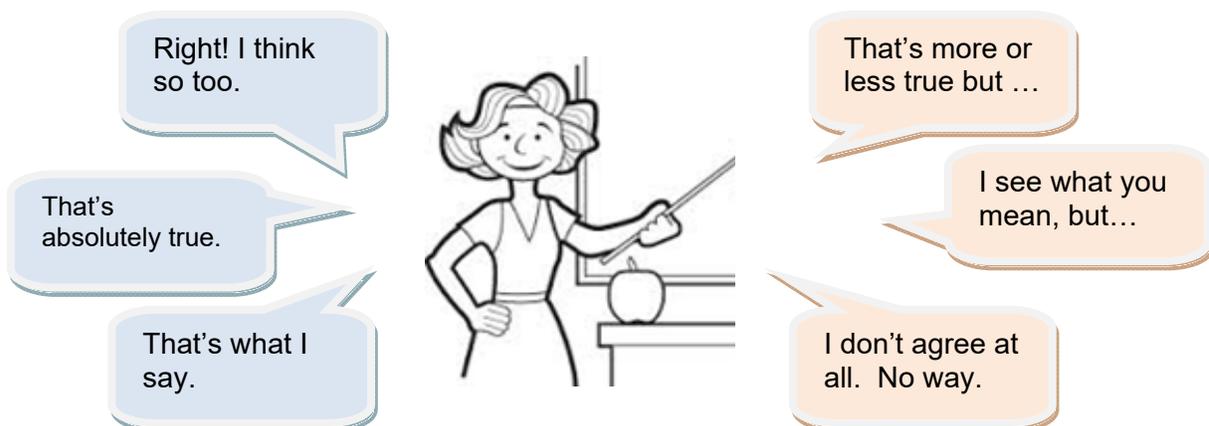
Are you ready to move forward? Circle the symbol that best represents your readiness and explain why you chose such.



ACTIVITY 14. Word Power

Being aware of the suggestive power of words is very important in writing effectively. A writer can choose words which may better describe what he would like to mean, or make his writing more colorful and powerful. Nene expressed herself through the letter and the words she used moved Okeke. If you had been with Okeke, what would you tell him? Would you agree with him or not? How would you express agreement or disagreement properly?

There are certain expressions that one uses in agreeing or disagreeing with another’s opinion. Here are some examples. Can you add more? Remember to do this with utmost courtesy and respect for other’s ideas, opinions and feelings.



Right! I think so too.
 That's absolutely true.
 That's what I say.
 That's more or less true but ...
 I see what you mean, but...
 I don't agree at all. No way.

Try it! Express your agreement or disagreement to the given statements below and explain why. Post your response in your twitter account and check how many will follow and comment.

It is better to have loved and lost than never to have loved at all.
Among nature's calamities, a flood is worse than fire.
It is better to suffer wrong than to do it.
One is happier to be sometimes cheated than not to trust anyone else.
Choose a partner rather by your ear than by your eyes.

ACTIVITY 15. To argue or not to argue

How many followed your tweet? What were their comments? Did you ARGUE with them? Argumentation is the art of presenting reasons to arrive at a truth that is acceptable to others. It is used in our everyday dealing with one another, whether in social media or real situation. It is likened to persuasion. Argument appeals to logical and sound reasoning whereas persuasion is to the will. If you want to change conditions or to convert others, use argumentation in your speech or essay. Almost all arguments begin with conciliation, which means getting the goodwill of the audience, rousing their interest, and conditioning them to believe what is asserted. The elements of an argument include thesis, issues, evidence.

Would you like to improve your tweet? How can you make more people follow your tweet? You must be able to compose a very effective argumentative essay.

Click the link below and read about argumentative essay.

<http://grammar.ccc.commnet.edu/grammar/composition/argument.htm>

This site gives information about argumentation

<http://www.buowl.boun.edu.tr/students/types%20of%20essays/ARGUMENTATIVE%20ESSAY.htm>

This site explains what argumentative essay is

<https://owl.english.purdue.edu/owl/resource/685/05/>

This site shows some parts of an argumentative essay



Let's Discuss:

1. What is an argumentative essay?
2. What are the things to be considered in making an argumentative essay?
3. Will this kind of essay help resolve conflicts? How?
4. Which ideas from the readings do you find most significant? Why?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.

<http://www.roanestate.edu/owl/argument.html>

This site provides do's and don'ts in writing an argumentative essay

<http://www.essaywritinghelp.com/argumentative.htm>

This site explains how to write argumentative essay and examples of its format



Let's Discuss:

1. What are the parts of an argumentative essay?
2. How is each part developed?
3. How can the do's and don'ts guide you in making the essay?
4. Which ideas from the readings do you find most significant? Why?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.

Organize your thoughts about argumentative essays. Let's play JEOPARDY! Here are answers. Come up with the question. Write the question in the empty boxes below the answers.

| | | | |
|-------------------------|-------------------------|-------------------|-------------------|
| ARGUMENT | COUNTER ARGUMENT | CONVICTION | CONCLUSION |
| | | | |
| THESIS STATEMENT | BACKGROUND | OBJECTIONS | ISSUE |
| | | | |

ACTIVITY 16. True or False?

You generate your own arguments but it is important that you avoid fallacious and illogical arguments. Click the link below to see examples of good arguments and fallacious and illogical arguments.

<https://owl.english.purdue.edu/owl/resource/588/01/>

This site shows how to develop strong debatable thesis statements

<http://www.shoreline.edu/doldham/101/html/what%20is%20a%20c-a.htm#good>

This site explains what makes a good counterargument and an outline of argumentative essays

Here is an example of a short essay. Determine which of the outlines are found in the text and which parts have good counterarguments. Support your answer with clear explanation. Click to start reading.

<http://www.studymode.com/essays/Essay-About-Philippine's-Pork-Barrel-39860905.html>

This site contains an argumentative essay on school pork barrel

Write your answers here....

The outline?



The good part?

Here are more readings for you! Click the link below.

<http://education-portal.com/academy/lesson/what-is-a-counterargument-definition-examples-quiz.html>

This site shows examples of counterarguments

<http://writingcenter.unc.edu/handouts/fallacies/>

This site shows tips on how to make arguments strong and how to find fallacies in writing

<https://owl.english.purdue.edu/owl/resource/659/03/>

This site gives explanation of Logical fallacies

You have just read about logical fallacies. Can you identify one? Test yourself. Spot the fallacies by marking it with an (X).

There will be a measles epidemic this summer. There has been one every summer.

Dogs have rabies. Therefore, all dogs are dangerous.

The mayor is an old friend of an ex-convict. He cannot be trusted.

The new student will be an honor student because his friends are honor students.

Every student who lives in the squatter areas is a drug addict.

The oil price went up again. The regular fare will once again increase.

How well did you do? Check your work by referring to the answer key below.

| | | |
|--|---|---|
| | X | X |
| | X | |

Try this online quiz...

<http://www.proprofs.com/quiz-school/story.php?title=logical-fallacies-quiz>

This site gives an online quiz on logical fallacies

http://highereducation.com/sites/007312625x/student_view0/chapter6/more_fallacies_quiz_ii.html

This site gives more fallacies quiz



How well did you do? Rate your confidence level on logical fallacies and argumentation. If you think you need to review, go back to the activities to be more confident.



Let's Discuss:

1. How can you make your argument and counterargument good?
2. What are fallacious and illogical arguments?
3. How will these readings help you as you write your own argumentative speech?
4. Which of the ideas in the readings are most important? Why?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.

SUBMIT

After reading about good arguments and fallacies, let us try to use what you have learned by analyzing another argumentative essay. Decide whether it has a very strong or fallacious argument. Read the essay and discuss with your peers in the discussion board your evaluation of the essay. Click the link to read the essay.

<http://www.mesacc.edu/~paoih30491/ArgumentEssay5.pdf>

This site contains an example of an argumentative essay

ACTIVITY 17. Follow me

Writing argumentative speech is not as easy as it seems. If you wish to have your point accepted, you must develop your essay in a logical arrangement. Here is a strategy that will help you. Just follow the guidelines.



Pick an idea or opinion (formulate an opinion and state that opinion clearly.)



Organize and generate notes and ideas for each part of the TREE (organize notes by completing a graphic organizer)



Topic sentence (formulate a topic sentence expressing an opinion)

Reason (give at least three reasons to support the topic sentence)

Explanation (explain your reasons)

Ending (formulate a statement to summarize the topic sentence)



Write and say more (write a complete paragraph. Follow the plan developed using the TREE strategy)

WRITE YOUR DRAFT HERE

Post your draft in the discussion board and allow your peers to give feedback. Do the same to their work too.

ACTIVITY 18. Revise to revise

Receiving and giving feedback allows improvement to take place. The comments and suggestions will guide you in the next thing to do – making revisions. To make your revising effective, follow the CDO revising writing strategy.

C= compare by identifying discrepancies between written text and intended meaning
D=diagnose by selecting a specific reason for the mismatch
O=operate by fixing the problem and evaluating the effectiveness of the change

| | |
|-----------------|---|
| Focus on | <p>Cycle 1 -> each sentence</p> <p>Cycle 2 -> each paragraph</p> <p>Cycle 3 -> whole essay</p> |
|-----------------|---|

WRITE YOUR REVISED ESSAY HERE

Submit your revised essay through email. Let's review what you just learned. Complete the statements below sincerely.

| | | |
|--------------|---|--|
| Here's what: | One very important skill learned | |
| So what: | How can you use this skill so that you will remember | |
| Now what: | How can you use this skill to help you become better writer | |

ACTIVITY 19. Quoted, Noted

You have just learned how to formulate an argumentative essay and what the parts of such essay are. You even made a draft and revised it on your own. Did you have enough evidence to support your proposition? It is important to consider that a presumed fact, an opinion or a judgment should not be accepted unless it is supported by valid evidence. These evidences may come from experience, observations, and readings from documents. You may cite statements made by famous people. It is quite difficult sometimes to convey the same idea and feeling the speaker had as he or she spoke a particular line. This is the very reason why the exact words are to be used. These exact words are referred to as direct quotations because the precise words are written down and are placed within quotation marks.

Click the link below for more readings and exercises about direct quotes

http://unilearning.uow.edu.au/notetake/note18_directq.html

This site gives information about direct quotations

<http://grammar.about.com/od/d/g/dirquoteterm.htm>

This site gives an explanation of direct and indirect speech

<http://www.learnamericanenglishonline.com/Yellow%20Level/Y16%20Direct%20and%20Indirect%20Quotations.html>

This site shows the difference between direct and indirect quotations

<http://writing2.richmond.edu/writing/wweb/dq.html>

This site discusses how to effectively use long and short quotations



Let's Discuss:

1. How are direct and indirect speeches made?
2. When can we use each of them?
3. Will these be useful in writing a speech? How?
4. Which ideas from the readings do you find most significant? Why?

| |
|--|
| <p>My Answers/Reflections:</p> <ol style="list-style-type: none">1.2.3.4. |
|--|

The readings have taught you what direct and indirect speeches are and how they are made. Let's now try the different rules you read by doing the following exercise....

Punctuate correctly any direct quotations.

1. The proposal was not accepted by the board Yolanda pointed out.
2. John agreed that it was perfectly acceptable
3. This is my youngest sister Ruby said

4. Jennifer announced I am finally here
5. Let us begin Mrs. Morales told the group
6. We were told to come on time
7. I have a dream Martin said
8. The speaker concluded by saying that teachers shape the nation
9. The teacher told her students to start writing their short story
10. Please wait Sherman said I will go with you

Check how well you did...

1. "The proposal was not accepted by the board," Yolanda pointed out.
2. John agreed that it was perfectly acceptable.
3. "This is my youngest sister," Ruby said.
4. Jennifer announced, "I am finally here."
5. "Let us begin," Mrs. Morales told the group.
6. We were told to come on time.
7. "I have a dream," Martin said.
8. The speaker concluded by saying that teachers shape the nation.

9. The teacher told her students to start writing their short story.
10. "Please wait," Sherman said, "I will go with you."

Let us have more exercises. Click for an online drill

<http://www.studyzone.org/testprep/ela4/j/quotationmarksp.cfm>

This site provides online exercise on direct quotations

How well did you do? Now you know how to quote so the next thing to do is acknowledge your source

ACTIVITY 20. What and where?

Accurate acknowledgement of resources is very important so that readers may read more or check information you have included or quoted in your paper. By doing so, you as a writer also avoid committing plagiarism or stealing of another's work or ideas. The American Psychological Association (APA) format is preferred by many.

Click to read more on how the APA format is done.

<https://owl.english.purdue.edu/owl/resource/560/01/>

This shows general format and general APA guidelines

<http://web.calstatela.edu/library/guides/3apa.pdf>

This shows commonly used APA citation rules

<http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>

This is the website of APA style that shows how to cite Websites

Try these...

Arrange the following bibliographical entries using the APA format.

| | |
|--|--|
| <p>Third Edition, Oxford University Press, 1979, I am that I am, The Oxford Dictionary of Quotations, p. 47, New York</p> <p>New Day Publishers, Quezon City Philippines; Mindanao Harvest 1 An Anthology of Contemporary Writing, edited by Jaime An Lim and Christine Godinez-Ortega, 1995</p> <p>Janis Karpinski, Miramax Books-Hyperion, New York, 2005, One Woman's Army</p> <p>The Long Ago Teacher Reflections on Philippine Education, Quezon City, Bonifacio P. Sibayan, Phoenix Publishing House, 1992, The Books are coming, p.25</p> | |
|--|--|

Here are more exercises online. Click to start answering.

<http://libguides.ben.edu/content.php?pid=118163&sid=1064117>

This site has exercises on how to compose citations in APA format

<http://linguistics.byu.edu/faculty/henrichsen/apa/APA11.html>

This site provides exercises where you will make a correct reference in APA style using raw data given

http://www.johnwiley.com.au/highered/psych2e/jcu_demo/interactive_writing/index.htm

This site allows you practice how to use APA style for citations and reference



Let's Discuss:

1. What does the APA style emphasize?
2. Why do you think many prefer to use the APA style?
3. Will these be useful in your writing? How?
4. Which exercise do you find most significant? Why?
5. What helped you answer the exercises easily?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.

Are you experiencing information overload? Sum up your learning in a One-Minute Essay. You can do it!



Let's Discuss:

1. Which part of the argumentative essay is easy to make? Difficult?
2. How can direct quotations help in writing the essay?
3. Is a bibliography really necessary? Justify.
4. How can an argumentative essay be effective in resolving interpersonal conflicts?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.

5. How does one express perspective in resolving interpersonal conflicts?

Now, rate yourself! Circle the answers to the question given below.

| How good are you in... | Answer | |
|------------------------------------|--------|------|
| 1. Writing an argumentative essay? | Sure | Oops |
| 2. Using direct quotations? | Sure | Oops |
| 3. Writing a bibliography? | Sure | Oops |

Rating: 3 sures = BINGO! Less than 3 sures = GO BACK and REVIEW!

End of FIRM UP:

In this section, the discussion was about expressing perspective in resolving conflicts, writing argumentative essay, and learning how literature affects the way people deal with the daily endeavors.

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision? What new learning goal should you now try to achieve?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



DEEPEN

Your goal in this section is to take a closer look at some aspects of the topic especially on how the manner in dealing with interpersonal conflicts depends on the clarity and strength of the language used, what the person reads, appreciates in texts, observes, and values in his or her environment.

ACTIVITY 21. A Young Girl’s Perspective

What is in your mind right now? Do you think the same way other teenagers do? Adults? Let’s travel back to the Philippines and get to know how a teenage girl expressed her perspectives. Here’s a ticket to orient you.

The following is a letter written by a teenage girl after the People Power revolution. She describes the event using the sights and sounds to portray what was happening and to project the mood. This event showed the Filipinos at their finest – very religious, tempered in their emotions, peaceful yet forceful making the whole world wonder and ponder how it was to topple a strong dictator with no bloodshed.

Click the link and read “Seventy-Seven Hours in February”

<https://maanlitworks.wordpress.com/2014/10/01/seventy-seven-hours-in-february/>

This is a blog where the story is posted

After reading the text, fill in this THINK PAD with what you have understood and realized in relation to the text.

| | |
|---------------------|---------|
| WORDS | PICTURE |
| CONNECTIONS TO LIFE | SYMBOL |

There are four dimensions to the think pad:

Words – Describe in one or two sentences the meaning of the text

Picture – Draw a picture showing concept based on the texts

Connections to life – Write or illustrate how the text might apply to a real life situation in the contemporary world

Symbols – Draw one or two symbols that might cause the key themes of the text

Joan described what she saw, and felt. Paint the picture of one event described by Joan in her letter. Use paint and submit it online.



Let's Discuss:

1. What makes Joan proud to be a Filipino?
2. How did she express her perspective?
3. What does the letter reveal about Joan? Explain.
4. Describe her feelings as she wrote the content of her letter. Why do you say so?
5. Would you have also done what she did? Why?
6. In what way are Joan and Nene in *"Marriage is a Private Affair"* similar? Different?
7. What do you think are the factors that affected the way each character expressed his perspective?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

ACTIVITY 22. Men's version

If Joan wrote a letter in the middle of crisis, the character that you are about to meet did it differently. It's time to take a journey to Greece and meet a man named, Odysseus. Here's a ticket for the reading trip.

Many centuries must have elapsed before the literary temper of the Greeks could produce the poems of Homer, but of these ante-Homeric literature very little remains. The dominant figure of this early age was Homer. Seven cities contended for the honor of being his birthplace.

Homer was called the blind poet of Greece. Very little is known about him, but his transcended genius is vividly impressed upon his works. His country folks called him "the Poet." His two epics, the Iliad and the Odyssey, were learned by heart, and wherever a Greek settled, he or she carried with him or her love for Homer.

Odyssey is about Odysseus' journey on his way back to his home, Ithaca after the great Trojan War. He had experienced many difficulties before he finally arrived home to his family who had also problems with his wife's suitors.

Click the link below and read about how Odysseus handled the suitors. While you read, take down important notes and events and save them in your tumbler.

<http://www.theoi.com/Text/HomerOdyssey21.html>

This site gives the text of Odyssey Book 21 translated in English

<http://www.theoi.com/Text/HomerOdyssey22.html>

This site gives the text of Odyssey Book 22 translated in English

How was the trip? Were you able to empathize with the character?

Make a story pyramid about what you have read. Use your notes in tumbler to help you in making the summary.

Main character

Two words to describe the character

Three words to describe the setting

Four words that tell of the conflict

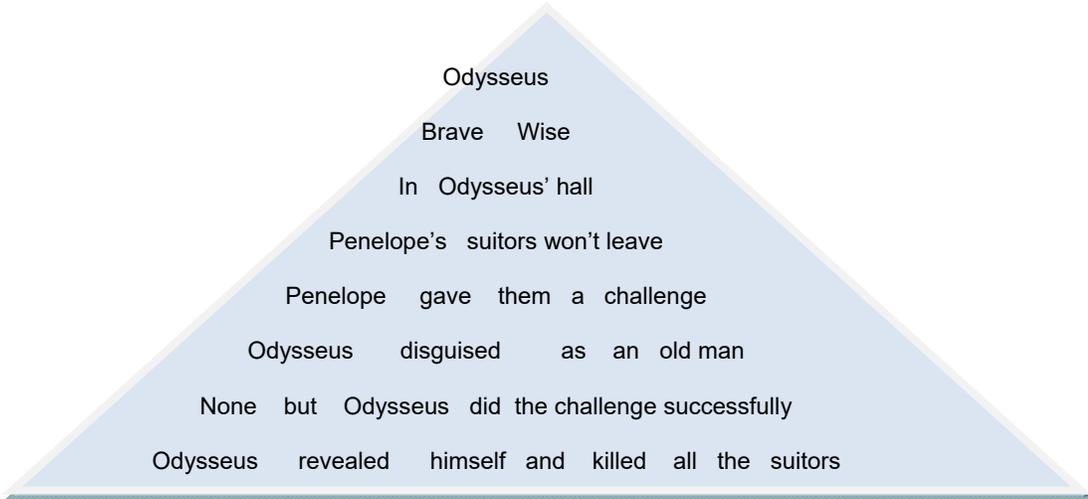
Five words that tell the first main event

Six words that tell the second important event

Seven words that tell the thirds main event

Eight words that describe the resolution

Let us check your answer to the story pyramid...It doesn't have to be exactly the same as long as the thought is there.



ACTIVITY 23.

Let's study the literary works more by using this Response to Literature map. Fill in the blanks according to your understanding and perspective.

Name _____ Date _____ Class Period _____

Responding to Literature

Directions: After reading your selection, choose _____ of the following sentence stems and complete them to write responses to what you have read.

After reading _____
(Title of book, chapter, article, story, or poem)
 by _____
(Author's first and last name)

| |
|---------------------------|
| I noticed |
| A question I have is |
| I wonder why |
| I began to think of |
| It seems like |
| I can't really understand |
| I'm not sure |
| I know the feeling |
| I loved the way |
| I realized |
| I was surprised |
| If I were |
| I discovered |

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This site shows samples of graphic organizers



Let's Discuss:

1. What was the dominant characteristic of Odysseus? Why?
2. What do his actions reveal about the Greeks? Explain.
3. How did Odysseus express his perspective? Did it resolve the interpersonal conflict? Why?
4. Do Odysseus and the Archbishop in *The Song of Roland* have something in common? Not common?
5. What factors affected the way each character expressed his perspective? Justify.
6. Would it be done by Filipinos too? How about you? Why?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

ACTIVITY 24. Therefore!

Men will always be men as they say. Is this true? After the trip to different places in the world through the readings you have done, what realizations have you thought of? Let us have more readings to help you understand how one express his/her perspective in resolving interpersonal conflict. Read the given texts carefully then answer the questions that follow.

Text A

<http://www.theoi.com/Text/VirgilAeneid3.html>

This link gives the text of Virgil's Aeneid Book 3

Text B

<http://sacred-texts.com/neu/nblng/nblng19.htm>

This link shows the text of The Nibelungenlied, Adventure 17

Text C

<http://joserizal.ph/pm14.html>

This link contains the text of Jose Rizal’s “To The Filipino Youth”



Let’s Discuss:

1. Based on what you have read, how do you think Romans, Germans and Filipinos resolve interpersonal conflicts? Why?
2. What factors affected the way they act? Justify your answer.
3. What can you conclude about the way people resolve interpersonal conflicts? Justify your answer.
4. Would these be true still for people during this time? Why?

My Answers/Reflections:

- 1.
- 2.
- 3.
- 4.

ACTIVITY 25. Call to Action!

You have just studied how people behave in conflicts and what they do to solve these. Dr. Jose Rizal expressed his thoughts in writing. He wrote poems, novels and essays that encourage and even call to action. Let us read different kinds of persuasive texts. As you read, take note of important points about the content and structure. Click on each link to start reading...

<http://www.infoplease.com/t/hist/aint-i-a-woman/>

The site has the text of Sojourner Truth’s speech entitled, “Ain’t I a Woman?”

[http://capeytuts.blogspot.com/2011/03/persuasiv e-essay.html](http://capeytuts.blogspot.com/2011/03/persuasiv-e-essay.html)

This site contains the persuasive speech of Casper Cayetano on World Peace

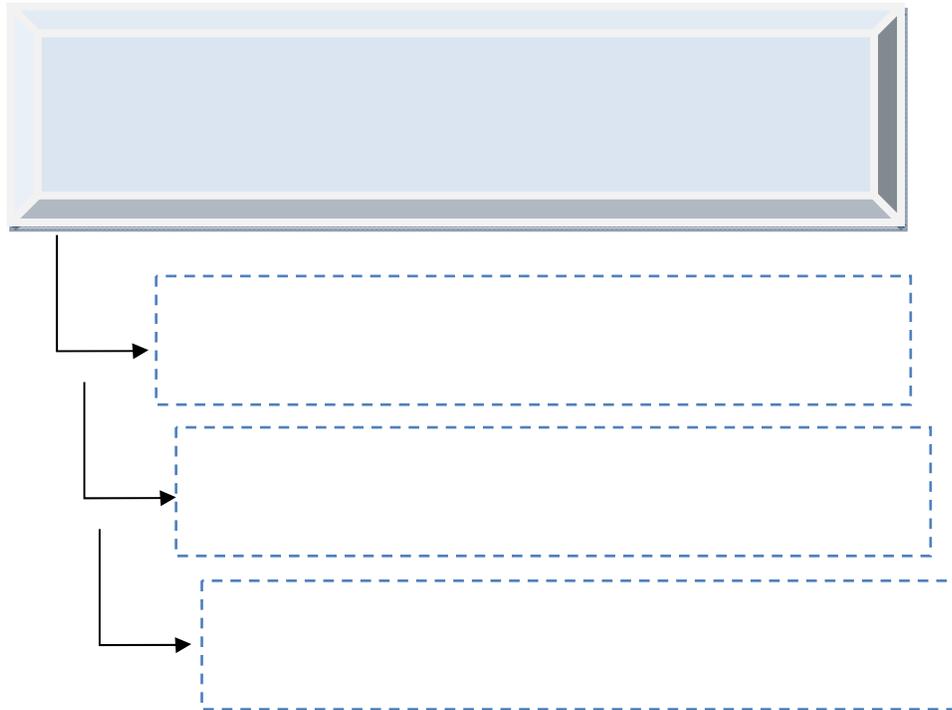
<http://www.paperwritings.com/free-examples/relationship-essay.html#more-703>

This site contains an argumentative essay on relationship

<http://www.greatamericandocuments.com/speeches/jfk-inaugural.html>

This site has the text of John F. Kennedy’s inaugural speech

Compare the different persuasive texts you have read and come up with a generalization in relation to previous readings on argumentative essay. Use the generalization table in expressing your answer.



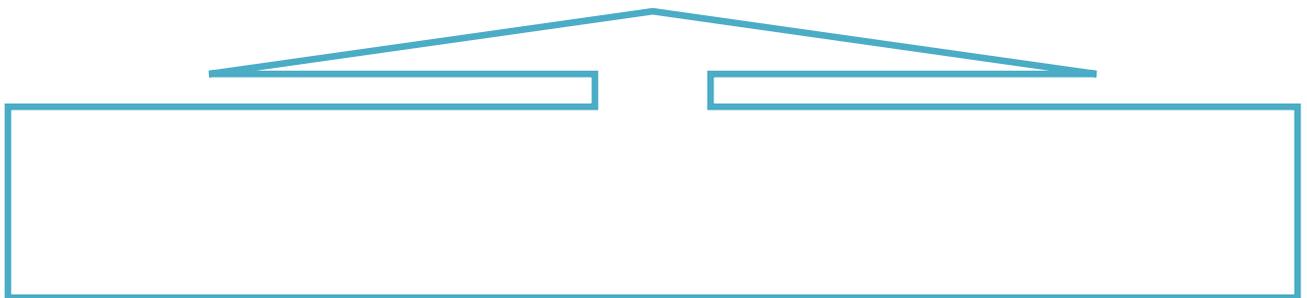
Translate your generalization organizer into an argumentative speech. Use the given strategy to guide you in developing your speech.

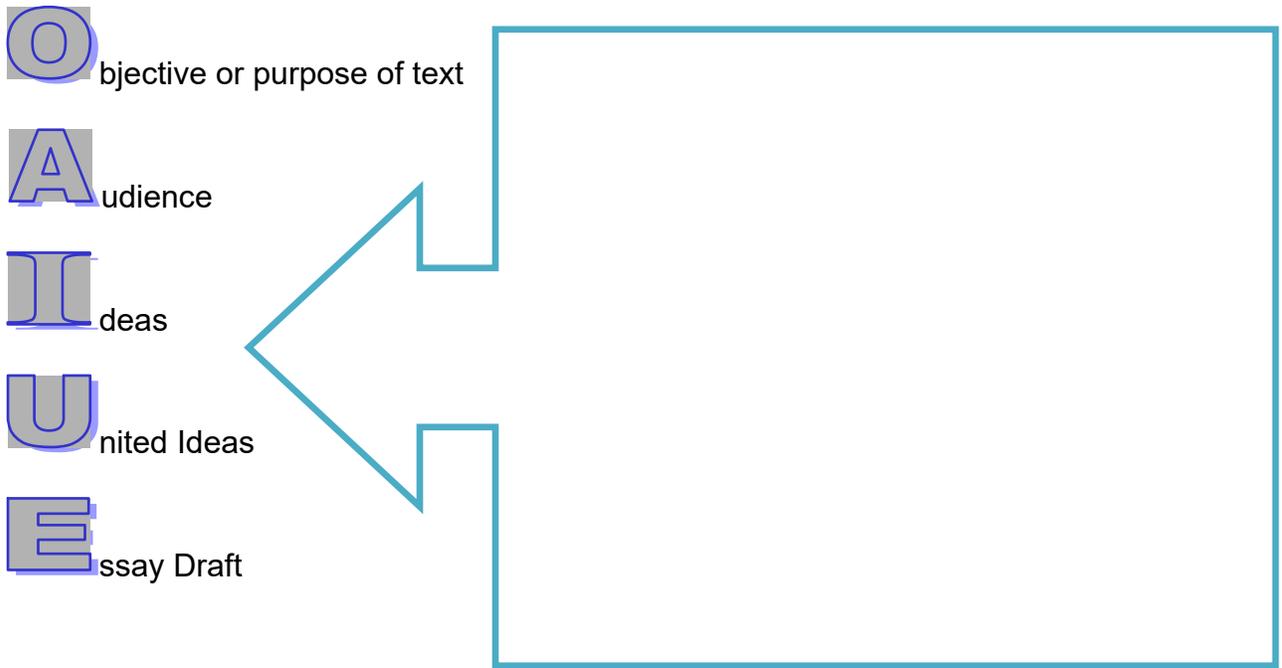
POD + The vowels

Pick ideas

Organize your ideas

Develop your ideas





ACTIVITY 26. Mic Test!

Now, that you have your speech, you are ready to deliver it to the public. Make a recording of your speech. Go to <http://audioboom.com/> and post your recorded speech. It is good to practice recording first before posting it.

How far have you gone? Check the column that best describes where you are in terms of the given skills.

| SKILLS | CRYSTAL CLEAR  | PARTIALLY CLEAR  | LOST  |
|---|--|--|---|
| 1. assess whether the author's purpose is achieved or not | | | |
| 2. Explain how the theme was built | | | |

| | | | |
|--|--|--|--|
| 3. Explain how useful the literary devices are | | | |
| 4. Evaluate literature as a vehicle of expressing and resolving conflict | | | |
| 5. express my perspective in an argumentative essay | | | |

End of DEEPEN:

In this section, the discussion was about how one can express his perspective in resolving interpersonal conflicts.

What new realizations do you have about the topic? What new connections have you made for yourself? What helped you make these connections?

Fill in the STRETCH Zone this time with new learnings and ideas you have.

| | | |
|---|--|--|
| <p>Skills * Expressing perspectives</p> |  <p>Comfort Zone</p> |  <p>Stretch</p> |
| |  |  |
| <p>* Analyzing literature & relating them to life</p> |  |  |

* Writing an argumentative essay



Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Your goal in this section is apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding.

ACTIVITY 27. My point of view

You will be making your own argumentative speech. Before you do the actual writing, it is important for you to organize your thoughts first. Here are some maps that you can use in your planning and organizing. Try to use these. Choose one issue that you would like to write about and choose one map to start planning.

**Interpersonal Conflicts: How will these be solved?
The best way to solve conflicts: war or peace?**

Name _____ Date _____ Class Period _____

Looking at Both Sides of an Issue

Directions: Begin by stating the question in the box provided. Then, in the Yes column, give reasons, examples, or facts that could be stated in support of the question. In the No column, give reasons, examples, or facts that could be stated in dispute of the question. State your opinion in the conclusion box.

| Yes | Question | No |
|-----|------------|----|
| | ↓ | |
| | Reasons | |
| | ↓ | |
| | Conclusion | |

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Name _____ Date _____ Class Period _____

Persuasion Map

Directions: Write your position and the reasons that justify it in the boxes as indicated. Then, write the facts, details, and examples that support each reason in the dotted boxes. Draw and connect more boxes if needed.

Reason 1

Reason 2

Reason 3

Position

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This site shows samples of graphic organizers

Submit your map online. Share with your peers and discuss how you worked on the map.

Did the maps help organize your thoughts? Great! Use these maps as you start working on the next activity which is to write you own argumentative speech.



ACTIVITY 28. My Perspective

TASK

The Council on Foreign Relations, an independent, nonpartisan membership organization, think tank, and publisher has been a trusted, nonpartisan source of timely analysis and context on international events and trends. They always open their doors for writers and publishers to post videos, articles, and podcasts in their website. For the month of September, their discussion focus is on resolving conflicts to have a peaceful global community. Being a party list representative, they have invited you to write an argumentative speech about “Gun control: for war or peace?” The written part of the argumentative speech needs to show clarity, coherence and depth of reasoning . Your speech presentation will be evaluated according to delivery, stage presence, and impact.

RUBRIC for Written output:

| Content of the Speech | ADVANCED 4 | PROFICIENT 3 | EMERGENT 2 | BEGINNING 1 |
|-----------------------|--|---|--|---|
| Clarity | Creatively introduces the topic and gives clear focus to the idea. It includes a strong thesis statement which elaborates on the point of view on the topic. | Gives an adequate overview of the topic. It includes a good thesis statement which shows the point of view on the topic. | Contains a thesis statement but lacks discussion of the point of view on the topic | Tells the topic but lacks clarity on the position argued. |
| Depth of argument | Provides clear, accurate, thorough and attractively illustrated explanation of the content in question. Provides persuasive and insightful reasons regarding the effects and implications relevant to the selected topics and links in an interesting way readings to personal | Provides accurate, clear and illustrated explanation of the content in question. Provides sufficient logical reasons regarding the effects and implications and links readings to personal experiences and perspective. | Identifies and describes the topic of the content in question with adult assistance. Falls short of providing consistent reasons regarding the effects and implications relevant to the selected topic and partially links readings to personal experiences and perspective. | Describes the topic minimally even with adult supervision. Reasons on the effects and implications are not logical and often vague; Makes no attempt to link the personal experiences and readings. It simply enumerates what was read. |

| | | | | |
|--------------|---|--|--|--|
| | experiences and perspective. | | | |
| Coherence | Provides a strongly linked flow from the introduction, body and conclusion. There is a note of finality. Uniquely restates and reinforces the thesis and supporting evidence that ties the speech together. | Flows smoothly from the introduction, body and conclusion. Restates and reinforces the thesis and supporting evidence that ties the speech together. | Some parts do not flow well from the introduction body and conclusion. Restates and reinforces the thesis and supporting evidence. | There is no connection and contains only a restatement of the introduction and lacks emphasis on thesis and supporting evidence. |
| Total points | | | | |

ACTIVITY 29. ENRICHMENT: Hear me for my cause!

The speech you have written has been chosen to be one of the highlights of the Council of Foreign Relations monthly forum. You are asked to post a video of yourself in www.youtube.com delivering the speech. Your speech delivery will be evaluated according to the given rubric below.

RUBRIC:

| | ADVANCED 4 | PROFICIENT 3 | DEVELOPING 2 | BEGINNING 1 |
|-----------------------|---|--|---|--|
| Delivery | The speaker speaks in a loud and clear voice and is expressive. Shows interesting and sophisticated variance in pitch, rate, and volume to appropriately convey their meaning throughout. Enunciation of words is clearly accurate. | The speaker's voice is loud and clear. Shows variance in pitch, rate, and volume to appropriately convey their meaning. Enunciation of words is correct. | The speaker is hard to hear at times and is not expressive. Shows some variance in pitch, rate, and volume to appropriately enhance their meaning. Some words are not pronounced correctly. | Speaker speaks in a monotone or a voice that is clearly uncontrolled. Most of the words are mispronounced. |
| Stage Presence | Posture exhibits confidence and control. | Posture exhibits control. Gestures clarify | Posture exhibits a little nervousness. | Poor posture shows absence of confidence. |

| | | | | |
|---------------|---|--|--|---|
| | Gestures reinforce and clarify the speech. Eye contact with audience is strongly maintained all throughout the speech. | the message of the speech. Eye contact is maintained in most parts of the speech | Some movements distract the audience. Eye contact with audience is established half of the time the speech is delivered. | Most of the movements and gestures distract the audience. There is little or hardly any effort to make eye contact with audience. |
| Impact | Delivery keeps the audience engaged and attentive. It moves the audience to act on the proposed resolution of the conflict. | Delivery makes the audience attentive. It convinces the audience to resolve conflicts. | Delivery makes the audience attentive only in certain times. It is not much convincing but it is able to resolve a part of the conflict. | Delivery does not persuade the audience to resolve conflicts and the audience is not attentive. |
| SCORE | | | | |

You have just accomplished the tasks. **CONGRATULATIONS!** How well did you do? Do not worry because the next lesson exposes you more to speech delivery. You will have a chance to improve your speaking skills.

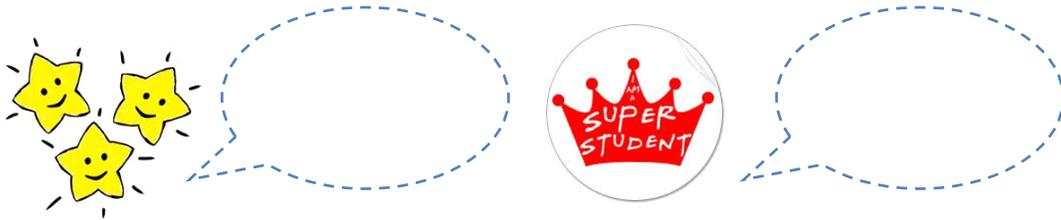
End of TRANSFER:

 In this section, your task was to write an argumentative speech and present it.

How did you find the performance task? How did the task help you see the real world use of the topic?

Fill in the Synthesis Journal with honesty. Look back at what you have accomplished for this lesson and think about the answer to the question: What is the best way to express one's feelings and thoughts about a conflict situation

You have completed this lesson. Rate yourself by clicking the picture that best describes your success and write why you chose it!



GLOSSARY OF TERMS USED IN THIS LESSON:

Argumentation- the act or process of giving reasons for or against something : the act or process of making and presenting arguments

APA- American Psychological Association

Bibliography- a list of books, magazines, articles, etc., about a particular subject

Conflict- a difference that prevents agreement : disagreement between ideas, feelings, etc.

Conviction- the feeling of being sure that what you believe or say is true

Quotations- something that a person says or writes that is repeated or used by someone else in another piece of writing or a speech

| SYNTHESIS JOURNAL | | |
|-------------------|----------------|------------------|
| What I Did | What I Learned | How I can use it |
| | | |

Perspective- the capacity to view things in their true relations or relative importance

Propaganda- ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Proposition- the point to be discussed or maintained in argument usually stated in sentence form near the outset

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

Antonino, Maria Teresa M., Relucio, Gracita R. *Skyways to Effective Communication in English*. Valenzuela City: JO-ES Publishing House, Inc., 2011.

Gil, Avelina J. *The Global Village IV*. Quezon City: SIBS Publishing House, Inc., 2004.

Lapid, Milagros G., Serrano, Josephine B. *English Communication Arts and Skills Through World Literature IV*. Quezon City: Phoenix Publishing House, Inc., 2011.

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. *Classroom Instruction that Works*. Virginia, USA: ASCD. 2001.

Nery, Remedios F. *Rainbows in Communication IV*. Quezon City: Vibal Publishing House, Inc., 2007.

Purpura, Jeanne F. *Runways for English IV*. Quezon City: JFC Publishing House, Inc., 2006.

Tagay, Lourn V., Brutas, Ma. Luisa Z. *Journeying through Literature and Language IV*. Makati City: Don Bosco Press. 2008.

<https://www.youtube.com/watch?v=RwUGSYDKUxU>

This site shows a video of the lyrics and music of the song, Imagine

<https://www.youtube.com/watch?v=-njGuhxPdEo>

This site shows the movie of Frozen

<http://www.kidsinco.com/2009/03/the-just-judge/>

This site shows the text of the story, The Just Judge.

http://www.stjohnshigh.org/s/804/images/editor_documents/Smith/the_song_of_roland.pdf

This site shows the text translated in English

<http://www.learner.org/interactives/literature/read/theme1.html>

This site gives explanation about the theme

http://www.education.com/study-help/article/theme_answer/

This site gives exercises on identifying the theme

http://www.writingforward.com/writing_exercises/fiction-writing-exercises/fiction-writing-exercises-developing-theme

This site shows exercises on how the theme is developed

<http://literary-devices.com/>

This site gives information on some literary devices

<http://quizlet.com/11335/all-literary-devices-flash-cards/>

This site shows explanations of literary devices

<http://hrsbstaff.ednet.ns.ca/engramja/litdevic.html>

This site gives more explanations about the literary devices

<http://www2.uncp.edu/home/canada/work/allam/general/glossary.htm>

This site shows more readings on literary devices

http://www.pearsonhighered.com/showcase/pike1e/assets/pike_ch6.pdf

This site gives readings on literary devices with sample exercise

www.readwritethink.org

This site allows one to make a graphic organizer online

<http://edtech2.boisestate.edu/ruxtond/curriculumweb/Literarytermquiz.htm>

This site gives a quiz about literary devices

<http://www.proprofs.com/quiz-school/story.php?title=3rd-hour-literary-devices-quiz>

This site gives exercises and quiz on literary devices

<http://www.learner.org/jnorth/tm/ReadStrat8.html>

This site gives explanation about the author's purpose

<http://www.studyzone.org/testprep/ela4/h/authorpur.cfm>

This site shows explanation and drills on determining the author's purpose

<http://www.thatquiz.org/tq/practicetest?TUAG7034>

This site shows an online quiz that one can answer

<http://www.quia.com/ba/72070.html>

This site provides a game that involves identifying author's purpose

http://www.nexuslearning.net/books/elements_of_lit_course6/20th%20century/col_lection%2015/marriage.htm

This site has the text of the story, Marriage is a Private Affair

www.kdingo.net/engl462group_3/index.php?t=techdef

This site explains what technical definition is

<http://www.merriam-webster.com/dictionary/technical>

This online dictionary gives the meaning of technical

http://books.google.com.ph/books?id=ruipH2Z3bjwC&pg=PA111&lpg=PA111&dq=technical+and+operational+definitions+exercises&source=bl&ots=0teQxXSYAj&sig=TXtCEbr_Ly7rWNIsOMivuC674L8&hl=en&sa=X&ei=3tIXVI1L48GKAtHSqOgF&ved=0CDIQ6AEwAw#v=onepage&q=technical%20and%20operational%20d_efinitions%20exercises&f=false

This site shows information about technical and operational definition

http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Operational_definition.html

This site shows explanation of what operational definition is

<http://grammar.ccc.commnet.edu/grammar/composition/argument.htm>

This site gives information about argumentation

<http://www.buowl.boun.edu.tr/students/types%20of%20essays/ARGUMENTATIVE%20ESSAY.htm>

This site explains what argumentative essay is

<https://owl.english.purdue.edu/owl/resource/685/05/>

This site shows some parts of an argumentative essay

<http://www.roanestate.edu/owl/argument.html>

This site provides do's and don'ts in writing an argumentative essay

<http://www.essaywritinghelp.com/argumentative.htm>

This site explains how to write argumentative essay and examples of its format

<https://owl.english.purdue.edu/owl/resource/588/01/>

This site shows how to develop strong thesis statements

<http://www.shoreline.edu/doldham/101/html/what%20is%20a%20c-a.htm#good>

This site explains what makes a good counterargument

<http://education-portal.com/academy/lesson/what-is-a-counterargument-definition-examples-quiz.html>

This site shows examples of counterarguments and the outline of argumentative essay

<http://www.studymode.com/essays/Essay-About-Philippine's-Pork-Barrel-39860905.html>

This site contains an argumentative essay on school pork barrel

<http://writingcenter.unc.edu/handouts/fallacies/>

This site shows tips on how to make arguments strong and how to find fallacies in writing

<https://owl.english.purdue.edu/owl/resource/659/03/>

This site gives explanation of Logical fallacies

<http://www.mesacc.edu/~paoih30491/ArgumentEssay5.pdf>

This site contains an example of an argumentative essay

<http://grammar.about.com/od/d/g/dirquoteterm.htm>

This site gives an explanation of direct and indirect speech

<http://www.learnamericanenglishonline.com/Yellow%20Level/Y16%20Direct%20and%20Indirect%20Quotations.html>

This site shows the difference between direct and indirect quotations

<http://writing2.richmond.edu/writing/wweb/dq.html>

This site discusses how to effectively use long and short quotations

1.

2. <http://www.studyzone.org/testprep/ela4/j/quotationmarksp.cfm>

3. This site provides online exercise on direct quotations

<https://owl.english.purdue.edu/owl/resource/560/01/>

This shows general format and general APA guidelines

<http://web.calstatela.edu/library/guides/3apa.pdf>

This shows commonly used APA citation rules

<http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>

This is the website of APA style that shows how to cite websites

<http://libguides.ben.edu/content.php?pid=118163&sid=1064117>

This site has exercises on how to compose citations in APA format

<http://linguistics.byu.edu/faculty/henrichsen/apa/APA11.html>

This site provides exercises where you will make a correct reference in APA style using raw data given

http://www.johnwiley.com.au/highered/psych2e/jcu_demo/interactive_writing/index.htm

This site allows you practice how to use APA style for citations and reference

<https://maanlitworks.wordpress.com/2014/10/01/seventy-seven-hours-in-february/>

This is a blog where the story is posted

<http://www.theoi.com/Text/HomerOdyssey21.html>

This site gives the text of Odyssey Book 21 translated in English

<http://www.theoi.com/Text/HomerOdyssey22.html>

This site gives the text of Odyssey Book 22 translated in English

www.dailyteachingtools.com

This site shows samples of graphic organizers

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<http://sacred-texts.com/neu/nblng/nblng19.htm>

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<http://www.infoplease.com/t/hist/aint-i-a-woman/>

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www.google.com

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www.readwritethink.org

www.wisemapping.com

www.tumblr.com