

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.

Schools, teachers and students may reproduce the LM so long as such reproduction is limited to (i) non-commercial, non-profit educational purposes; and to (ii) personal use or a limited audience under the doctrine of fair use (Section 185, IP Code). They may also share copies of the LM and customize the learning activities as they see fit so long as these are done for non-commercial, non-profit educational purposes and limited to personal use or to a limited audience and fall within the limits of fair use. This document is password-protected to prevent unauthorized processing such as copying and pasting.

ENGLISH 10

Module 2: Resolving Interpersonal Conflicts

INTRODUCTION AND FOCUS QUESTION(S)

Have you at a certain time asked yourself why there are conflicts? Or what causes these conflicts in the first place? Are they inevitable by nature? The correct answer to the last question is apparently no. Have you ever thought that even in scientific and biblical references, the world began with chaos? How has that been developed and formed throughout the years? Have conflicts grown as humans do? What conflicts have you involved yourself with and among these, what have you partially or totally resolved? Were you effective in resolving those conflicts? How did you know?

The skill in resolving conflicts is very essential as humans respond to different stimuli around them. These conflicts might as well be shared by two or three persons or a group of individuals. Nevertheless, resolving these conflicts is never a walk in the park. It is imperative of any person to solve his or her conflicts but in doing so, it leads to complications and never-ending resolutions. In this manner, when can we say that conflicts are really solved? Are there really solutions to them? Or they are just products of human imaginations? Resolving conflicts in reality entails set of experiences, expertise and values, just as reading conflicts solved by the characters you read in books, watch in films and witness in plays.

In this module, you will find out how characters in texts and films experienced struggles, complications and challenges that ignited them to make wise decisions at the end of the day. Likewise, you will also discover gradually as the activities unravel your misconceptions and questions about this matter that what you are is the product of what you read, watch and value in your society. Hence, remember to search for the answer to the following question(s):

- 1. What determines an effective resolution to a conflict?**
- 2. Why are arguments necessary in resolving conflicts between people and groups of individuals?**
- 3. How does one express his or her perspective in resolving interpersonal conflicts?**

LESSONS AND COVERAGE:

In this module, you will examine these questions when you take the following lessons:

Lesson 1 – Analyzing Issues

- A. Elements
- B. Structure

Lesson 2 – Impromptu and Extemporaneous Speech

- A. Structure
- B. Composition

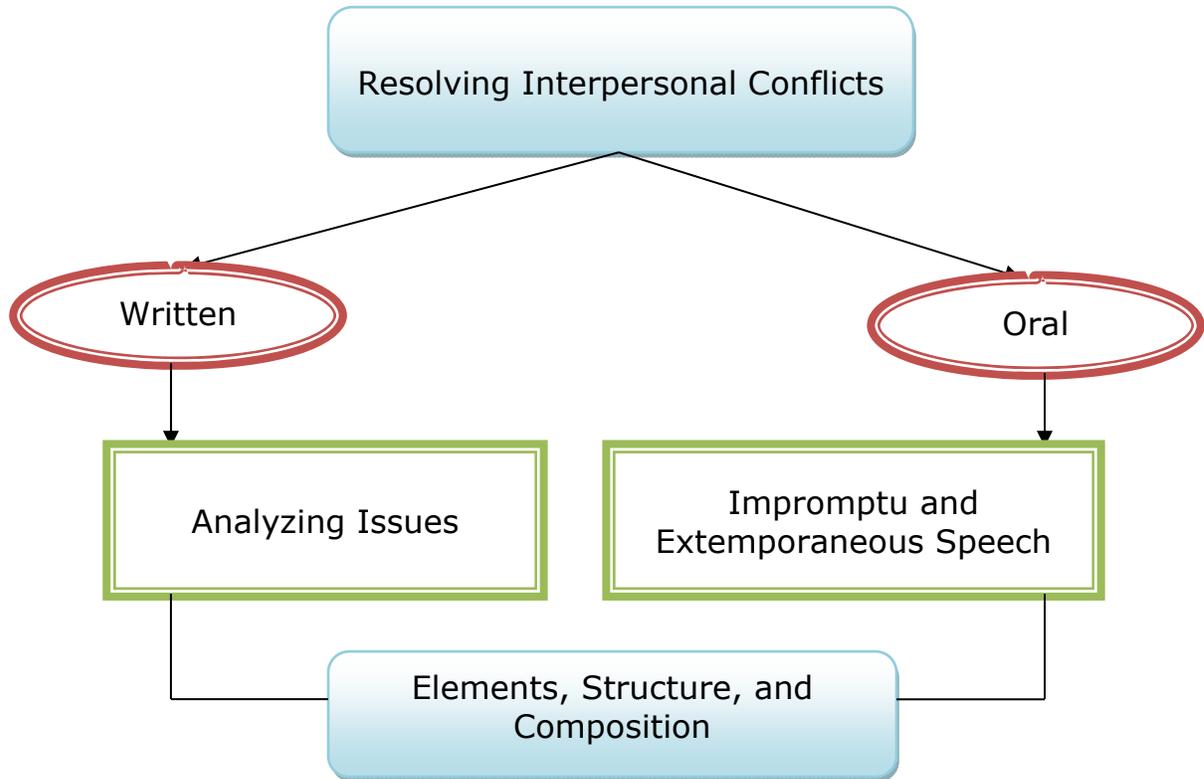
In these lessons, you will learn the following:

Lesson No.	Title	You'll learn to...	Estimated Time
Lesson 1	Analyzing Issues	<ul style="list-style-type: none"> - switch from one listening strategy to another to extract meaning from the text - assess the effectiveness of a material listened to taking into account the speaker's purpose - assess whether the speaker's purpose is achieved or not - give technical and operational definitions - transcode information from linear to non linear texts and vice-versa - explain illustrations from linear to non-linear texts and vice versa - present information using tables, graphs, and maps - explain how the elements specific to a selection build its theme - explain how elements specific to a genre contribute to the theme of a particular literary selection - explain how a selection may be influenced by culture, history, 	

		<p>environment or other factors</p> <ul style="list-style-type: none"> - draw similarities and differences of the featured selections in relation to the theme - evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups - assess the effectiveness of the ideas presented in the material viewed taking into account its purpose - observe correct grammar in making definitions 	
Lesson 2	Impromptu and Extemporaneous Speech	<ul style="list-style-type: none"> - use words and expressions that affirm or negate - acknowledge citations by preparing a bibliography - use writing conventions to indicate acknowledgement of resources - use quotation marks or hanging indentations for direct quotes - use in-text citations - identify parts and features of argumentative essays - formulate claims of fact, policy and value - use patterns and techniques of developing an argumentative claim - compose an argumentative essay 	

MODULE MAP:

Here is a sample map of the above lessons you will cover:



EXPECTED SKILLS:

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

A. Reading and Study Skills

1. *Read the instructions carefully.*
2. *Read closely to get inferences from the materials used.*
3. *Take down notes and copy some important links so that you can go back whenever you need information given on that particular site.*
4. *Do the web test for several times and don't forget to click on the correct answer for your reference.*

B. Listening Comprehension

1. *Listen attentively to speakers to note on important details in their speeches.*
2. *Evaluate listening texts carefully in terms of accuracy, validity, adequacy, and relevance.*

C. Oral and Language Fluency

1. *Observe the correct stance and proper stage behavior in delivering a speech.*
2. *Speak with confidence when delivering a speech.*

D. Writing and Composition

1. *Use writing conventions and techniques in composing a paragraph.*
2. *Review the use of grammatical elements in English before finalizing your written output.*



Here is a pre-assessment you have to take before the lessons in this module. Read the instruction very carefully to answer the items related to the lessons presented.

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.

(A) 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.

(A) 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?

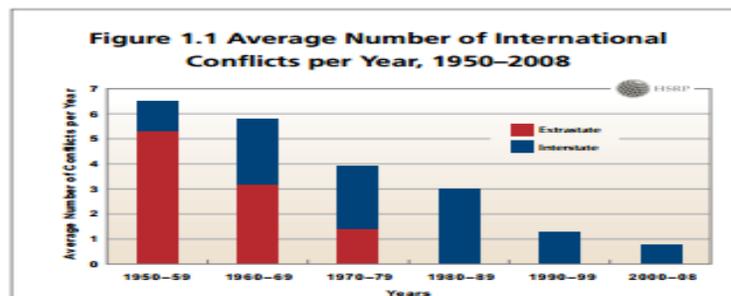
- A. Thesis statement
- B. Background information
- C. Counter arguments
- D. Main arguments

(A) 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

(A) 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.

(A) 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.

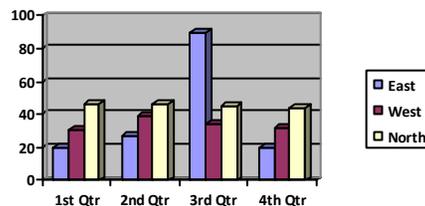
The author's purpose is to describe a strip mining operation. What helped readers see the purpose?

- 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.

(A) 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

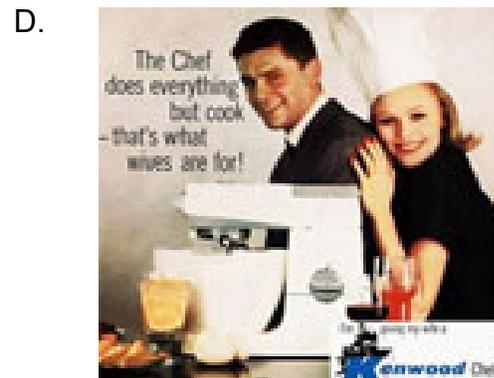
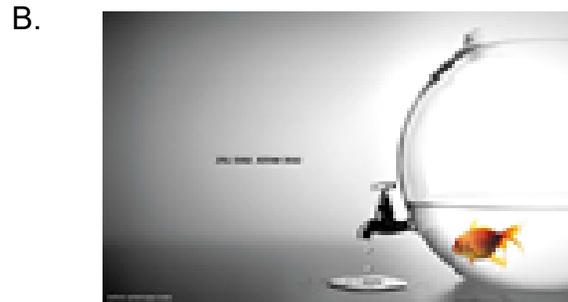
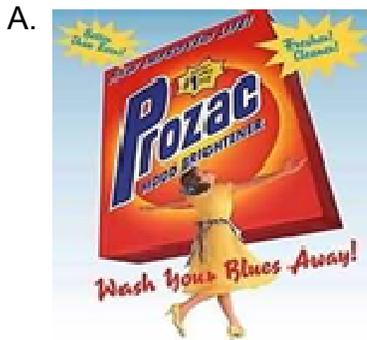
(A) 7. Below is a graph showing the results of the National Achievement Test performance of the 3 schools, namely: the East, West, and North Central Schools, in the last 4 quarters.



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.

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



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)

- (M) 9. 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.

Excerpt 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>)

- (M) 10. 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.

- (M) 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.

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

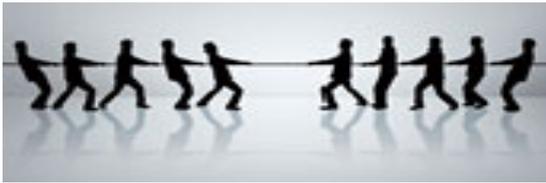
- A. That old axiom about three being a crowd is never truer than when two out of three are fighting. Playing the neutral third party while your friends engage in all-out battle is exhausting and precarious. Handle it right and everyone's happy. Handle it wrong and all three of you could end up parting 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.

(M) 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 act to be done.
- C. It uses real scenarios in explaining conflicts.
- D. It convinces audience or readers to avoid conflicts.

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

A.



B.



C.



D.



(T) 15. What is the most important criterion of an argumentative speech?

- A. It must be persuasive
- B. It must be long.
- C. It must unique.
- D. It must be appealing.

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

- A. Appeal
- B. Clarity
- C. Brevity
- D. Credibility

(T) 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.

(T) 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.

(T) 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.

(T) 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.

Lesson 1: Analyzing Issues



EXPLORE

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.

The song's lyrics read like a wish list for the world, as the composer leads his listeners to dream of a world without diversity and hardship.

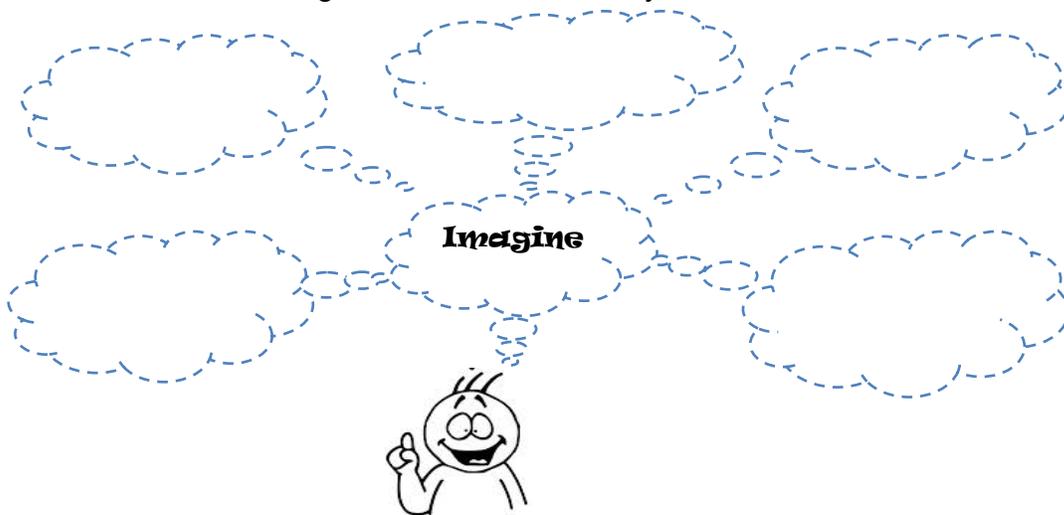
Imagine by Beatles

<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
5. message, the composer is only spreading propaganda? Justify your answer.
6. In your opinion, what does Lennon mean by the world being one? Will resolving interpersonal conflicts help toward achieving unity and peace?
7. How does one express his perspective in resolving interpersonal conflicts?
8. 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.

Skills		Comfort Zone		Stretch
* 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...

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!

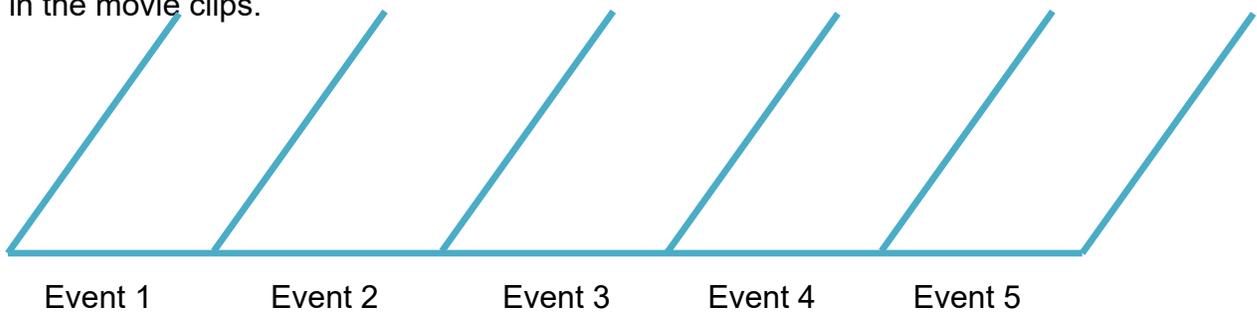
Have you ever had the chance of getting involved in an interpersonal conflict? What did you do? Here is a movie entitled, "Frozen." Observe how the two sisters resolve the conflict that they got into.

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	dismoun	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:

R

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

A

sk yourself the following questions:

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

P

ut 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 the literary devices and deduced 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 your 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!



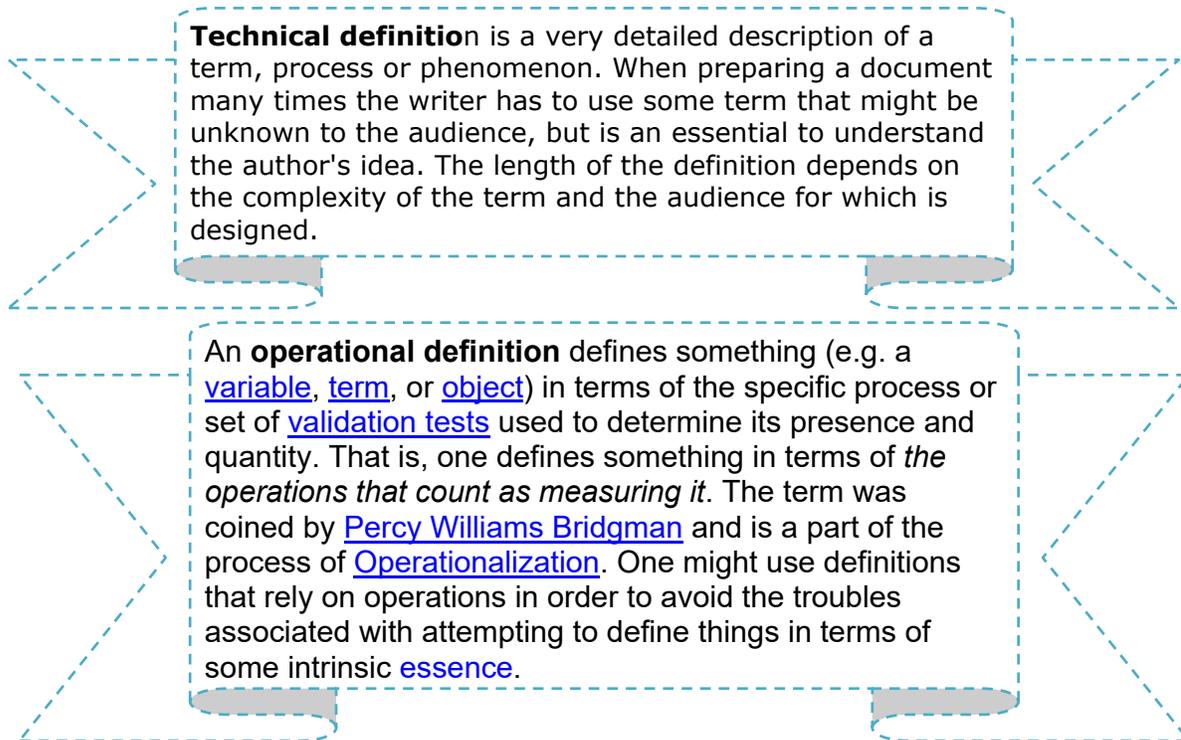
Let's Discuss:

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.

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 tumblr.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=3tIXVI1L48GKAAtHSqOgF&ved=0CDIQ6AEwAw#v=onepage&q=technical%20and%20operational%20definitions%20exercises&f=false

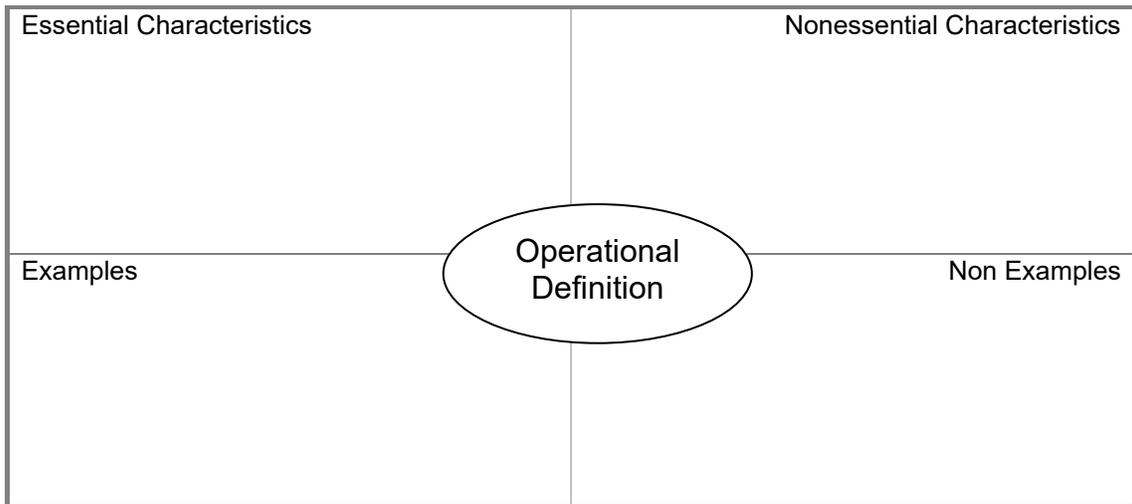
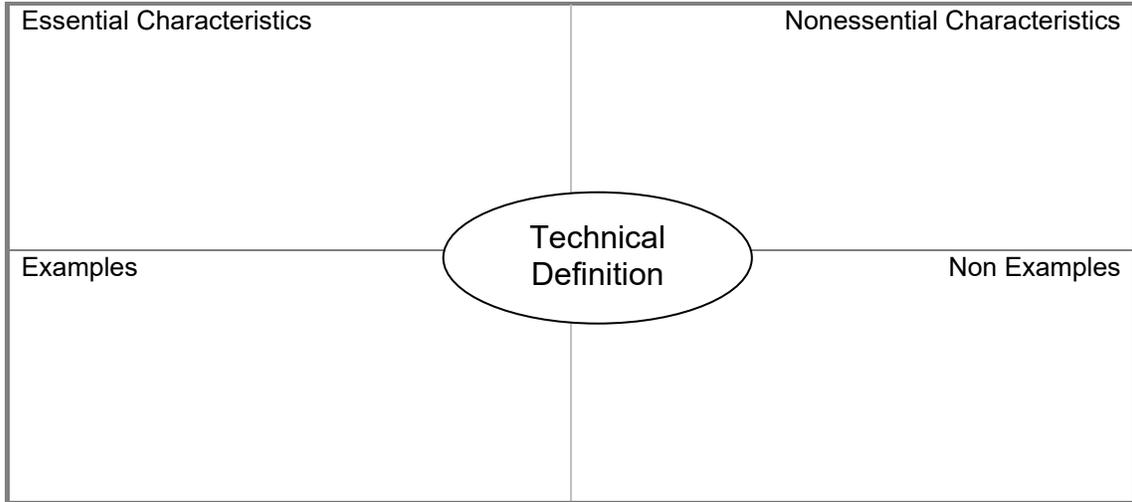
This site shows information about technical and operational definition

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
Remote		
Cosmopolitan		
Disposed		
Peculiar		
Superstitious		

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.



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).

<p><i>There will be a measles epidemic this summer. There has been one every summer.</i></p>	<p><i>Dogs have rabies. Therefore, all dogs are dangerous.</i></p>	<p><i>The mayor is an old friend of an ex-convict. He cannot be trusted.</i></p>
<p><i>The new student will be an honor student because his friends are honor students.</i></p>	<p><i>Every student who lives in the squatter areas is a drug addict.</i></p>	<p><i>The oil price went up again. The regular fare will once again increase.</i></p>

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://highered.mheducation.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.

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

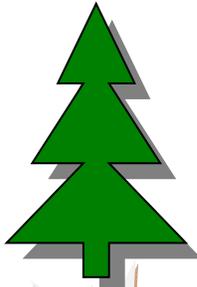
Writing an argumentative speech is not as easy as it seems. If you wish to have your point accepted, you must develop your essay in a logical arrangement. Here is a strategy that will help you. Just follow the guidelines.



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 revive

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	Cycle 1 -> each sentence Cycle 2 -> each paragraph Cycle 3 -> whole essay
-----------------	---

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?

My Answers/Reflections:

- 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

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, Benigno D. Sibayan, Phoenix</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.
- 5.

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

My Answers/Reflections:

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

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 on 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>

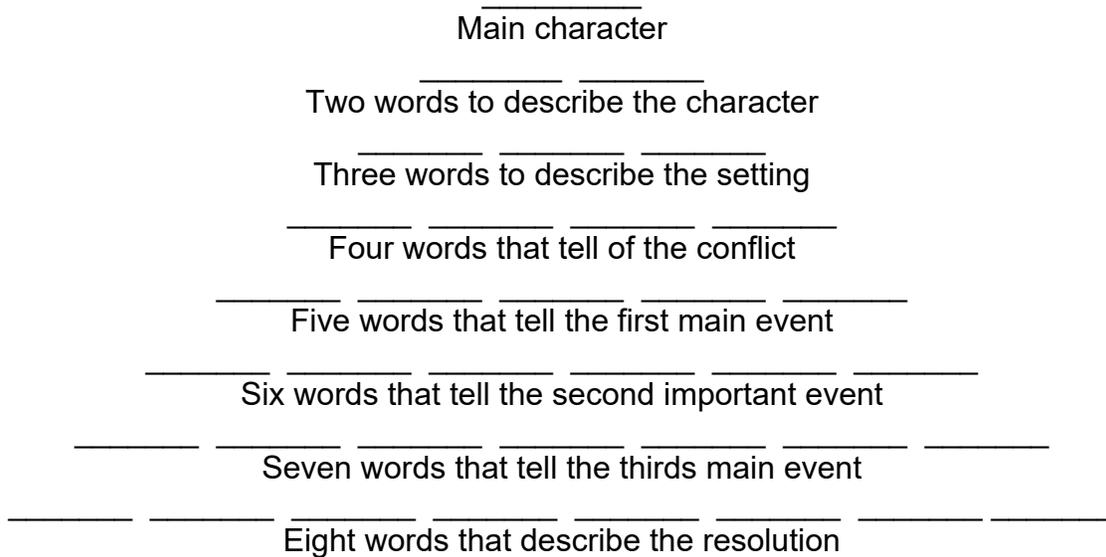
This site gives the text of Odyssey Book 21 translated in English

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

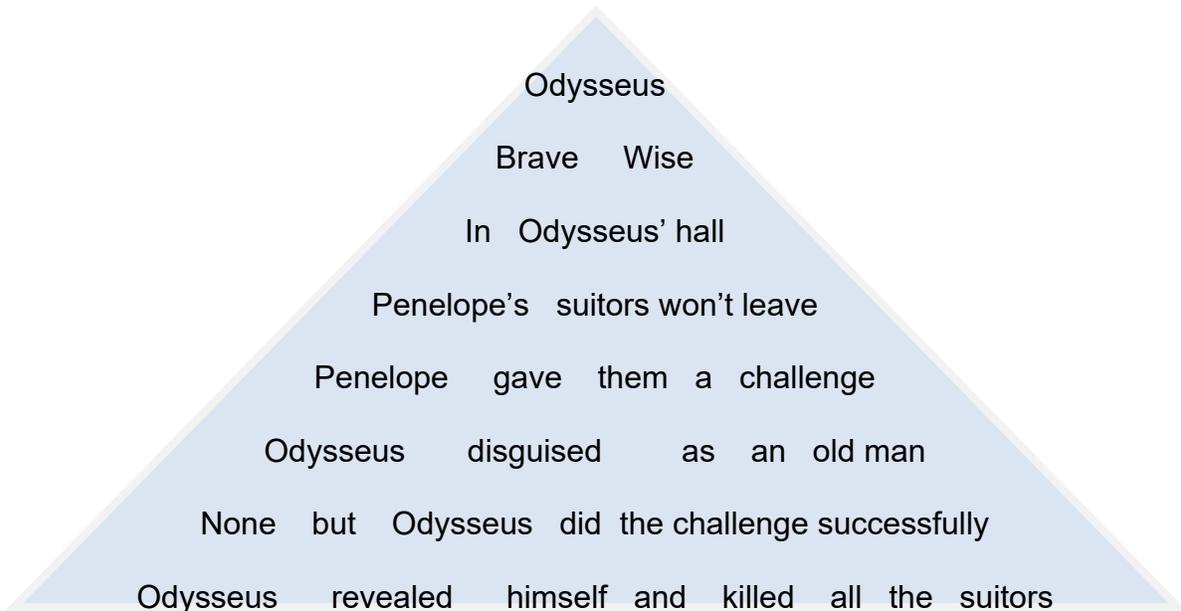
This site gives the text of Odyssey Book 22 translated in English

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.



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. My Response

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

Copyright 2012 by Chad Manis, Teacher-Written Edware/DailyTeachingTools.com

Source: www.dailyteachingtools.com
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/persuasive-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

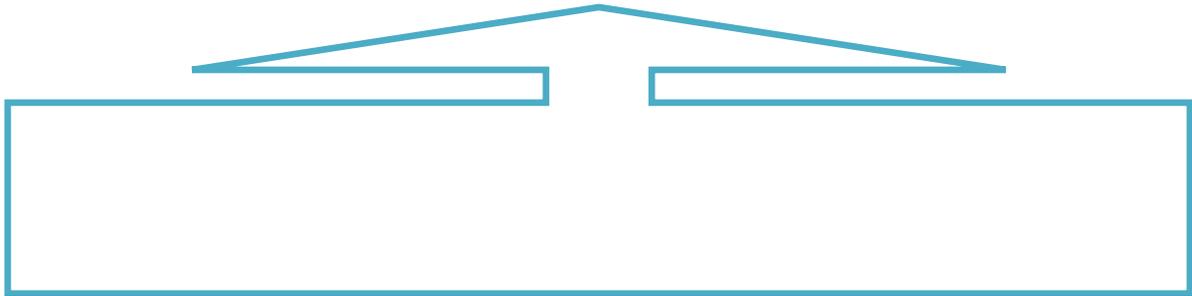
<http://www.greatamericandocuments.com/speeches/jfk-inaugural.html>
This site has the text of John F. Kennedy's inaugural speech

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 **O**rganize your ideas **D**evelop your ideas



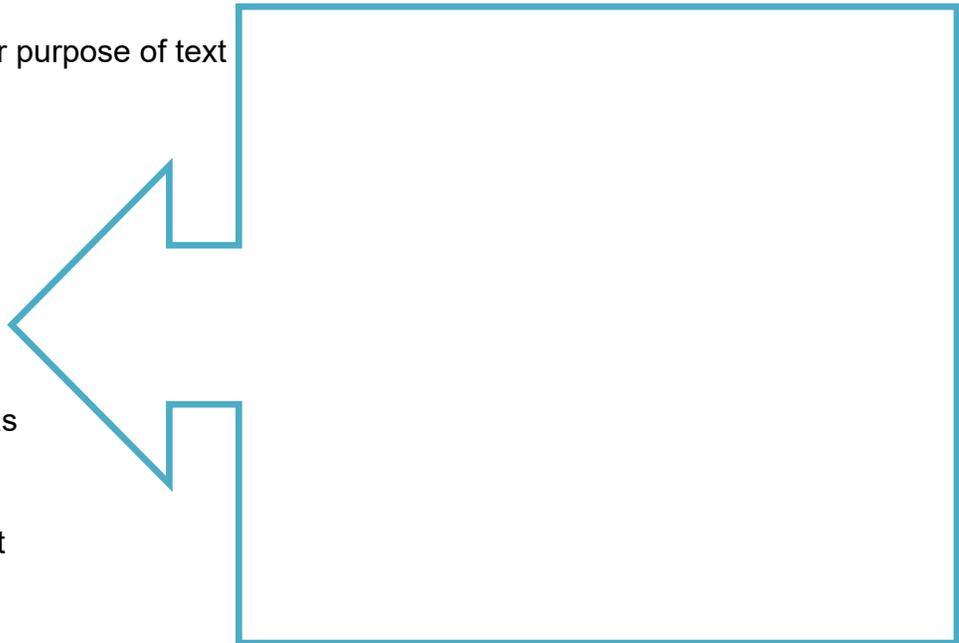
Objective or purpose of text

Audience

Ideas

United Ideas

Essay Draft



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.

	 Comfort Zone	 Stretch
Skills * Expressing perspectives		
* Analyzing literature & relating them to life		
* 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.

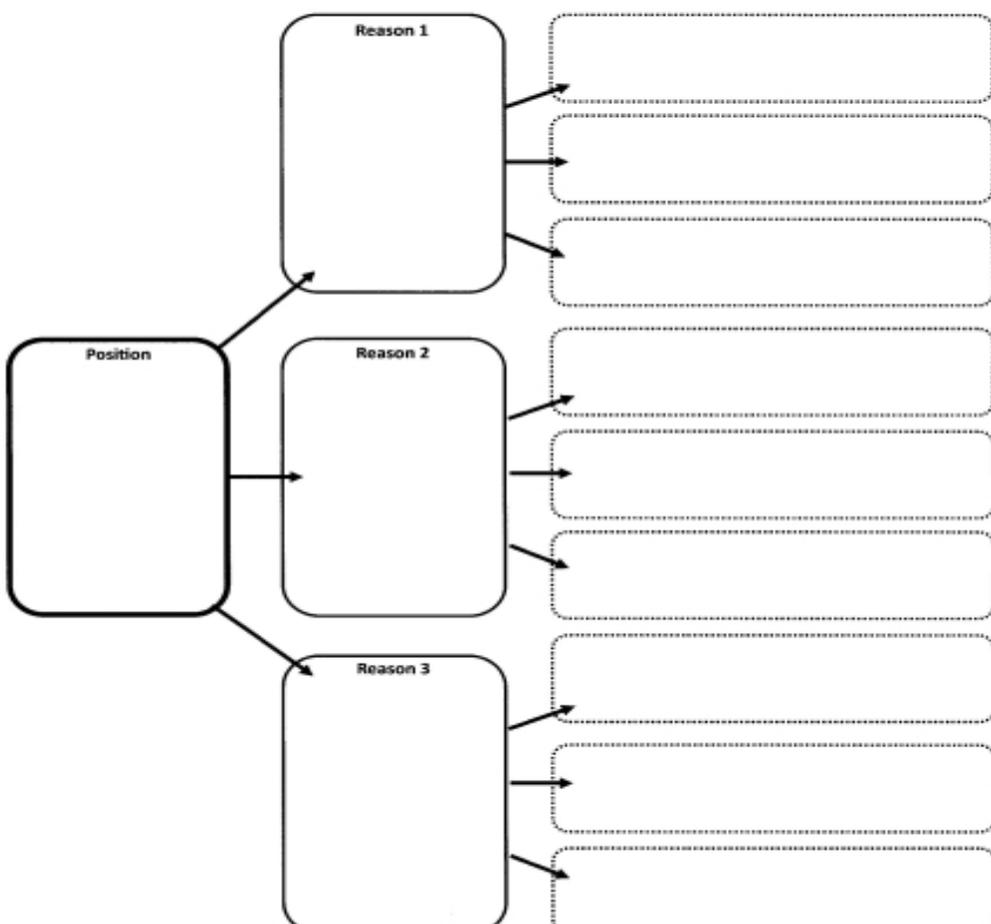
Yes	Question	No
	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-bottom: 5px;">Question</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-bottom: 5px;">Reasons</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px;">Conclusion</div>	

Copyright 2012 by Chad Manis, Teacher-Writer (dewdney04@yahoo.com)

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.



Copyright 2012 by Chad Manis, Teacher-Written Eduware/DailyTeachingTools.com

Source: www.dailyteachingtools.com
 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	Provides accurate, clear and illustrated explanation of the content in question. Provides sufficient logical reasons regarding the	Identifies and describes the topic of the content in question with adult assistance. Falls short of providing consistent	Describes the topic minimally even with adult supervision. Reasons on the effects and implications

	persuasive and insightful reasons regarding the effects and implications relevant to the selected topics and links in an interesting way readings to personal experiences and perspective.	effects and implications and links readings to personal experiences and perspective.	reasons regarding the effects and implications relevant to the selected topic and partially links readings to personal experiences and perspective.	are not logical and often vague; Makes no attempt to link the personal experiences and readings. It simply enumerates what was read.
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. Gestures reinforce and clarify the speech. Eye contact with audience is strongly maintained all throughout the speech.	Posture exhibits control. Gestures clarify the message of the speech. Eye contact is maintained in most parts of the speech	Posture exhibits a little nervousness. Some movements distract the audience. Eye contact with audience is established half of the time the speech is delivered.	Poor posture shows absence of confidence. 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:



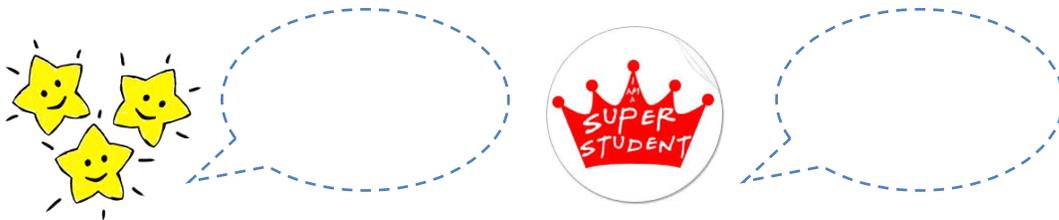
In this section, your task was to write an argumentative speech and present it.

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

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

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

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%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

<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

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

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

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

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

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

This link shows the text of The Nibelungenlied, Adventure 17

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

This link contains the text of Jose Rizal's "To The Filipino Youth"

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

This site contains an argumentative essay on relationship

<http://capeytuts.blogspot.com/2011/03/persuasive-essay.html>

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

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

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

<http://audioboom.com/>

This is a web 2.0 site that allows you to do audio recording

www.google.com

www.merriam-webster.com

www.readwritethink.org

www.wisemapping.com

www.tumblr.com

Lesson 2: Impromptu and Extemporaneous Speech



EXPLORE



Let's start this lesson by analyzing what the picture speaks about. When people engage with one another, some end with conflicts and others leave successfully communicating their thoughts, perspectives, and principles. And when these interpersonal conflicts are not processed well, they might cause more complications. Hence, this lesson will be devoted to understanding the nature of interpersonal conflicts and how one expresses his or her perspective in resolving them?

ACTIVITY 1. Y SPEAK!

There are three pictures below that you are going to interpret based on their symbols and messages. If picture could speak a thousand words, then what do you think they tell us about? Think of the meaning of each illustration and how it relates to you.

- A. Do you agree on the theory mentioned by the character in the picture? What does the theory mean to you?



B. Read the quotation below the image. How does one express himself or herself when angry? Is this true? Explain your side.



C. Observe the conversations of the two characters in the illustration. How does it contradict their actions?



Copyright © 2000 United Feature Syndicate, Inc.

ACTIVITY 2. LET’S HEAR WHAT MAMA HAS TO SAY! (Video Clip Presentation)

In order to understand further the pictures presented above, you need to watch the video clip linked below. Be able to identify the cause of the conflict and its nature and what triggers their emotions to get into a fight. Identify words being used and actions being done to justify your observation.

Interpersonal Conflict:

http://www.youtube.com/watch?v=_ZpDnXYIFjo



Process Questions to Answer:

1. Who are involved in the conflict?
2. What is the nature of the conflict you watched? What causes it to heat up?
3. How do you assess the action and the language of each character involved in the scene? Is there understanding between them? Why?
4. Is there a resolution to the conflict presented? If yes, then how was it done? If no, then what could have been done?
5. How do the pictures above relate to the video you just watched?
6. How should the characters express their perspectives to resolve their conflict?

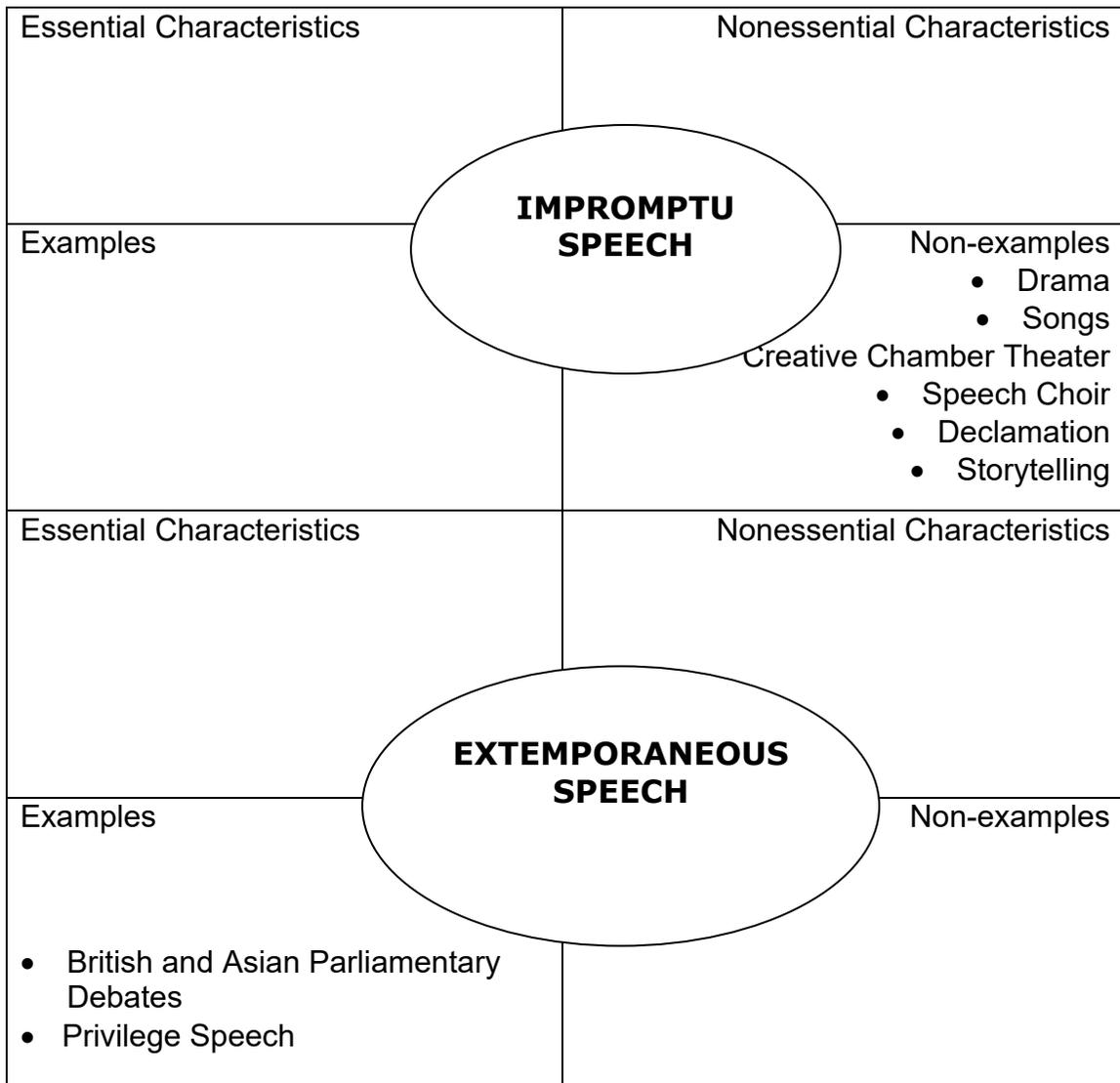
ACTIVITY 3. ELICITING PRIOR KNOWLEDGE THROUGH I-R-F CHART

Given below is an I-R-F sheet. Fill in the first row with your answer to the question presented:

How does one express his or her perspective in resolving interpersonal conflicts?
Initial Response:
Revised Response:
Final Response:

ACTIVITY 4. ELICITING PRIOR KNOWLEDGE THROUGH A FRAYER'S MODEL

You have answered the I-R-F sheet above based on your initial response to the question given. Below is a chart of a Frayer's Model. In the chart, you are to fill-out the necessary details of its part to fully conceptualize the ideas of an Impromptu and Extemporaneous speeches.





Process Questions to Answer:

1. What concepts have you built while filling out the Frayer's Model charts?
2. How does an impromptu speech differ from an extemporaneous speech based on your initial responses?
3. Why are impromptu and extemporaneous speeches important?
4. Which kind of speech helps you express your perspective in resolving conflicts?

End of EXPLORE



You just have given your initial ideas on resolving conflicts and its vehicles in communicating resolutions through the use of impromptu and extemporaneous speeches. Find out in the next section if your ideas are correct. What you learn in the next sections will enable you to do the final project which involves different tasks on resolving interpersonal conflicts through delivering either an impromptu or extemporaneous speech.

We will start by doing the next activity.



FIRM-UP



Even if speeches may sound the same, such as in debates, forums, colloquia, reports, orations, welcome remarks, and the like, they all follow structures and elements. Usually, people generalize that all speeches are just the same speaking engagements. Nevertheless, they have forgotten that a speech is composed of complex syntactic structure and spoken phonetic elements.

Your goal in this section is to learn and understand the formation and development of impromptu and extemporaneous speeches. Moreover, you will explain how these speeches are used to express perspectives in resolving conflicts.

ACTIVITY 5. STAND AND DELIVER



Extemporaneous is the most natural method of delivery and it involves glancing at notes while maintaining crucial eye contact with the audience. It is composed of elements and structures that either is persuasive or informative in nature. At top levels, extemporaneous is a smooth, dynamic performance that incorporates research, background knowledge, and opinion.

Use the link to further enhance your understanding of an extemporaneous speech: <http://www.youtube.com/watch?v=Zn6yKoj5CRA>

Click the link below and take note of important details using this site, <http://notes.io/>. Use this link as your notebook for the duration of this lesson.



Scribble your ideas and the details of the video here!



Process Questions to Answer:

1. What makes up an extemporaneous speech?
2. How do speakers deliver an extemporaneous speech?
3. How does an extemporaneous speech help people in their day-to-day living?

ACTIVITY 6. THE KING'S SPEECH

Watch the sample speech delivered by King George VI, played by Colin Firth in a 2010 British historical drama film entitled, "The King's Speech" directed by Tom Hooper and written by David Seidler. He was also with Lionel Logue, an Australian speech and language therapist played by Geoffrey Rush.

Watch the video clip of "The King's Speech" here:

<http://www.youtube.com/watch?v=6fY3BOcjAnw>



Process Questions to Answer:

1. How did King George VI deliver his speech before his audience or his listeners? Describe his performance by citing situations from the scene.
2. Do you consider it a speech? Why?
3. Was he effective in delivering his speech? What made you say so?
4. What message did he convey to his listeners?
5. How was it written in the sample video clip?



In the previous lesson, you learned how to write an argumentative essay. In this part, allow yourself to practice summarizing speeches and analyze their compositions using your understanding on the nature of extemporaneous speeches. Hence, you will do worksheet #1.

WORKSHEET #1: OUTLINING AN EXTEMPORANEOUS SPEECH

Apply your knowledge of writing an essay, the composition of an extemporaneous speech and the skill in making an outline to complete the worksheet below.

Using King George's speech, summarize its content and identify its purpose for you to add your concept of an extemporaneous speech.

Name _____

Extemporaneous Speech Worksheet

Introduction:

Attention Getter:

Statement of the Question:

Answer and Preview of Main Points:

Body Points:

Point #1: _____

Supporting Facts:

Point #2: _____
Supporting Facts:

Point #3:
Supporting Facts:

Conclusion:
Summary of Main Points:

Call to Action:

Concluding Statement:

—

(Note: Fill-out only the areas that are applicable to King George's VI speech.)

After completing the worksheet, what learning/insights did you discover from the activity? Use your notebook in <http://notes.io/> for your answer.

 Scribble your insights here!

ACTIVITY 7. I HAVE A DREAM!

History has produced different speeches of great men and they have become the basis of people to revisit history. Here is another speech of a king who made a huge difference in the lives of the discriminated and the unprivileged “Negros”. His vision is to promote equality by eradicating racism in United States. Get ready to meet him and listen to his powerful speech delivered on August 28, 1963.

Below is a picture of Martin Luther King, Jr. delivering his privilege speech.



Do you want to go back to the time when he delivered his speech? Click the link below and listen to him attentively. Be able to employ analytical listening to draw out inferences and interpretations.



Listen to his speech entitled, “I Have a Dream” here:

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>



Process Questions to Answer:

1. What message did he convey to his audience?
2. What was his purpose of delivering that speech?
3. If you were one of the audiences, would you be convinced by him in taking an action as a response to his call? Why?
4. Was he effective in delivering the speech? What are your gauges in telling so?
5. How did his speech express his perspective in resolving conflicts on racism and discrimination between/among people?



Based on your responses, allow yourself to fully develop your understanding of the nature of extemporaneous speeches. Do worksheet #2 to deepen your understanding on its structure.

WORKSHEET #2: SUMMARIZING AN EXTEMPORANEOUS SPEECH

Apply your knowledge of summarizing a speech using the BLT Paragraph Sandwich as your guide. Be able to fill-out necessary parts of the chart to completely summarize the speech of Martin Luther King, Jr.

Name _____ Date _____ Class Period _____

BLT Paragraph Sandwich

Directions: Use this bacon, lettuce, and tomato graphic to write a paragraph containing 5-8 sentences

Topic Sentence

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

Concluding Sentence

Copyright 2012 by Chad Morris, Teacher-Writer/Edwards/DailyTeachingTools.com

After completing the parts of the sandwich with their details from the speech of Martin Luther King, Jr. you listened to, create your final output in the link provided and post it in the discussion board. Click the link here: <http://www.glify.com/>



Process Questions to Answer:

1. Differentiate speeches delivered by King George VI and Martin Luther King, Jr. What similarities and differences you observed between them? Explain.
2. What makes an effective extemporaneous speaker?
3. How does one's speech influence others? How does it make changes in the society?



How do you find the worksheets? Look at the items you missed before you proceed to the next activity. Go back to your notes in <http://notes.io/> and review the terms or concepts you missed.



You learned how extemporaneous speeches are made of. In the next activity, you will use this concept to write your own speech and deliver it just like the characters you met previously in this lesson.

ACTIVITY 8. FREE AT LAST! FREE AT LAST!

Previously on the speech of Martin Luther King, Jr. you listened to, you discovered how passionate he was in convincing people to act against racism and discrimination. In your own perspective, how is that speech related to your experiences after couple of centuries that passed. Write your response to his message by delivering an extemporaneous speech. Be able to fill-out the POW + TREE Strategy below in making your outline and deliver it afterwards. Do worksheet #3.



WORKSHEET #3: OUTLINING AN EXTEMPORANEOUS SPEECH

Apply your knowledge of outlining certain topics in delivering a speech. Be able to fill-out the parts for you to be guided in completing your extemporaneous speech.

Strategy		Activity
	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.

Congratulations! You have just completed the table above. At this juncture, you summarize your ideas in the TREE part using Malcolm’s graphic organizer below.



You did it!

Congratulations





GO FOR IT!
GOOD LUCK!

Name: _____

Reason 1

Explanations

Topic Sentence

Reason 2

Explanations

Reason 3

Explanations

Ending:

Name _____ Date _____ Class Period _____

3 Paragraph Essay Planning Map

Introduction

Thesis

Body Paragraph

Conclusion



Copyright 2012 by Chad Nass, Teacher/Writer: EdwarsDailyTeachingTools.com

Congratulations! You have now a sample of your own extemporaneous speech. Post your work on this site www.voki.com for others to critic and comment.



Process Questions to Answer:

1. How did you respond to the message delivered by Martin Luther King, Jr.?
2. What helped you express your ideas about the topic you want to deliver?
3. How effective are the worksheets you answered to come up with a final speech?



How do you find the worksheets? Look at the items you missed before you proceed to the next activity. Go back to your notes in <http://notes.io/> and review the terms or concepts you missed.

ACTIVITY 9. THE BUZZ!



In this activity, you will deliver the extemporaneous speech you made in the previous worksheets. Likewise, review the tips in speaking extemporaneously before you do your final performance.



Ten Commandments in Speaking Extemporaneously

1. Exude Confidence
2. Relax
3. Simplicity is Key
4. Slow Down! Slow Down! Slow Down!
5. Remember Shakespeare's "Speak the Speech"...which continues
6. Convey Passion
7. Nothing is pleasant that is not spiced with variety
8. Let it Flow!
9. Look the judge in the eye - always!
10. Love what you do!

For more details of these tips, click the link here:
<https://debate.uvm.edu/NFL/rostrumlib/EbelingMar99.pdf>

Be able to take note of the important details that will help you deliver your speech effectively. Write your notes in your notebook linked in <http://notes.io/>. Review your notes once in a while so that you will be guided accordingly.

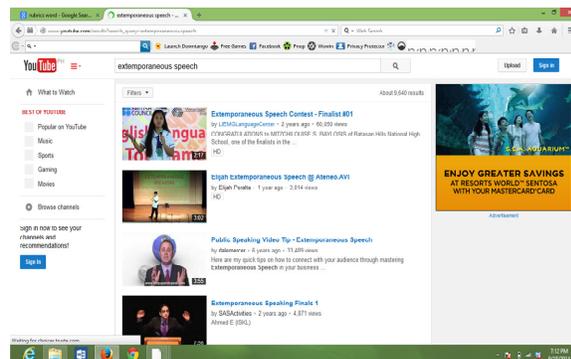
Moreover, use the rubric below for your guidance in delivering your extemporaneous speech.

RUBRIC

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Delivery (40%)	The speaker spoke in a commanding, clear voice and was expressive. Uses variance in pitch, rate, and volume to appropriately convey their meaning throughout. Exhibits practiced	The speaker was loud and clear. Uses much variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control.	The speaker was hard to hear at times and was not expressive. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	I could not hear or understand the speaker. Speaker talks in a monotone or a voice that is clearly uncontrolled.

	purposeful control.			
Preparedness (30%)	Student is completely prepared and appears confident.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and Eye Contact (30%)	Stands up straight, looks relaxed and projects a strong stage presence. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Now that you are ready to deliver your extemporaneous speech, record your performance and post it in www.youtube.com for others to comment and see.



Process Questions to Answer:

1. How was your experience in delivering an extemporaneous speech?
2. Were you effective in expressing your perspective in dealing with the issue you raised? In what way/s?

3. Based on your assessments, answer the worksheet below before proceeding to the next activity.

WORKSHEET #5: SELF-REGULATED LEARNING

Apply your knowledge of evaluating oneself. How did you see yourself while doing the activities? Fill-out the boxes objectively.



3 things I learned from the activity:

2 things I discovered about myself while doing the activity:

1 thing I have to develop in myself for the next activities like this:

Want some more practice? Click the website below. This is a quiz about your understanding of extemporaneous speech.

Click: http://highered.mheducation.com/sites/0073385174/student_view0/chapter12/multiple_choice_quiz.html

ACTIVITY 10. TOASTMASTERS WANNABE!



In the previous activities, you learned about the elements and structure of extemporaneous speeches. In the next activities, you will discover another type of speech that may be similar or different from the one you learned and that is what you will find out. Are you ready?

Impromptu speech is given with little or no preparation, usually about a topic that the speaker knows well. Likewise, the delivery will naturally be more conversational and spontaneous. Click the link below for further information about

impromptu speech. Be able take note of important details using this site, <http://notes.io/>. Use this link as your notebook for the duration of this lesson.

	Scribble your ideas and the details of the video here!
---	--

Watch a trainer here talking about the elements and structure of an impromptu speech: <http://www.youtube.com/watch?v=GefKPy5YYHI>

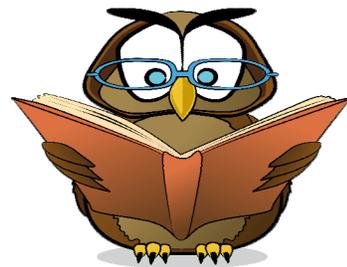
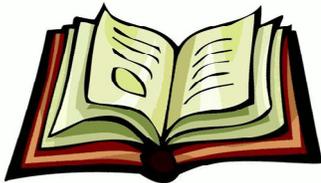


Process Questions to Answer:

1. What makes up an impromptu speech?
2. How does it differ from an extemporaneous speech?
3. Why is learning how to speak impromptu important in our day-to-day activities?
4. How does an impromptu speech help you in resolving interpersonal conflicts?

ACTIVITY 11. TO THE FAIREST OF ALL!

Read the excerpt of the introduction of Iliad by Homer in the classical period. The abduction of Helen in Iliad is actually not its beginning. There is a more interesting exposition as to how it really started. Be able to identify important details in the excerpt so that you can answer the questions below. Use your online notebook in <http://notes.io/> to take note of necessary information you find while reading.



The Mythological Background of the Iliad



Zeus, the father of the gods, seemed to have realized that the earth was getting terribly overcrowded. To solve the problem of overpopulation, he devised a great war which would sweep like a conflagration over Greece. This was the Trojan War.

A minor goddess, Thetis, was married to a mortal, Peleus. Out of this marriage, Achilles, the greatest Greek warrior, was born. Eris, the goddess of mischief, was not invited to the marriage feast, so into the middle of the banquet hall she threw a golden apple. The golden apple has this note: To the fairest of the goddesses. Each of the most beautiful of the goddesses- namely, Hera, Athena, and Aphrodite- claimed the golden apple.

A quarrel ensued and Father Zeus was asked to decide who was the most beautiful of the three. This placed Zeus in a predicament since Hera was his own wife and Athena and Aphrodite were his own daughters. So he parted the clouds covering Mount Olympus, the dwelling place of the gods, and showed the three goddesses a prince of Troy named Alexandros.

Zeus suggested that the three beauty contestants take their problem to Alexandros and ask him to decide. The goddesses descended upon the earth, circled Alexandros by turns, and each proceeded to bribe him so that he would award her the golden apple. Hera promised him power; Athena promised him wisdom; Aphrodite promised that she would give him the most beautiful woman in the world for his wife. Alexandros awarded the golden apple to Aphrodite.

It happened that Helen the most beautiful woman in the world was already married to Menelaos, king of Sparta. With the help of Aphrodite, Alexandros abducted Helen and took her to Troy where she remained until the end of the ensuing Trojan War. That is the reason why she is called Helen of Troy. The Greeks banded together to restore Helen of Menelaos. Agamemnon, King of Mycenaea, was their general.

Many adventurous Greek heroes joined the Greek expeditionary forces. Among them were Achilles, the greatest and bravest of the Greek heroes; Odysseus, the clever and witty warrior; Diomedes, the bold one; Nestor, the prudent old man; Aias, the giant; and a host of other heroes.

After ten years of preparation, the Greek army landed in Troy and began to attack its fortifications. The Iliad begins in the tenth year of the war.

(Smith, 2010, <https://sites.google.com/site/sirrheyanong/assignments>)



Process Questions to Answer:

1. What causes the conflict in Iliad?
2. Was the decision of Alexandros fair enough to give the apple to Aphrodite? Why?
3. How did Eris, Zeus and Alexandros express their perspectives in resolving conflicts?
4. Were they effective in resolving their conflicts? Why or why not?
5. Which parts of the excerpt you can consider samples of impromptu speeches? Describe in details.



In the previous activities, you learned how to summarize speeches of great men in the history. At this juncture, you will choose a part of the excerpt in the mythological background of Iliad and outline an impromptu speech to be used in actual presentation. Use worksheet #6 as your guide in presenting your answer.

WORKSHEET #6: OUTLINING AN IMPROMPTU SPEECH

Apply your knowledge of outlining topics for your impromptu speech based on the parts of the mythological background of Iliad. Be able to follow the structure and elements of an impromptu speech you learned in the video presentation previously.

Name: _____

SUM IT UP CHART

Choose a part of the excerpt you read and write the summary here:

Topic: _____

First Point:

Examples:

Concluding Point:

After completing the worksheet, what learning/insights did you discover from the activity? Go back to your notes in <http://notes.io/> for your answer.



Scribble your insights here!

ACTIVITY 12. CALL ME MAYBE!

You just have completed your outline for an impromptu speech. In this part, you will apply your understanding of the structure and elements of an impromptu speech and respond to the situation called for. Remember, one of the elements in delivering an impromptu speech is it requires quick responses. Below is a comic strip of characters conversing over the telephone. Study the situation and respond to each text box by making meaningful conversations. Answer worksheet #7.

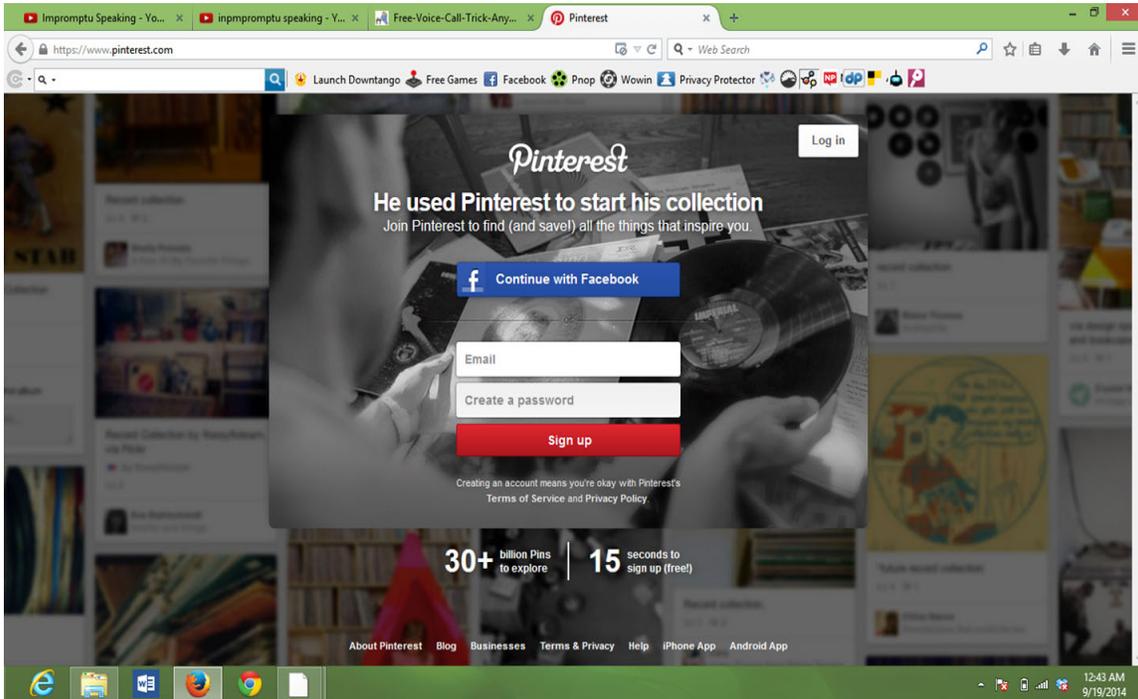


WORKSHEET #7: FILLING-OUT TELEPHONE CONVERSATIONS

Apply your knowledge of making dialogues to complete the comic strip below.

Title: _____

Congratulations! Now that you have completed the conversations between the two characters, post your comic strip in the link www.pinterest.com for others to comments and see.

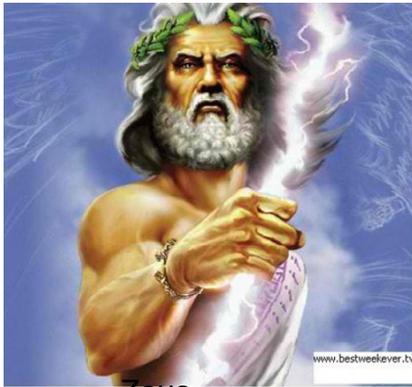


Process Questions to Answer:

1. What conversation have you created using the concept of an impromptu speech?
2. How did the characters deliver their speeches? How was it different from delivering an extemporaneous speech?
3. How did the characters express themselves in solving the issue between them?
4. Was the kind of speech used effective in giving resolution to the issue? In what way?

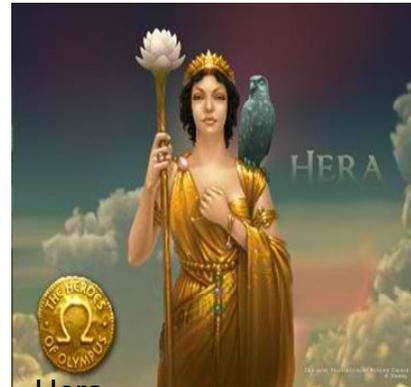
ACTIVITY 13. GODS AND GODDESSES

In this activity, you will deliver your outline written in the previous activity. You will act like the god and or the goddess in the excerpt delivering the situation called for. Be able to familiarize yourself with the character you are portraying so that it is easy for you to deliver the character's impromptu speech in the excerpt. Click the link below to review their traits and background information. Prepare your online notebook in <http://notes.io/> to take note of necessary information you can use in your performance.



Zeus

<http://www.greekmythology.com/Olympians/Zeus/zeus.html>



Hera

<http://www.greekmythology.com/Olympians/Hera/hera.html>



Athena

<http://www.theoi.com/Olympios/Athena.htm>



Aphrodite

<http://ancienthistory.about.com/cs/greoromanmyth1/p/Aphrodite.htm>



Process Questions to Answer:

1. Are the character traits of the gods and goddesses helpful to you? In what way?
2. How can you use the information given in your performance?



Now that you have fully understood the character you will be portraying, the next step you will do is to review your notes on how to deliver an impromptu speech. Go back and practice your speech before recording your final performance.



Moreover, use the rubric below for your guidance in delivering your impromptu speech.

RUBRIC

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Delivery (40%)	The speaker spoke in a commanding, clear voice and was expressive. Uses variance in pitch, rate, and volume to appropriately convey their meaning throughout. Exhibits practiced purposeful control.	The speaker was loud and clear. Uses much variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control.	The speaker was hard to hear at times and was not expressive. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	I could not hear or understand the speaker. Speaker talks in a monotone or a voice that is clearly uncontrolled.
Preparedness (30%)	Student is completely prepared and appears confident	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and Eye Contact (30%)	Stands up straight, looks relaxed and project a strong stage. Establishes eye contact with everyone in the room	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

	during the presentation.			
--	--------------------------	--	--	--

Now that you are ready to deliver your impromptu speech, record your performance and post it in www.youtube.com for others to comment and see.



Process Questions to Answer:

1. What did you discover in yourself while delivering your speech?
2. How did the impromptu speech help you express your perspectives in dealing with issues?
3. Were you effective in delivering yourself? In what way? Answer worksheet #8.

WORKSHEET #8: SELF-REGULATED LEARNING

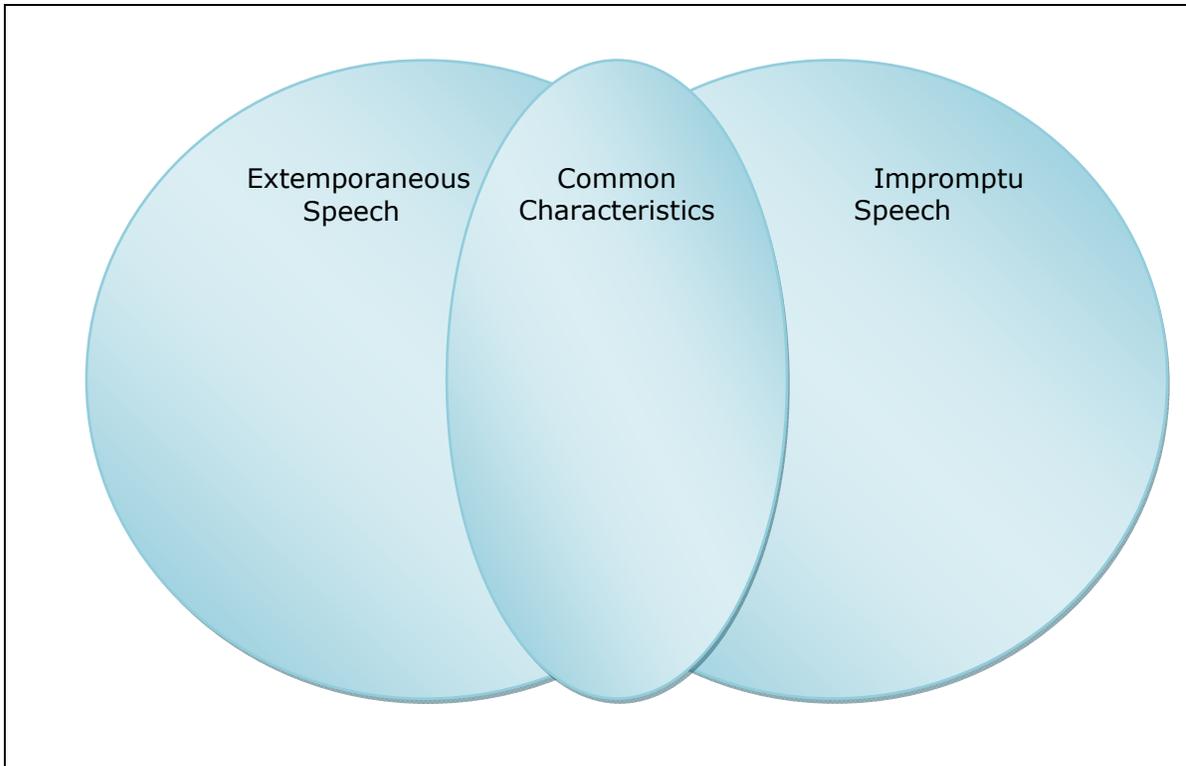
Apply your knowledge of evaluating oneself. How did you see yourself while doing the activities? Fill-out the boxes objectively.

How Did I Meet the Standards?		
<i>Criteria</i>	<i>To meet the standard: What I need to do</i>	<i>Evidence of What I Did</i>
Delivery		
Preparedness		
Posture and Eye Contact		



ACTIVITY 14. inFORMATION!

You have learned about extemporaneous and impromptu speeches in the previous activities. With the concepts you have formed and discovered, it's now time to summarize them using a Venn diagram. Be able to fill-out the parts of the diagram to fully get the bird's eye view of the entire lesson.





Process Questions to Answer:

1. What differences have you found in both speeches?
2. How do both speeches help you resolve interpersonal conflicts?
3. Which between the two is more effective to use in resolving conflicts? Defend your choice.



Now that you have fully grasped the concepts of extemporaneous and impromptu speeches, it's now time for you to answer some items in the link provided. Click the website below. This is a quiz about your understanding of the two speeches.



<http://www.ncsu.edu/project/parkprgrd/PSTrainingModules/public%20speaking/pubfsq.htm>

ACTIVITY 15. WATCH AND LEARN!



Given the concepts you learned in the previous activities, you will now apply them in identifying speeches. In this activity, you will watch different video clips and identify their structures and elements. Be able to take note of your observations in your online notebook in the link <http://notes.io/> for you to answer worksheet #9 below.

Video 1: This is a video of Senator Jinggoy Estrada dated March 12, 2013 entitled, "The Tale of Two Incredible Witnesses." Click the link below to watch the video.
<http://www.youtube.com/watch?v=OM0jAw0n1zg>

Video 2: This is a video of the Ellen DeGeneres Show interviewing President Barack Obama. Click the link below to watch the video.
<http://www.youtube.com/watch?v=8WmtUzftpS0>

Video 3: This is a video clip of the film "300." It is the ending part when the character delivered a motivational speech among his comrades.
<http://www.youtube.com/watch?v=Qsma7OGcp6A>

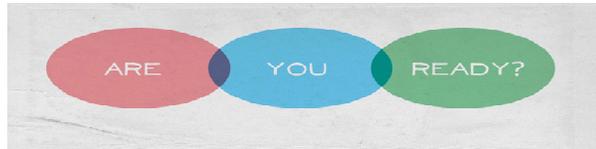


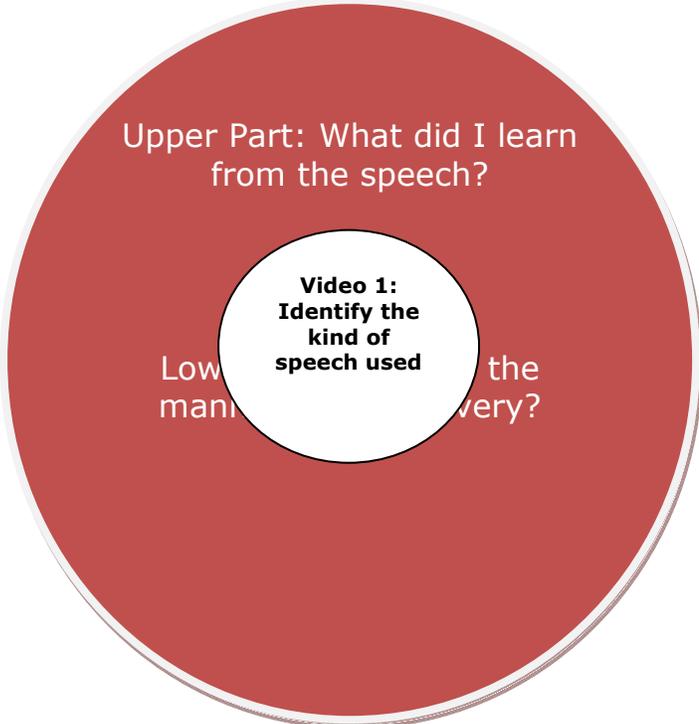
Process Questions to Answer:

1. What kind of speeches did you observe in the materials you viewed?
2. How did the characters deliver them? What are differences in their delivery?
3. How did they express themselves in solving the issues presented in the materials viewed?
4. Who among them is the most effective in delivering their speeches? Who effectively resolves the issues? Support your stance.

WORKSHEET #9: GIVE ME SOME DONUTS!

Apply your understanding of the different speeches and their elements. Be able to summarize the three materials viewed in the previous activity using the worksheet below. Each material you viewed corresponds to one donut and do the instructions given.





Upper Part: What did I learn from the speech?

**Video 1:
Identify the
kind of
speech used**

Lower Part: How did the speaker deliver the speech?

What else do I want to learn from the speech I heard? Write it outside the donut.

Upper Part: What did I learn from the speech?

Lower Part: What did I learn from the speech?

**Video 2:
Identify the
kind of
speech used**

What else do I want to learn from the speech I heard? Write it outside the donut.

Upper Part: What did I learn from the speech?

Lower Part: What did I learn from the speech?

**Video 3:
Identify the
kind of
speech used**

What else do I want to learn from the speech I heard? Write it outside the donut.



Process Questions to Answer:

1. What did you learn from the manner of the characters in dealing with the issues raised in their speeches?
2. How are interpersonal conflicts resolved?
3. Which among the three materials you viewed best resolves interpersonal conflicts? Support your stance.

ACTIVITY 16. MY TURN, MY SHARE!

It is now time for you to share your personal perspectives on issues and conflicts you experience in reality. Be able to apply the different strategies in communicating your thoughts to resolve these conflicts or issues given. Apply the tips in writing outline for your speeches. Answer worksheet #10 below.

WORKSHEET #10: OUTLINING MY IMPROMPTU SPEECH

Apply your knowledge of the strategies in outlining a speech. You will respond to a certain topic and substantiate it by providing examples and explanations.

<p>Topic: Re-implementation of Death Penalty in the Philippines</p>
<p>Stance:</p> <hr/> <hr/> <hr/>
<p>Explanation:</p> <hr/> <hr/> <hr/>
<p>Examples:</p> <hr/> <hr/> <hr/>
<p>Conclusion:</p> <hr/> <hr/> <hr/>



Process Questions to Answer:

1. How did you give your stance in the issue given? What were your bases in making the decision?
2. How would you know that your resolution is effective? Cite ways.



Now that you have already written your outline, you practice speaking the lines by following the rules in delivering an impromptu speech. Be able to go back to your notes when you assessed your delivery of speeches in the previous activities for you to improve your performance here. Check which area you can still improve and what details in delivery you need to become an effective speaker.



ACTIVITY 17. SELF-IMPROVEMENT PLAN

Below is a guide for you to genuinely assess your performance before and after you deliver your final piece. Be able to fill-out the necessary information so that you can easily identify the development and progress of the manner of your delivery. Be able to take note of your observations in your online notebook in the link <http://notes.io/>.

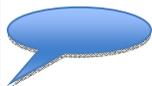
Before	Criteria	After
<i>Write your comments here</i>		<i>Write your comments here</i>
	Voice quality is appropriate to the situation	
	Volume is appropriate	
	Words are pronounced correctly	
	Speed of delivery is appropriate	
	Secures audience attention at the beginning	
	Portrays credibility	
	Does not distract with physical mannerisms	

	Does not distract with verbal habits	
	Speech is well organized	
	Uses appropriate transitions when proceeding from one topic to another	
	Summarizes key points at the close	
	Uses phrases, facts, or stories to increase audience interest	
	Appears poised	
	Uses body language to add interest	
	Pauses appropriately to emphasize points	
	Displays energy and enthusiasm	
	Answers questions with ease and confidence	
	Uses visual aids when appropriate	
	Communication is at the correct level of formality	



Process Questions to Answer:

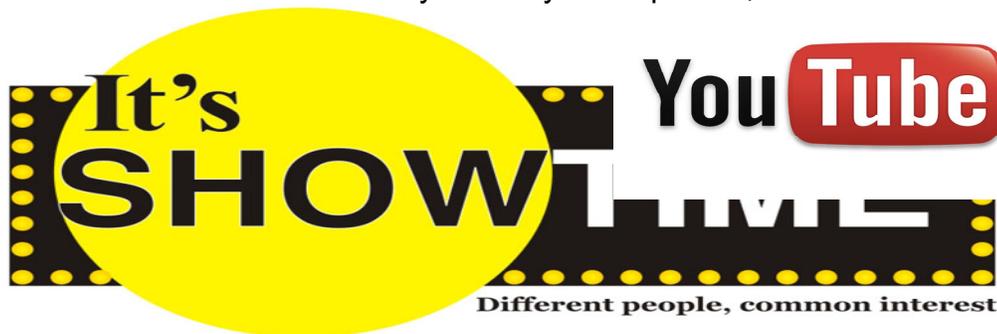
1. What areas in your delivery that need much attention? How did you go about them? What remediation did you make?
2. How does the activity help you improve your performance?



Now that you have fill-out the first column of the table above, it is now time for you to do the next activity.

ACTIVITY 18. SAMPLE MO, SHOW MO!

In this activity, you will deliver your final impromptu speech following the criteria set above. Be able to wear a formal attire to fit yourself to the level of your audience and remember the tips given to you previously in this lesson. Speak with confidence and deliver the speech naturally like you are conversing with friends in a formal gathering. Furthermore, you have to take a video of yourself delivering your final piece for you to review it again and answer the last column of the self-improvement plan. Afterwards, post your performance in the link www.youtube.com for others to comment and see. Are you ready? Sample Mo, Show Mo!




 Congratulations! Now that you have already posted your final performance in YouTube, review it again and answer the last column of the self-improvement plan in the previous activity. Be able to take note of your observations and write them in your online notebook in this link <http://notes.io/>.

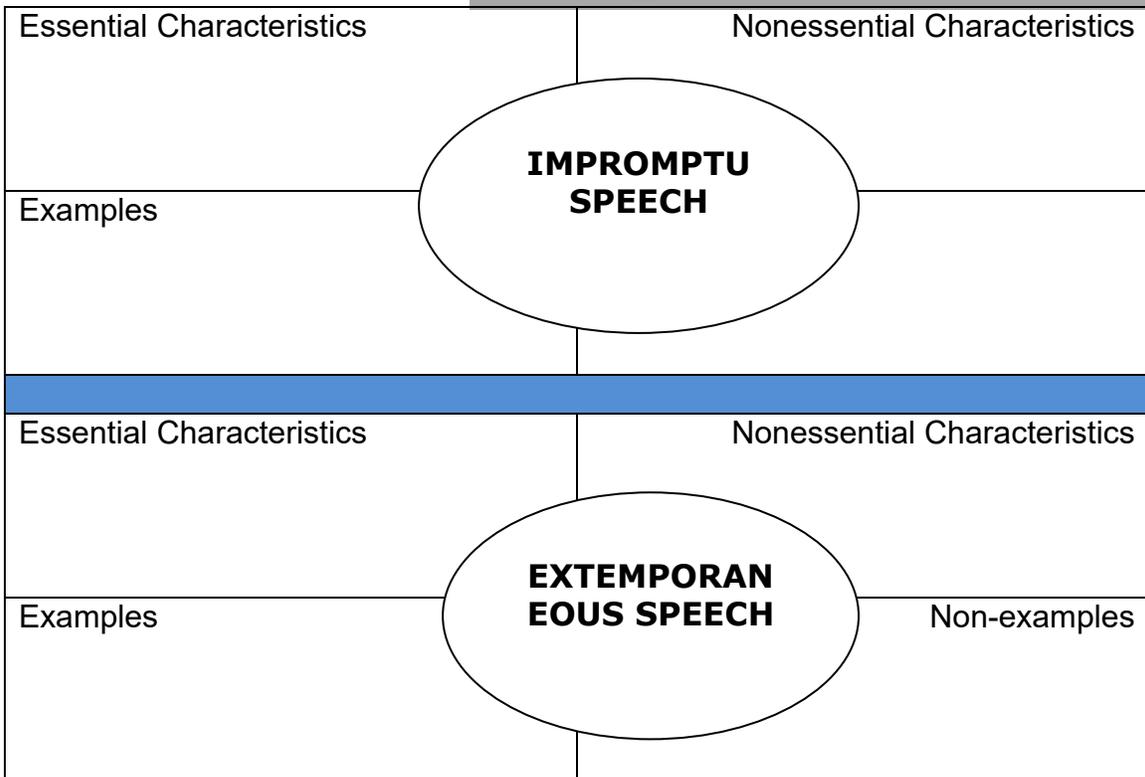


Process Questions to Answer:

1. What changes occurred before and after your final performance?
2. What helped you improve your delivery of the impromptu speech?
3. How does the language you used help you in expressing your stance about the issue?
4. Were you affective in doing such? In what way/s. Cite specific observations.

ACTIVITY 19. REVISITING THE FRAYER’S MODEL

With all the activities you've done in this lesson, it is just timely that you go back to your previous answers in the Frayer’s Model. Check if concepts have changed after all the tests you have been through in this lesson. Be able to take note of the changes and write them in your online notebook in this link <http://notes.io/>.



Process Questions to Answer:

1. What concepts have changed after you underwent lessons on impromptu and extemporaneous speeches?
2. Were there misconceptions that you gradually corrected yourself? Give examples based from your experiences.
3. How does an impromptu speech differ from an extemporaneous speech?
4. If you were to choose, which between them is the best vehicle in resolving interpersonal conflicts? Support your answer.

ACTIVITY 20. CHECKLIST OF COMPETENCIES

Before you proceed to the next level of this lesson, it is always necessary to pause once in a while and check how far you have gone in this module. Below is a checklist of all the competencies that you have undergone and identify the level of each competency based on how you learned them in the previous activities. Be able to honestly assess yourself so that you can identify areas to improve for the next activity.

Put a check mark on what is applied to you.

Competencies	I learned much on this	I still need to learn more on this	I have not learned any on this
Read closely to get explicitly and implicitly stated information			
Employ analytical listening in problem solving			
Use previous experiences as scaffold to the message conveyed by a material viewed			
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose			
Give technical and operational definitions			
Evaluate literature as a vehicle in expressing and resolving conflicts between and among individuals or groups			
Formulate claims of fact, policy, and value			

Use patterns and techniques of developing an argumentative claim			
Employ appropriate pitch, stress, junction, intonation, etc.			
Observe correct stance, eye contact and proper stage behavior as deemed necessary			
Make and deliver impromptu and extemporaneous speeches with ease and confidence			
Use words and expressions that affirm or negate			



End of FIRM-UP:

In this section, the discussion was about the different elements and structures of impromptu and extemporaneous speeches. 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



Now that you have learned about the different functions, elements and structures of impromptu and extemporaneous speeches, it's time for you to apply all the concepts you have learned into meaningful tasks and integrate your personal experience based on the situations given.

Your goal in this section is to take a closer look at these aspects of the lesson.

ACTIVITY 21. GUIDED GENERALIZATION

In the previous activities, you read excerpts of stories and videos clips that tackle some issues in reality. At this point, you will answer the activity below to check how much you understood the concepts explained in this lesson. Be able to follow instruction and answer questions comprehensively.

Essential Question	Text 1	Text/Video 2	Text 3
What is the best way to express one's feelings and thoughts about a conflict situation?	<p>http://www.americanrhetoric.com/speeches/mlkihaveadream.htm</p> <p>I Have a Dream Martin Luther King Jr.</p> <p>I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.</p> <p>Five score years ago, a great American, in whose symbolic shadow we stand today, signed the</p>	<p>http://www.youtube.com/watch?v=Qsma7OGcp6A</p> <p>Video clip of the film, "300"</p> <p>This is a video clip of the film "300." It is the ending part when the character delivered a motivational speech among his comrades.</p>	<p>https://sites.google.com/site/sirrheynanong/assigments)</p> <p>Mythological Background of Iliad</p> <p>Zeus, the father of the gods, seemed to have realized that the earth was getting terribly overcrowded. To solve the problem of overpopulation, he devised a great war which would sweep like a conflagration over Greece. This was the Trojan War.</p> <p>A minor goddess, Thetis, was married</p>

	<p>Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.</p> <p>But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.</p> <p>In a sense we've come to our nation's capital to cash a check. When the</p>	<p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>	<p>to a mortal, Peleus. Out of this marriage, Achilles, the greatest Greek warrior, was born. Eris, the goddess of mischief, was not invited to the marriage feast, so into the middle of the banquet hall she threw a golden apple. The golden apple has this note: To the fairest of the goddesses. Each of the most beautiful of the goddesses- namely, Hera, Athena, and Aphrodite- claimed the golden apple.</p> <p>A quarrel ensued and Father Zeus was asked to decide who was the most beautiful of the three. This placed Zeus in a predicament since Hera was his own wife and Athena and Aphrodite were his own daughters. So he parted the clouds covering Mount Olympus, the dwelling place of the gods, and showed the three goddesses a prince of Troy named Alexandros.</p> <p>Zeus suggested that the three beauty contestants take their problem to</p>
--	---	---	---

	<p>architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."</p> <p>But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon</p>		<p>Alexandros and ask him to decide. The goddesses descended upon the earth, circled Alexandros by turns, and each proceeded to bribe him so that he would award her the golden apple. Hera promised him power; Athena promised him wisdom; Aphrodite promised that she would give him the most beautiful woman in the world for his wife. Alexandros awarded the golden apple to Aphrodite.</p> <p>It happened that Helen the most beautiful woman in the world was already married to Menelaos, king of Sparta. With the help of Aphrodite, Alexandros abducted Helen and took her to Troy where she remained until the end of the ensuing Trojan War. That is the reason why she is called Helen of Troy. The Greeks banded together to restore Helen of Menelaos. Agamemnon, King of Mycenaea, was their general.</p>
--	--	--	---

	<p>demand the riches of freedom and the security of justice.</p> <p>We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.</p> <p>It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope</p>		<p>Many adventurous Greek heroes joined the Greek expeditionary forces. Among them were Achilles, the greatest and bravest of the Greek heroes; Odysseus, the clever and witty warrior; Diomedes, the bold one; Nestor, the prudent old man; Aias, the giant; and a host of other heroes. After ten years of preparation, the Greek army landed in Troy and began to attack its fortifications. The Iliad begins in the tenth year of the war.</p> <p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>
--	--	--	--

	<p>that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.</p> <p>But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of</p>		
--	---	--	--

	<p>meeting physical force with soul force.</p> <p>The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.</p> <p>We cannot walk alone.</p> <p>And as we walk, we must make the pledge that we shall always march ahead.</p> <p>We cannot turn back.</p> <p>There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel,</p>		
--	---	--	--

	<p>cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by a sign stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.</p> <p>I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution</p>		
--	--	--	--

	<p>and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.</p> <p>Let us not wallow in the valley of despair, I say to you today, my friends - so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.</p> <p>I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."</p>		
--	---	--	--

	<p>I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.</p> <p>I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.</p> <p>I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.</p> <p>I have a dream today!</p> <p>I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join</p>		
--	--	--	--

	<p>hands with little white boys and white girls as sisters and brothers.</p> <p>I have a dream today!</p> <p>I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.</p> <p>This is our hope, and this is the faith that I go back to the South with.</p> <p>With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing</p>		
--	---	--	--

	<p>that we will be free one day.</p> <p>And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:</p> <p>"My country 'tis of thee, sweet land of liberty, of thee I sing.</p> <p>From every mountainside, let freedom ring!"</p> <p>And if America is to be a great nation, this must become true.</p> <p>And so let freedom ring from the prodigious hilltops of New Hampshire.</p> <p>Let freedom ring from the mighty mountains of New York.</p> <p>Let freedom ring from the heightening Alleghenies of Pennsylvania.</p> <p>Let freedom ring from the snow-capped Rockies of Colorado.</p> <p>Let freedom ring from the curvaceous slopes of California.</p> <p>But not only that:</p>		
--	--	--	--

	<p>Let freedom ring from Stone Mountain of Georgia.</p> <p>Let freedom ring from Lookout Mountain of Tennessee.</p> <p>Let freedom ring from every hill and molehill of Mississippi.</p> <p>From every mountainside, let freedom ring.</p> <p>And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:</p> <p>"Free at last! Free at last!</p> <p>Thank God Almighty, we are free at last!"</p> <p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>		
--	--	--	--



Process Questions to Answer:

1. Look at your answers in the essential question in the table above. What do all answers have in common?
2. Did all the characters show the same manner of resolving interpersonal conflicts? If yes, explain. If not, how did each character resolve and express their feelings and thoughts in dealing with the conflict? What did the differences of their manner show? Discuss and cite examples.
3. Since there are different ways of resolving interpersonal conflicts, how would you know that you are effective in responding to a situation? What determines the effectiveness of such manner? Complete the following statements and support your answer with examples from the above texts and videos.
 1. The best way to express one’s thoughts and feelings about a conflict situation...
Supporting reasons and examples:

ACTIVITY 22. THE SENATE DEBATE



In this activity, you have to polish your understanding on the construction of your speeches in preparation for your final tasks in this lesson. With that, you will watch the video of Miriam Santiago’s privilege speech as your reference in responding to worksheet #11. Click the link below. Click the link here: <https://www.youtube.com/watch?v=EP14IsofIbU>. This site shows a video of Miriam Santiago’s Privilege Speech

After watching the video, write a response using the STOP AND DARE planning worksheet below.

WORKSHEET #11: STOP AND DARE!

Apply your knowledge in writing a speech. Be able to fill-out the necessary details in the spaces provided. Follow the instructions very carefully to craft your speech in a manner that best shows your feelings and thoughts about a certain issue or conflict.

STOP & DARE Planning Sheet

Premise (Summary of the speech):

Suspend judgment (List ideas for and against the premise)

FOR

AGAINST

_____	_____
_____	_____
_____	_____
_____	_____

Take a side (read ideas on each side and choose a side to defend):

Organize ideas (substantiate the ideas you plan to use):

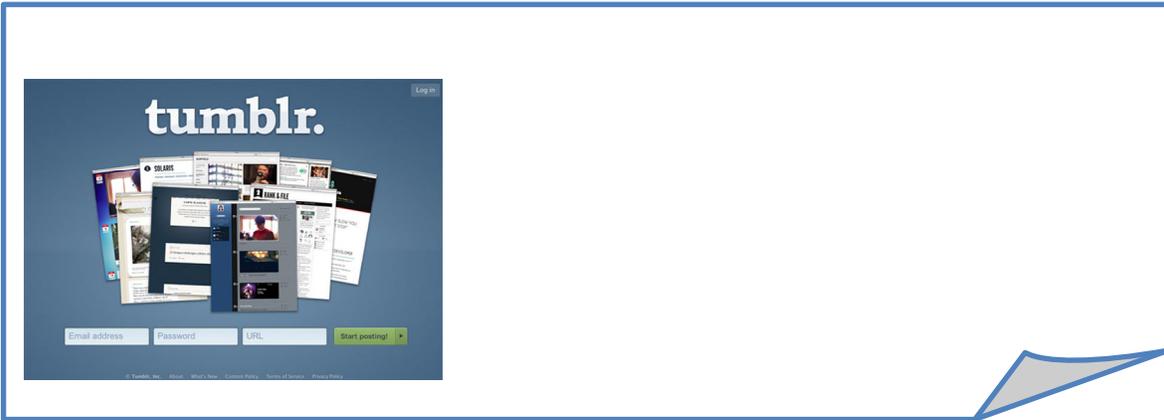
Plan more as you write (follow DARE):

Develop a position statement:

Add supporting ideas:

Report and refute counterarguments:

Using what you have written in the organizer above, write your speech in the box. Then, post it in the debate link www.idebate.org. Post the link in the tumbler.



Process Questions to Answer:

1. How did you make a stance on the given issue? What were the bases of your decision?
2. What's the manner of your expression in resolving the issue?
3. Why is expressing one's thoughts and feelings important?

ACTIVITY 23. GENERALIZATION MATRIX

In this activity, you will answer the matrix to be able to assess your understanding on the concepts used in this lesson in connection to solving interpersonal conflicts. Be able to fill-out the necessary data and answer the questions and stems comprehensively based on your understanding.

Essential Question	Text 1	Text & Video 2	Text 3
What is the best way to express one's feelings and thoughts about a conflict situation?	<p>http://poemsandquotes2.blogspot.com/2012/02/defense-of-brutus-by-william.html</p> <p>Brutus By: William Shakespeare</p> <p>Romans, countrymen, and lovers!</p>	In the Iliad, the characteristic of losing a friend stimulates hatred and revengeful thoughts far beyond that of Menelaus losing his Helen to Paris. The war began as an endeavor to return Helen to her rightful husband. The war	<p>Summary of Anne Frank's Diary http://www.sparknotes.com/lit/annefrank/section2.rhtml</p> <p>Anne tells her diary that she has been seeing more of Hello. Hello's parents are in Belgium, but there is</p>

	<p>Hear me for my cause, and be silent, that you may hear: believe me for mine honor, and have respect to mine honor, that you may believe: censure me to your wisdom, and wake your senses, that you may be the better judge. If there be any in this assembly, any dear friend of Caesar's, to him I say that Brutus' love to Caesar was no less than his. If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but that I love Rome more. Had you rather Caesar were living, and die all slaves, than that Caesar were dead, to live all freemen? As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honor him; but as he was ambitious, I slew him.</p> <p>There is tears for his love; joy for his fortune; honor for his valor; and death for his ambition.</p> <p>Who is here so base that would be a bondman? If any, speak: for him have I offended.</p>	<p>grows from this notion into an act of revenge having nothing to do with Helen. Men begin to kill each other out of revenge to honor fallen comrades, or rather victims of the war. As the characters in the Iliad lose their comrades to death, rage feelings flow through their veins pumping revenge plans in and out with every breath.</p> <p>The loss of a friend's love to death in this poem creates a sub-reason to continue the fighting. For example, the friendship between Achilles and his beloved comrade Patroclus demonstrates the two have a strong bond between them, which reaches beyond that of wartime relations. Patroclus and Achilles grew up together in Phthia and have a superior friendship. Achilles dealt with feeling of guilt at Patroclus' death, because it was Patroclus who went to war to fight in Achilles' armor and for Achilles. Therefore, Achilles</p>	<p>no way for him to travel there, so he is living in Amsterdam with his grandparents. On Sunday afternoon, Hello tells Anne that his grandmother did not approve of his association with such a young girl. He also says that he prefers Anne to his old girlfriend Ursula. Hello tells Anne that he will be free Wednesday evenings as well as parts of Saturdays and Sundays, since he used to go to meetings for a Zionist organization but decided not to attend them anymore. On Monday, he meets Anne's parents, then he and Anne go for a walk and do not return until after eight in the evening. Anne's father is furious, and she promises to return before eight in the future. Anne confesses that she is really in love with a boy named Peter, even though he is dating other girls, and that Hello is just a friend or a beau. Anne receives decent grades on</p>
--	--	---	---

	<p>Who is here so rude that would not be a Roman? If any, speak: for him have I offended.</p> <p>Who is here so vile that will not love his country? If any, speak: for him have I offended.</p> <p>I pause for a reply.</p>	<p>becomes enraged at the death of his friend Patroclus because he is losing a life long companion. This coupled with the tensions of the war and stimulants brought on through the Trojans ignites a fire in Achilles to lash out at the Trojans. Hector being the greatest Trojan in battle and also the murderer of Achilles friend Patroclus is the prime recipient for Achilles rage.</p> <p>To explain quickly how this comes about I must go back to before the death of Patroclus. Patroclus enters the battles out of concern for Achilles. Achilles is being a brat, and will not join the battle. Patroclus wears Achilles armor, and ventures out into the battle lines, but later is slain by Hector. While he is in battle, Patroclus fights very well. He is a strong warrior and aids the Achaeans in slowing down the Trojans from entering the ships. Patroclus inflicts death on many of the Trojan</p>	<p>her report card but adds that her parents do not care about grades as much as some of her friends' parents do. Anne's father explains that they will likely have to go into hiding soon, which is why they have been asking friends to store their belongings. He tells her that they will "leave of [their] own accord" instead of waiting for the Germans to take them and that Anne does not have to worry about it right away. She is greatly dismayed by her father's plans. Three days later, on Sunday afternoon, Anne's sister, Margot, tells her that their father had received a call-up notice from the SS, the elite Nazi guard. Later, alone in their room, Margot tells Anne that it was really herself, not Mr. Frank, who had been called up. The girls quickly start packing their things. The next day, they pile on as many layers of clothes as they can, since they cannot risk carrying</p>
--	--	--	--

		<p>men, thus allowing rage to fill within the Trojans, and Hector. A specific encounter is with Sarpedon. Patroclus is the man responsible for Sarpedon's demise. After the death of Sarpedon, Glaucus feels tremendous guilt and loss for his friend whom called to him during his last breath, "Glaucus, oh dear friend, dear fighter, soldier's soldier! Now is the time to prove yourself a spearman, a daring man of war". (Fagles, Robert. The Iliad. Book XVI Line82-85) Glaucus prays to Apollo to heal his injuries so that he may rally the Lycians and drive them to war in revenge for Sarpedon's lifeless body. (Fagles, Robert. The Iliad. Book XVI lines120) Apollo grants Glaucus this strength and Glaucus then races towards the Trojan lines. Upon arriving, Glaucus fills the empty ears of the Trojan's with the news of Sarpedon's death. The Trojan's feel tremendous grief at this loss. Sarpedon is Zeus'</p>	<p>suitcases. Margot leaves the house first, carrying a schoolbag full of books, and Anne follows later that evening. Eventually, the entire family arrives at their hiding place in Otto Frank's office building at 263 Prinsengracht. A secret annex was hidden upstairs from the office, behind a big gray door. Four people who work in the office are informed of the Franks' arrival. Margot is waiting for the rest of the family in the annex, which is stocked with dozens of cardboard boxes that had been sent over time. Anne and her father start unpacking the boxes as her mother and sister sleep. Anne writes that she did not have time until Wednesday to consider the "enormous change in [her] life," and that she finally had time to tell her diary about it and think about "what had happened to [her] and what was yet to happen."</p>
--	--	--	--

	<p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>	<p>son, and his death fuels and angry fire of revenge in the Trojans. For this reason Hector is given the stimulus to lash out and violently rip Patroclus' life from him; thus firing up Achilles to light up with rage and lash out at hector in revenge. (http://princessmar.hubpages.com/hub/Revenge-and-death-in-the-Illiad) Video clips from the film, TROY c. Patroclus' Death https://www.youtube.com/watch?v=0Cz7u8RPYKo d. Achilles' Revenge https://www.youtube.com/watch?v=80SsC_ZNbyI</p> <p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>	<p><i>The character expressed his feelings and thoughts about the conflict in the text by....</i></p>
--	---	---	---



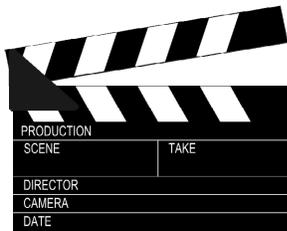
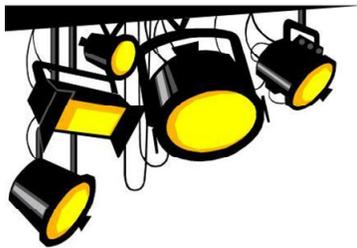
Process Questions to Answer:

1. Look at your answers in the essential question in the table above. What do all answers have in common?
2. Did all the characters show the same manner of resolving interpersonal conflicts? If yes, explain. If not, how did each character resolve and express their feelings and thoughts in dealing with the conflict? What did the differences of their manner show? Discuss and cite examples.

- Since there are different ways of resolving interpersonal conflicts, how would you know that you are effective in responding to a situation? What determines the effectiveness of such manner? Complete the following statements and support your answer with examples from the above texts and videos.

The best way to express one’s thoughts and feelings about a conflict situation...
Supporting reasons and examples:

ACTIVITY 24. LIGHTS, CAMERA, ACTION!



In the next activity, you will watch a video presentation of a person delivering a speech. Observe intently and evaluate his/her performance by looking into the details of the presentation and the message conveyed. Be able to use the skills you learned previously to assess his or her performance.

Click the link here to watch the video:

<https://www.youtube.com/watch?v=H3ddtbeduoo>

TRY DOING IT YOURSELF!

Read the argumentative essay you posted in www.idebate.org to a partner who will then give comments of your essay and the way you deliver it. Use the rubric below to evaluate your peer’s performance. Post the video of your delivery and the critiquing part of your partner in www.youtube.com.

RUBRIC

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Content (40%)	The presentation focused on one or two major issues and	The presentation focused on one or two major issues, and	The presentation focused on more	The presentation was unclear and did not explain any of the

	described those issues thoroughly.	explained them clearly.	than two issues but did not fully explain them.	issues thoroughly
Delivery (30%)	The speaker spoke in a loud, clear voice and was expressive. Uses variance in pitch, rate, and volume to appropriately and engagingly convey their meaning throughout. Exhibits confidence and mastery.	The speaker was loud and clear. Uses variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control.	The speaker was hard to hear at times and was not expressive. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	The speaker could not be heard and understood.
Effectiveness (30%)	The presentation was exciting and insightful and informative. It convinced the audience which led to the resolution of conflicts	The presentation was adequately informative. It convinced the audience to resolve conflicts.	The presentation was not informative. It was not convincing	The presentation is dull and erroneous in many parts.
SCORE				



Process Questions to Answer:

1. How did the person deliver his speech?
2. Did you understand his position? Explain
3. Were you convinced by his stand on the issue?
4. What makes an effective speech delivery?

ACTIVITY 25. REVISITING THE I-R-F CHART

Given below is an I-R-F sheet. Fill in the second row with your answer to the question presented and observe if there are changes compared to your initial response.

How does one express his or her perspective in resolving interpersonal conflicts?
Initial Response:
Revised Response:
Final Response:

ACTIVITY 26. CHECKLIST OF COMPETENCIES

Before you proceed to the next level of this lesson, it is always necessary to pause once in a while and check how far you have gone in this module. Below is a checklist of all the competencies that you have undergone and identify the level of each competency based on how you learned them in the previous activities. Be able to honestly assess yourself so that you can identify areas to improve for the next activity.

Put a check mark on what is applied to you.

Competencies	I learned much on this	I still need to learn more on this	I have not learned any on this
Read closely to get explicitly and implicitly stated information			
Employ analytical listening in problem solving			
Use previous experiences as scaffold to the message conveyed by a material viewed			
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose			
Give technical and operational definitions			
Evaluate literature as a vehicle in expressing and resolving conflicts between and among individuals or groups			

Formulate claims of fact, policy, and value			
Use patterns and techniques of developing an argumentative claim			
Employ appropriate pitch, stress, junction, intonation, etc.			
Observe correct stance, eye contact and proper stage behavior as deemed necessary			
Make and deliver impromptu and extemporaneous speeches with ease and confidence			
Use words and expressions that affirm or negate			

SAVE



End of DEEPEN:

In this section, the discussion was about how to apply your basic skills in delivering speeches. You noticed that speeches vary in terms of their structure, composition/elements and purpose.

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

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


BACK

NEXT




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. TED TALKS

In support to your previous activities in this lesson, try doing the next activity and apply all the knowledge and skills you learned about delivering an impromptu and extemporaneous speeches. You are given a situation below to respond to and read the instruction carefully so that you will get what is asked for. Post your written output in your blog and share the link in www.tumblr.com. Likewise, post the video of yourself delivering the speech to www.youtube.com.

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 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. The writer of the best argumentative essay will be given an opportunity to deliver his speech through a video presentation and present it in Ted Talks. The argumentative essay needs to be persuasive, effective and credible. Your argumentative speech delivery must be proficient, engaging and insightful.



Process Questions to Answer:

1. How did your performance improve compared to the speeches you delivered previously?
2. If you were to rate your performance, what rating would you give yourself? Justify your rating.

ACTIVITY 28. CONCEPT MAP

You are almost done with the module. Try to review what you have been through in learning the concepts of argumentative speeches like impromptu and extemporaneous. Summarize everything you learned through a concept map and connect one concept to another. Label your concepts appropriately to show the flow of your presentation. Post your work in www.voki.com.



ACTIVITY 29. CONFLICT MANAGEMENT 101

Choose any of the following tasks below by responding to what it calls for. Use the rubric as your guide in making your own performance.

TRANSFER TASK SCENARIO GOAL: Use knowledge on argumentation to solve these.			
ROLE 1 Guidance Counselor	ROLE 2 Barangay Captain	ROLE 3 Labor Management Council (LMC)	ROLE 4 Peace advocate
AUDIENCE Students	AUDIENCE Barangay captain, complainant and respondent	AUDIENCE Labor members and management of a company	AUDIENCE Lawmakers of the nation
SITUATION You are a guidance counsellor. A student reported a bullying incident that his classmates make fun of his physical	SITUATION You are the captain in your barangay and you received a letter of complaint from one of your people named, Mr. Rodrigo	SITUATION You are the head of the Labor Mangement Council of DOLE. The board of a manufacturing company is in conflict with the	SITUATION Fraternity hazing is a problem that has escalated over the recent years. However, to date, there is no law that has teeth to eliminate,

<p>appearance. Use your knowledge on argumentation to solve the conflict.</p>	<p>Patag regarding his neighbor who violently accused him of trespassing. In order to have a fair investigation, you summoned the two parties in the barangay hall for an informal hearing as the procedure suggests. With this, you are challenged to use your knowledge on conflict management to suggest better solutions to resolve the aforementioned problem. Hence, you can do the following options to discuss the issue with them.</p>	<p>labor members of their company. The labor union is requesting for better health insurance and the board turned down the request. Use what you know about argumentation and how to solve these.</p>	<p>if not eradicate this problem. You are a peace advocate who wishes to bring this urgent matter to the attention of our lawmakers. Use your knowledge about conflict resolution to offer concrete measures to address this pressing problem.</p>
<p>PRODUCT 1 Craft a step-by-step procedure to discuss objectively with the council issues on bullying. Using your knowledge in argumentation, do an oral presentation of your recommendation. Demonstrate skills on active listening and constructive feedback.</p>	<p>PRODUCT 2 Deliver an informal impromptu speech informing them about the consequences of their actions and decisions. Use your knowledge in resolving interpersonal conflicts.</p>	<p>PRODUCT 3 Role-play how you would facilitate dialogue between the parties to allow them to express their sentiments. Use your knowledge in argumentation.</p>	<p>PRODUCT 4 Make a privilege speech that you are to deliver in congress bringing the matter of fraternity hazing to their immediate attention and offering possible solutions to resolve the problem. Use your knowledge in argumentation.</p>

STANDARDS
Your performance will be rated based on content, delivery and effectiveness.

RUBRIC

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Content (40%)	The presentation focused on one or two major issues and described those issues thoroughly.	The presentation focused on one or two major issues, and explained them clearly.	The presentation focused on more than two issues but did not fully explain them.	The presentation was unclear and did not explain any of the issues thoroughly
Delivery 30%)	The speaker spoke in a commanding, clear voice and was expressive. Uses variance in pitch, rate, and volume to appropriately convey their meaning throughout. Exhibits practiced purposeful control.	The speaker was loud and clear. Uses much variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control.	The speaker was hard to hear at times and was not expressive. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	I could not hear or understand the speaker. Speaker talks in a monotone or a voice that is clearly uncontrolled.
Effectiveness (30%)	The presentation was exciting and insightful and informative. It convinced the audience which led to	The presentation was adequately informative. It convinced the audience to resolve conflicts.	The presentation lacked necessary information to convince the audience.	The presentation is dull and erroneous in many parts.

	the resolution of conflicts			
SCORE				

ACTIVITY 30. FINALIZING THE I-R-F CHART

Given below is an I-R-F sheet. Fill in the third row with your answer to the question presented and observe if there are changes compared to your revised response.

How does one express his or her perspective in resolving interpersonal conflicts?
Initial Response:
Revised Response:
Final Response:

ACTIVITY 31. CHECKLIST OF COMPETENCIES

Before you finally end this lesson, it is just right to pause and check how much you have learned in this module. Below is a checklist of all the competencies that you have undergone. Identify the level of each competency based on how you learned them in the previous activities. Be able to honestly assess yourself so that you can identify areas to improve for the next activity.

Put a check mark on what is applied to you.

Competencies	I learned much on this	I still need to learn more on this	I have not learned any on this
Read closely to get explicitly and implicitly stated information.			
Employ analytical listening in problem solving.			
Use previous experiences as scaffold to the message conveyed by a material viewed.			
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose.			
Give technical and operational definitions.			
Evaluate literature as a vehicle in expressing and resolving conflicts between and among individuals or groups.			
Formulate claims of fact, policy, and value.			
Use patterns and techniques of developing an argumentative claim.			
Employ appropriate pitch, stress, junction, intonation, etc.			

Observe correct stance, eye contact and proper stage behavior as deemed necessary			
Make and deliver impromptu and extemporaneous speeches with ease and confidence			
Use words and expressions that affirm or negate.			

ACTIVITY 32. LEARNING LOG

In this activity, you will fill-out a learning log chart to summarize the things you learned in this module. Be able to honestly assess yourself by going back to your online notebook in <http://notes.io/>.

How did you do in the activities? Fill in the organizer below and post a screenshot on www.pinterest.com

I should give importance to _____ because.....



I must develop my skills in _____ because.....

This lesson has taught me.....



End of TRANSFER:

In this section, your task was to manage a conflict based on the real situations given. You were able to summarize your learning and apply the necessary skills in delivering an impromptu or extemporaneous speech to resolve interpersonal conflicts.

Thus in doing so, how did you find the performance task? How did the task help you see the real world use of the topic?

Finally, you have completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment.

POST-ASSESSMENT:

It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.

(A) 1. Which of the following does not describe a main argument of an argumentative essay?

- a. It puts forth your arguments.
- b. It requires complete ground up arguments.
- c. It includes potential objections.
- d. It establishes your position.

(A) 2. Which part of the argumentative essay provides the fuller history of the issue?

- a. Thesis statement
- b. Background information
- c. Counter arguments
- d. Main arguments

(A) 3. Read the following poem, "A Birthday" by Christina Rossetti and answer the question below:

My heart is like a singing bird Whose nest is a weathered shoot; My heart is like an apple-tree whose boughs are bent with thick-set fruit; My heart is like a rainbow shell that paddles in a halcyon [peaceful] sea; My heart is gladder than all these because my love is come to me.

What mood do the details of the poem convey? (Look specifically at the three things the speaker compares her heart to.)

- a. sorrow
- b. happiness
- c. excitement
- d. nervousness

(A) 4. What does the given graph tell about bullying?



- a. Majority of the people have witnessed bullying.

- b. Majority of the people have not witnessed bullying.
- c. Majority of the people are not sure if what they witnessed was bullying.
- d. Majority of bullying was witnessed by few people.

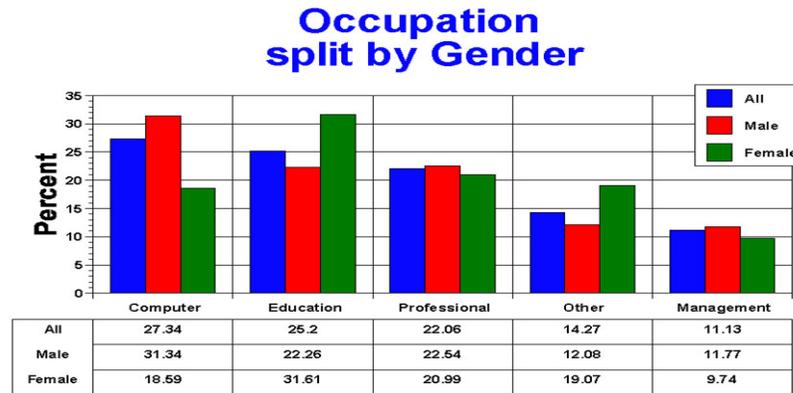
I will try to give the reader of this article some idea of the real nature of Gothic architecture, not just of Venice, but of universal Gothic. One of the most interesting parts of our study will be to find out how far Venetian architecture went in achieving the perfect type of Gothic, and how far it fell short of it.

- (A) 5. The author's purpose is to
- a. explain the importance of Gothic architecture.
 - b. describe Venetian architecture.
 - c. show how Venetian architecture is different from Gothic architecture.
 - d. show the nature of Gothic architecture.

(A) 6. "The rise of online gambling on the internet since the 1990s has made government control much harder. In some countries like the USA (with the exception of New Jersey), online gambling is against the law. But in many states online gambling is now legal. And companies can set up in any country where online gambling is allowed, and offer a service to internet users all over the world. So gamblers seeking fewer rules, new games, or better odds have gone online in their millions. In the UK alone online gambling is a £2billion industry. Many people who never bet on a race or visited a casino now gamble online. All of this new activity worries campaigners against gambling, as well as governments who feel that their control is being lost. Based on the passage, which of the following questions best represents its affirmative motion?

- a. Should online gambling be made illegal?
- b. Should online gambling be prioritized?
- c. Should online gambling be developed?
- d. Should online gambling be accepted?

(A) 7. Below is a graph showing the percentage occupation split by gender. Which of the following claims of fact is fairly acceptable based on the graph?



Source: GVU's Sixth WWW User Survey™ (Conducted October 1996)
 <URL: http://www.cc.gatech.edu/gvu/user_surveys/>
 Copyright 1996 GTRC - ALL RIGHTS RESERVED
 Contact: www-survey@cc.gatech.edu

- There was a slight increase in the percentage of users in Management category.
- More than half of those age 19-25 are in Education.
- Those aged 26-50 are more likely to be in Computer fields than any other.
- Women are only half as likely as men to be in Computer related fields, but are equally likely to be in Management or Professional positions.

(A) 8. Which of the following pictures explicitly shows biases and prejudices?

a.



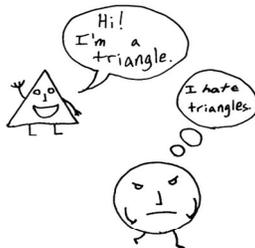
b.



c.



d.



(Odysseus, in his tale:) *"Dear friends, surely we are not unlearned in evils. This is no greater evil now than it was when the Cyclops had us cooped in his hollow cave by force and violence, but even there, by my courage and counsel and my intelligence, we escaped away. I think that all this will be remembered someday too. Then do as I say, let us all be won over."* (12.208-213)

- (M) 9. What does Odyssey mean by his words?
- They cannot overcome the difficulty
 - He believes in their capability to overcome difficulty.
 - They will be defeated by the difficulty.
 - The difficulty is stopping them from succeeding.

Penelope:

Listen to me you suitors, who persist in abusing the hospitality of this house because its owner has been long absent, and without other pretext than that you want to marry me; this, then, being the prize that you are contending for, I will bring out the mighty bow of Odysseus... and quit this house of my lawful husband, so goodly, and so abounding in wealth.

- (M) 10. What kind of attitude did Penelope show when she said these words.
- She is weak.
 - She is dependent on Odysseus.
 - She is unafraid.
 - She is rich.

(M) 11. Which line from the excerpt of Odyssey tells you that Penelope did not lose her loyalty to her husband?

- a. Listen to me you suitors, who persist in abusing the hospitality of this house
- b. Its owner has been long absent, and without other pretext than that you want to marry me
- c. I will bring out the mighty bow of Odysseus
- d. And quit this house of my lawful husband, so goodly, and so abounding in wealth.

(M) 12. Which of the following excerpts from the story, “To Kill a Mockingbird” by Harper Lee best resolves a conflict based on the person’s perspective?

- a. Atticus puts a stop to their antics, urging the children to try to see life from another person’s perspective before making judgments. But, on Dill’s last night in Maycomb for the summer, the three sneak onto the Radley property, where Nathan Radley shoots at them. Jem loses his pants in the ensuing escape. When he returns for them, he finds them mended and hung over the fence.
- b. To the consternation of Maycomb’s racist white community, Atticus agrees to defend a black man named Tom Robinson, who has been accused of raping a white woman. Because of Atticus’s decision, Jem and Scout are subjected to abuse from other children, even when they celebrate Christmas at the family compound on Finch’s Landing. Calpurnia, the Finches’ black cook, takes them to the local black church, where the warm and close-knit community largely embraces the children.
- c. Scout feels as though she can finally imagine what life is like for Boo. He has become a human being to her at last. With this realization, Scout embraces her father’s advice to practice sympathy and understanding and demonstrates that her experiences with hatred and prejudice will not sully her faith in human goodness.
- d. Yet, despite the significant evidence pointing to Tom’s innocence, the all-white jury convicts him. The innocent Tom later tries to escape from prison and is shot to death. In the aftermath of the trial, Jem’s faith in justice is badly shaken, and he lapses into despondency and doubt.

(M) 13. Based on the choices above, which of the following best explains the concept of an argumentation?

- a. Atticus Finch goes up against the racist society in which he lives. He has the courage to defend a black man.
- b. Yet, despite the significant evidence pointing to Tom's innocence, the all-white jury convicts him.
- c. Atticus puts a stop to their antics, urging the children to try to see life from another person's perspective before making judgments.
- d. Jem's faith in justice is badly shaken, and he lapses into despondency and doubt.

(M) 14. Which of the following truths reveal the concept of conflicts?

- a. A conflict is more than just a disagreement.
- b. Conflicts continue to fester when ignored.
- c. We respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts.
- d. Conflicts trigger strong emotions.

(T) 15. 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. If you were invited to write, what kind of essay would you submit in their websites?

- a. Persuasive essay
- b. Informative essay
- c. Expository essay
- d. Descriptive essay.

(T) 16. What is expected in the content of your persuasive essay?

- a. It should focus on one or two major issues.
- b. It should only give main arguments.
- c. It should directly discuss the arguments.
- d. It should explain the arguments thoroughly.

(T) 17. How does one evaluate the effectiveness of a persuasive speech?

- a. It is effective if it is informative.
- b. It is effective if the audience will be convinced.
- c. It is effective if it is exciting.
- d. It is effective if it is long.

(T) 18. The writer of the best argumentative essay will be given an opportunity to deliver his or her speech in Ted Talks. How will you catch the attention of your listeners?

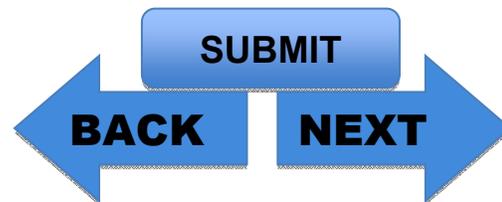
- a. Make your voice loud.
- b. Use appropriate stance and behavior.
- c. Use many gestures.
- d. Vary your volume, projection, pitch, stress, intonation, juncture, and speech rate.

(T) 19. You are to deliver an argumentative speech to help the youth realize and strengthen their idea on climate change. What would be the first thing you should do?

- a. Research on issues about climate change
- b. Think of a good title
- c. Write a draft
- d. Practice

(T) 20. How will you convince others that what you are saying is true?

- a. Use humorous words
- b. Support your opinion with facts
- c. Be strong about your opinion
- d. Say it in a pleasing manner



GLOSSARY

Argument. A discussion in which people express different opinions about something

Assessment. The act of making a judgment about something: the act of assessing something

Banquet. A group of flowers that are picked and often tied together

Colloquia/colloquium. A usually academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to them

Conflagration. A large destructive fire

Conflict. Strong disagreement between people, groups, etc., that results in often angry argument

Convention. A large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group

Descend. To go down: to go or move from a higher to a lower place or level

Discrimination. The practice of unfairly treating a person or group of people differently from other people or groups of people

Ensnue. To come at a later time: to happen as a result

Eradicate. To remove (something) completely: to eliminate or destroy (something harmful)

Extemporaneous. Composed, performed, or uttered on the spur of the moment: carefully prepared but delivered without notes or text

Fortification. The act of building military defenses to protect a place against attack: the act of fortifying something

Gauge. Something that can be used to measure or judge something else

Ghetto. A part of a city in which members of a particular group or race live usually in poor conditions

Impromptu. Not prepared ahead of time: made or done without preparation

Inference. The act or process of reaching a conclusion about something from known facts or evidence

Interpersonal. Relating to or involving relations between people : existing or happening between people

Juncture. The manner of transition or mode of relationship between two consecutive sounds in speech

Mischief. Behavior or activity that is annoying but that is not meant to cause serious harm or damage

Nullification. The action of a state impeding or attempting to prevent the operation and enforcement within its territory of a law of the United States

Parliamentary. Of, based on, or having the characteristics of parliamentary government

Perspective. The capacity to view things in their true relations or relative importance

Phonetic. Using a system of written symbols that represent speech sounds in a way that is very close to how they actually sound

Predicament. A difficult or unpleasant situation

Racism. Poor treatment of or violence against people because of their race

Resolution. The act of finding an answer or solution to a conflict, problem, etc.: the act of resolving something

Scribble. To write (something) quickly and in a way that makes it difficult to read

Speech. A spoken expression of ideas, opinions, etc., that is made by someone who is speaking in front of a group of people

Substantiate. To prove the truth of (something)

Swelter. To be very hot and uncomfortable

Syntax. The way in which words are put together to form phrases, clauses, or sentences

Valor. Strength of mind or spirit that enables a person to encounter danger with firmness: personal bravery

Vigor. Active bodily or mental strength or force

REFERENCES

Argumentative essay explanation

http://www.ehow.com/info_12064227_five-parts-argumentative-essay.html

Audio of Martin Luther's speech, I have a Dream

<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

Background of Aphrodite

<http://ancienthistory.about.com/cs/grecomanmyth1/p/Aphrodite.htm>

Background of Athena

<http://www.theoi.com/Olympios/Athena.htm>

Background of Hera

<http://www.greekmythology.com/Olympians/Hera/hera.html>

Background of Zeus

<http://www.greekmythology.com/Olympians/Zeus/zeus.html>

Delivery of an impromptu speech output

www.youtube.com

Ellen DeGeneres interviewing President Obama

<http://www.youtube.com/watch?v=8WmtUzftpS0>

Excerpt of the movie, The King's Speech

<http://www.youtube.com/watch?v=6fY3BOcjAnw>

Extemporaneous speech output

www.youtube.com

Impromptu speech output delivery

<http://www.youtube.com>

Let's hear what mama has to say

http://www.youtube.com/watch?v=_ZpDnXYIFjo

Meaning of terms in glossary

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

Miriam Santiago's privilege speech

<https://www.youtube.com/watch?v=EP14IsofIbU>

Online notebook

<http://notes.io/>

Quiz on impromptu speech

<http://www.ncsu.edu/project/parkprgrd/PSTrainingModules/public%20speaking/pubfsq.htm>

Quiz on extemporaneous speech

http://higher.ed.mheducation.com/sites/0073385174/student_view0/chapter12/multiple_choice_quiz.html

Sample charts and diagrams

www.google.com/images

Sample comic strip output

www.pinterest.com

Sample delivery of an impromptu speech in TedTalks

<https://www.youtube.com/watch?v=H3ddtbeduoo>

Sample Mo, Show Mo

www.youtube.com

Sample speech entitled, Brutus

<http://poemsandquotes2.blogspot.com/2012/02/defense-of-brutus-by-william.html>

Sample speech in Stop & Dare

www.idebate.org

Sample text of the speech, I have a Dream

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

Sample video extemporaneous speech

<http://www.youtube.com/watch?v=Zn6yKoj5CRA>

Speech written output

www.tumblr.com

Summary of Anne Frank's Diary

<http://www.sparknotes.com/lit/annefrank/section2.rhtml>

Ten Commandments in speaking extemporaneously

<https://debate.uvm.edu/NFL/rostrumlib/EbelingMar99.pdf>

The mythological background of Iliad

<https://sites.google.com/site/sirrheyananong/assignments>

Video clip of Achilles' Revenge

http://www.youtube.com/watch?v=80SsC_ZNbyI

Video clip of the film, 300

<http://www.youtube.com/watch?v=Qsma7OGcp6A>

Video of Senator "Jinggoy" Estrada's speech

<http://www.youtube.com/watch?v=OM0jAw0n1zg>

Video presentation of an impromptu speech sample

<http://www.youtube.com/watch?v=GefKPy5YYHI>

Web 2.0 discussion board

<http://www.gliffy.com/>

Web 2.0 sample posted video of extemporaneous speech

www.voki.com

Y Speak pictures

www.google.com/images