

LEARNING MODULE

English

G8 | Q1

Audacity in Rising Above Challenge



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.

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ENGLISH 8

Module 1: Audacity in Rising above Challenges

☑ INTRODUCTION AND FOCUS QUESTIONS:

What would you do if you won a trip to Africa? How would you feel? Would you be excited or afraid? How will you prepare? How will you try to better understand Africa and its people before you actually get to meet them?

In this module, you will find out more about Africans and how their literary pieces show the kind of people they are. Remember to search for the answer to the following questions:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

☑ LESSONS AND COVERAGE:

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

Lesson 1 – The Unknown Side of Africans

Historical Background of African Literature
Derivation of Words
Writer's Devices
Text types
Writing Interactive Blogs

Lesson 2 – Africans and the Modern World

Context Clues
African Prose and Poetry
Parallel Structures and Cohesive Devices
Informative Texts about Africa
Writing and Delivering an Informative Speech

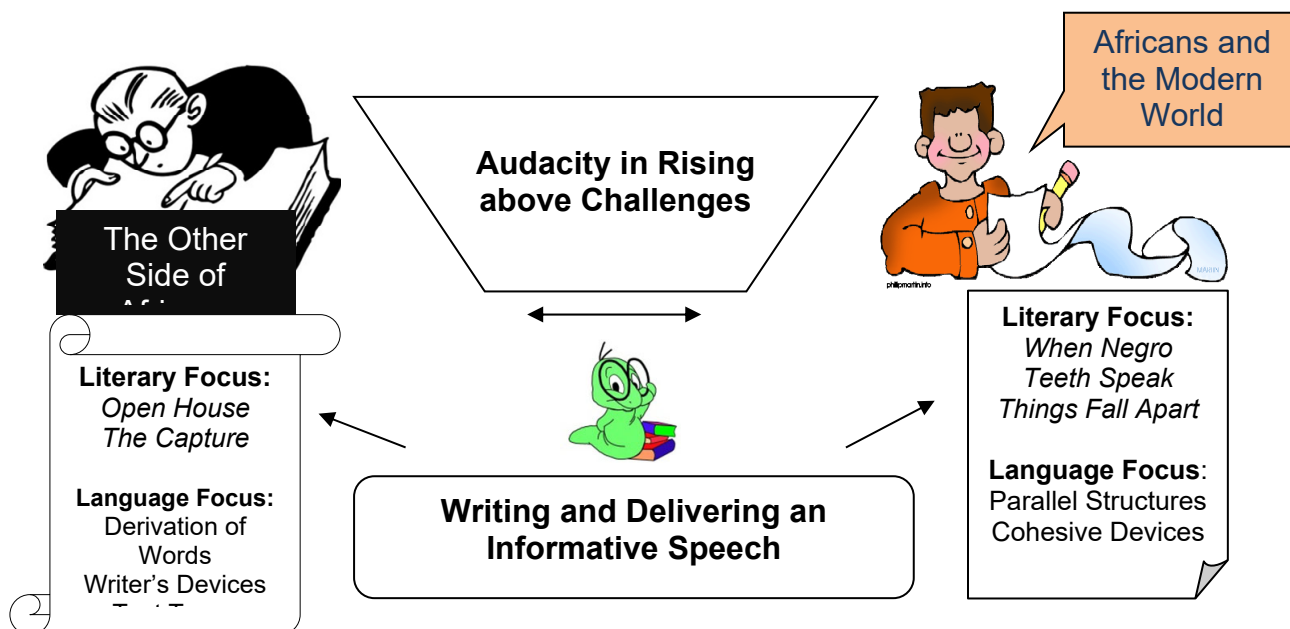
In these lessons, you will learn the following:

<i>Lesson 1</i>	<ul style="list-style-type: none"> • Gather information about Africa and its literature • Write interactive blogs
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Lesson 2	<ul style="list-style-type: none"> Analyze African prose and poetry samples to characterize the Africans and how they respond to challenges in the modern world Write and deliver an informative speech
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✓ MODULE MAP:

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



✓ EXPECTED SKILLS:

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

LESSON 1:

1. Use syntactic, lexical, and context clues to supply items not listened to
2. Use appropriate strategies in unlocking the meaning of unfamiliar words
3. Identify derivation of words
4. Scan for logical connectors to determine the text type.
5. Skim to determine key ideas.
6. Express appreciation for worthwhile African traditions and the values they present
7. Organize information from a material viewed.
8. Describe the notable literary genres contributed by African writers.

LESSON 2:

1. Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose.

2. Use context clues from the material viewed to determine the meaning of unfamiliar words or expressions.
3. Generate ideas and their relationships.
4. React to the devices employed by a writer to achieve his/her purpose
5. Present ideas using a variety of graphic organizers.
6. Arrange notes in one-step word, phrase, and sentence outline forms.
7. Explain how the elements specific to a genre contribute to the theme of a particular literary selection.
8. Assess the African identity as presented in African Literature and related informative texts
9. Appreciate literature as a means of understanding the human being and the forces he/she needs to contend with.
10. Use parallel structures.
11. Use appropriate cohesive devices in composing an informative speech.
12. Deliver a self-composed informative speech.

LESSON 1: The Unknown Side of Africans

PRE-ASSESSMENT:

Let's find out how much you already know about this lesson. 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.

1. In the sentence, "The man who came to see the show that was held in the stadium is a director of movies," the principal clause is
 - a. The man is a director of movies
 - b. Who came to see the show
 - c. That was held in the stadium
 - d. The man who came to see the show
2. Which of the following require you only to listen?
 - a. Close the window.
 - b. Will you close the window?
 - c. I want you to close the window.
 - d. They closed the window.
3. What is the root word of, *ambidextrous* which means able to use both hands equally?
 - a. Ambi
 - b. Bid
 - c. Dext

- d. Trous
4. What makes the answer in number 1 a principal clause?
 - a. It does not describe anything.
 - b. It has a complete thought
 - c. It has a subject and a verb
 - d. It describes the subject.
 5. Based from this comic strip, why do you think Rodney was crying?



- a. He misunderstood the girl.
 - b. He was crying for joy.
 - c. He was afraid.
 - d. He was angry.
6. What supports the answer of the question above?
 - a. the dialogue of the girl
 - b. the facial expression
 - c. the place where they talked
 - d. the position of their body
7. Which of the following is correct?
 - a. This year I believe will be the best year yet.
 - b. This year, I believe will be the best year yet.
 - c. This year, I believe, will be the best year yet.
 - d. This year, I believe will be, the best year yet.
8. Which of the following is different?
 - a. The man, the boy, and the dog were happy and united.
 - b. The man, the boy and the dog were happy and a family.
 - c. The man, the boy and the dog were free and playful.
 - d. The man, the boy and the dog were happy and satisfied.
9. *And so Luetsi had to lie there for hours, beneath the dead leopard. In the distance, she could hear the roaring of the leopardess, looking for its dead*

mate. The jungle was full of threatening voices. At last, she began to imagine that the leopard on top of her was moving, as if it had come to life again. But still she did not budge from the spot, so keen was she to find out how her husband would behave. (an excerpt from The Leopard, a folklore from Africa) What characteristic of Africans is revealed in the excerpt?

- a. They are courageous.
- b. They want to test their strength.
- c. They are deceptive.
- d. They love animals.

10. The answer above is evident because
- a. It was a dangerous situation.
 - b. The character had a purpose
 - c. The animal was dead
 - d. The character lied beneath the animal

11. *Ki, the pygmy, has married a Pygmy girl from another village. The girl was called Luetsi and she became Ki's wife. With them lived Ntio, Ki's brother. After a year, Luetsi wished to visit her mother, as was the custom. Ki agreed and gave Luetsi a big piece of meat to take to her mother. As a big hunt was imminent, Ki could not go with his wife, but he promised to fetch her from her mother's house in four weeks' time. Now it happened that Ki was bitten in the foot by a snake and he could not walk. So he asked his brother to fetch his wife. Ntio did not want to go and said, "In a few days time you will be able to walk again. It is better for you to fetch your wife yourself."*
"No," said Ki. "It is better not to leave Luetsi in uncertainty. She would not wait for me but would start the journey home alone. Fetch her home for me, and I'll give you my best bow." (an excerpt from The Leopard, a folklore form Central Africa)

Which of the following does the excerpt imply?

- a. Africans are wild people.
- b. Africans are not afraid of snakes.
- c. Africans are caring people.
- d. Africans are careless.

12. What action supports the answer of the question above?
- a. Ki being bitten by a snake
 - b. Ntio fetching Ki's wife
 - c. Luetsi visiting her mother
 - d. Ki asking his brother to fetch his wife

13. What did Nelson Mandela mean by his statement?
 - a. He is happy to be free.
 - b. He will always be a prisoner.
 - c. He remembers his hatred.
 - d. He forgave those who imprisoned him.
14. What does Nelson Mandela show about Africans?
 - a. They are peace loving people.
 - b. They hold grudges against oppressors.
 - c. They are easily convicted.
 - d. They are innocent.
15. You recently attended a Youth Summit on Culture and the Arts where you learned that literary pieces are good sources of information about other people's culture. You wish to share what you have learned from the convention with the young people of this generation who are exposed to social networking where they communicate with people from other countries. What would be the best medium to use to send your message to these techno teens?
 - a. Magazine
 - b. Blog
 - c. Newspaper
 - d. Book
16. Why is the answer above the best medium?
 - a. The audience is fond of technology
 - b. The goal demands that
 - c. The medium can be produced into many copies.
 - d. The situation is a formal event.
17. How will you catch the attention of the audience?
 - a. Make the graphics appealing.
 - b. Make sure there are no grammatical errors.
 - c. Give interesting comments.
 - d. Arrange the text in a unique way.
18. How will you be able to effectively convey your message?
 - a. Use unusual words
 - b. Give examples
 - c. Be brief
 - d. Add humor
19. Being a student, what is the best thing to do to better understand the Africans?



- a. Watch the news
 - b. Read African stories
 - c. Ask your parents
 - d. Go to Africa
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



EXPLORE

Let's begin by having a short trip. Are you ready? But before we go, remember to be very observant as we go through the short trip. Try to think about these questions:

1. **What does it reveal about African character?**
2. **How do Africans respond to the challenges of modernity as revealed in the video?**

ACTIVITY 1. Impressions Check

Now, click to this link then think of what the video shows about Africa and its people.

<http://www.youtube.com/watch?v=n2s5ev0i8tM>

Video shows images of Africa and its people. It was published on Aug. 4, 2012.

As you watch the video, think about the kind of character the Africans possess. Think what each scene reveal about their attitudes. Express your thoughts by doing the next activity.

ACTIVITY 2. Anticipation/ Reaction Guide

DESCRIPTION: How did you find the short trip? Was it fun? How much have you learned from it? Now, read the given statements in the table and write AGREE or DISAGREE in the column before the statements. Defend your answer.

PROCESS QUESTIONS:

1. Which of the following statements do you believe to be true?

2. Why do say that these statements are true?

3. Why do you think these are not true?

Agree or Disagree	Statements	Realizations
	1. Africans are violent people.	
	2. Africans are uneducated.	
	3. Africans are easily deceived.	
	4. Africans do not have a rich culture.	
	5. Africans do not adapt to changes.	

When you are done, share your work with your peers. Be with 2 other peers and do the 3-step interview. One will be the interviewer, one will be the interviewee, and one will be the recorder to take down notes. After a while, rotate roles until each of you has portrayed each role. Find out how many have the same answers as yours.

What have you learned after the sharing? You can use these as you go on to do the next activity.

ACTIVITY 3. Beliefs Inventory

DESCRIPTION: You have surely discovered a lot about what others think too. Now, make an inventory of beliefs based from what you have shared as you discussed the answers to activity 1.

PROCESS QUESTIONS:

1. What do my peers believe about Africa and its people?
2. How many share the same beliefs?
3. Why do they believe in such?
4. What can I conclude?
5. How do I know that my conclusion is right?
6. How can I find out?

End of EXPLORE:

You just tried finding out what you and others think of the Africans. Let's now find out who they really are by doing the next part. What you learn in the next sections will also enable you to do the final project which involves creating a blog that will show what Africa is and who the Africans are.



FIRM-UP

Your goal in this section is to learn and understand key concepts. As we go through this module think of the following questions:

1. What does it reveal about the African character?
2. How do Africans respond to the challenges of modernity as revealed in the video?

ACTIVITY 4. Vocabulary Game

DESCRIPTION: Before we read about Africans, let us learn how to unlock meanings of unfamiliar words by doing an online game.

Click to these links and learn more...

<http://www.vocabulary.co.il/context-and-definitions/middle-school/call-of-the-wild-context-match/>

The site contains a game where you match the correct word to use in the sentence.

<http://www.vocabulary.co.il/root-words/middle-school/dividing-the-root-words/>

The site contains a game where you divide the word into different parts to get the root word

<http://www.vocabulary.co.il/root-words/intermediate/root-word-meaning-match/>

The site has a game where you match the root word with its meaning.

How was the game? Did you do well? Great! You can answer these questions. Type your answer in the box.

PROCESS QUESTIONS:

1. *How did you identify the correct pair of word and meaning?*

2. *What helped you get the right answers?*

3. *How did you divide the words?*

4. Try dividing the some words in three letters, what happens? What does this imply?

If you got more correct answers in the game, congratulations! You have just mastered a skill in reading! To know more of this skill, click to these links and explore!

<http://www.brighthubeducation.com/esl-lesson-plans/59338-word-back-formation-list/>

The site gives an explanation of word formation: derivation and back - formation

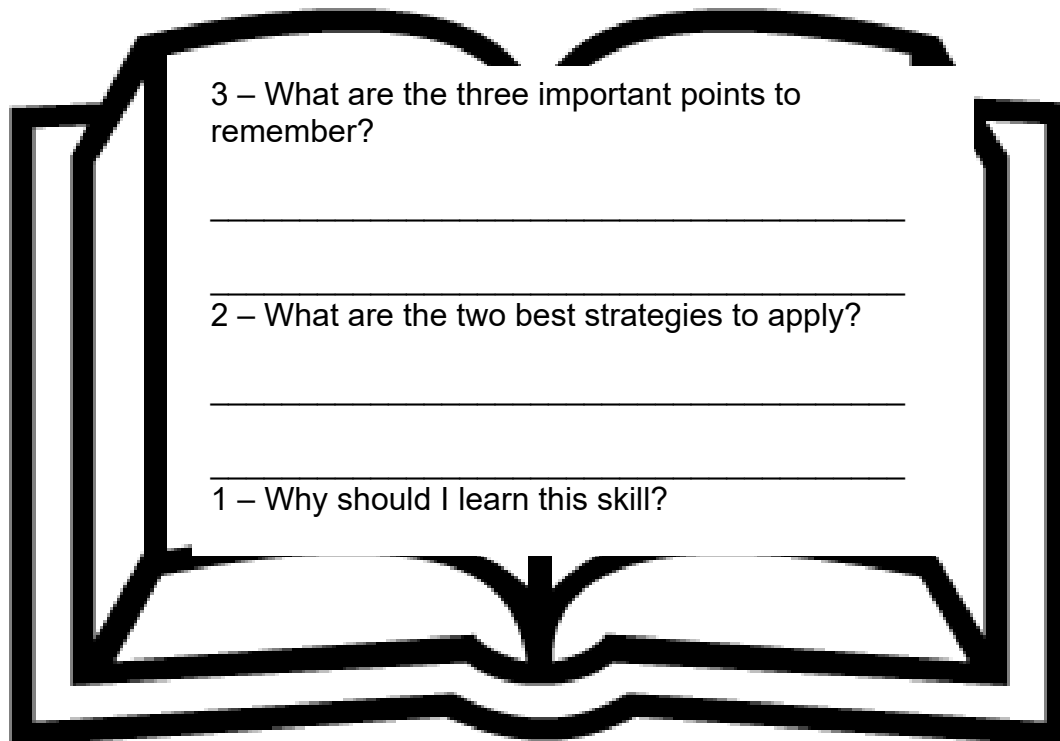
http://www.yourdictionary.com/library/ling008_b1.html

The site will let you exercise how to derive words.

ACTIVITY 5. : 3-2-1

DESCRIPTION: Summarize what you have learned in the previous activity by supplying the missing details.

PROCESS QUESTIONS:



3 – What are the three important points to remember?

2 – What are the two best strategies to apply?

1 – Why should I learn this skill?

Remember, context clues help you better understand words and the idea presented by the writer. When the dictionary is out of reach, analyzing words within its context and structure will greatly help in your reading.

Give yourself a vocabulary badge and get ready for the next activity.

ACTIVITY 6. Reading Time!

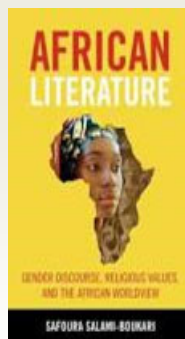
DESCRIPTION: Here is a text about African Literature. There is also a link that will lead you to additional information about African Literature. Remember to apply the skill you learned from the previous activity. Read and reflect so that you can answer the questions that follow.

PROCESS QUESTIONS:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

African Literature

Literature that has been written for or by the African people is called African literature. Their literature, often oral in nature, may be in prose or in poetry. Storytellers in Africa often tell stories using the call-and-response technique. This is because an African storyteller would expect his/her audience to give responses or comments. Poetry is often sung or recited in a sing-song voice.



Poetry types include the narrative epic, occupational verse, ritual verse, and praise poems to rulers or other prominent people. The "praise" singers, bards sometimes known as "griots," tell their stories with a musical background. Also recited but most often sung, are love songs, work songs, children's song, epigrams, and riddles.

English Communication Arts and Skills Through Afro-Asian Literature

Click to these links for more..

<http://www.unc.edu/~hhalpin/ThingsFallApart/literature.html>

The site shows a literary background of African Literature.

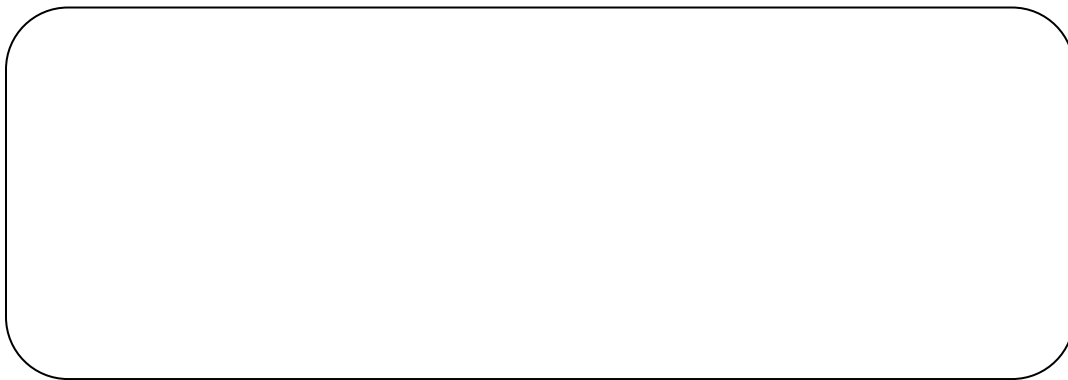
<http://www.infoplease.com/encyclopedia/entertainment/african-literature.html>

This site shows more information about African literature.

<http://www.enotes.com/topics/african-literature>

This site give additional facts about African literature.

Wasn't it fun? Were you able to answer the questions? Now write a one-minute essay about African Literature.



ACTIVITY 7. Wise Mapping

DESCRIPTION: Go to www.wisemapping.com and make a map of what you have understood of the readings you have done. Then, post it in the discussion board and invite peers to give comments to your map. Give the link by email. You may also comment on your peer's work. When you give your comments, think of these questions...

PROCESS QUESTIONS:

1. Are the connections appropriate? Explain.
2. Did they expound it correctly? Discuss.
3. Are the points included truly found in the readings given? Support your answer.
4. Did they support major details with enough key details? Explain.
5. What can be added in the map? Discuss.
6. What do all the sources say about Africa?
7. What do they reveal about African character?
8. How do Africans respond to the challenges of modernity as revealed in the different sources that you have read?

ACTIVITY 8. Attitude Analysis

DESCRIPTION: You are ready to travel farther into African Literature. Study this poem and analyze what it wants to convey. Then, complete the attitude analysis chart based from the literary piece.

Africa

David Diop

Africa of proud warriors in ancestral savannahs
Africa of whom my grandmother sings
On the banks of the distant river
I have never known you
But your blood flows in my veins
Your beautiful black blood that irrigates the field
The blood of your sweat
The sweat of your work
The work of your slavery
Africa, tell me Africa
Is this your back that is unbent
This back that never breaks under the weight of humiliation
This back trembling with red scars
And saying no to the whip under the midday sun
But a grave voice answers me
Impetuous child that tree, young and strong
That tree over there
Splendidly alone amidst white and fade flowers
That is your Africa springing up anew
Springing up patiently, obstinately
Whose fruit bit by bit acquires
The bitter taste of liberty.

Attitude Analysis of Africans

Summary

<i>Attitudes/Values</i>	<i>Action/Practices</i>

Share your attitude analysis with your peers. Find out if you have the same thoughts. Answer the questions below. Share and discuss in the discussion board.

Process Questions:

1. What does the poem reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in the poem?

Do you know who the Africans are now? Still not sure if you know them that well? Don't worry because we are going to get to know them more through this story.

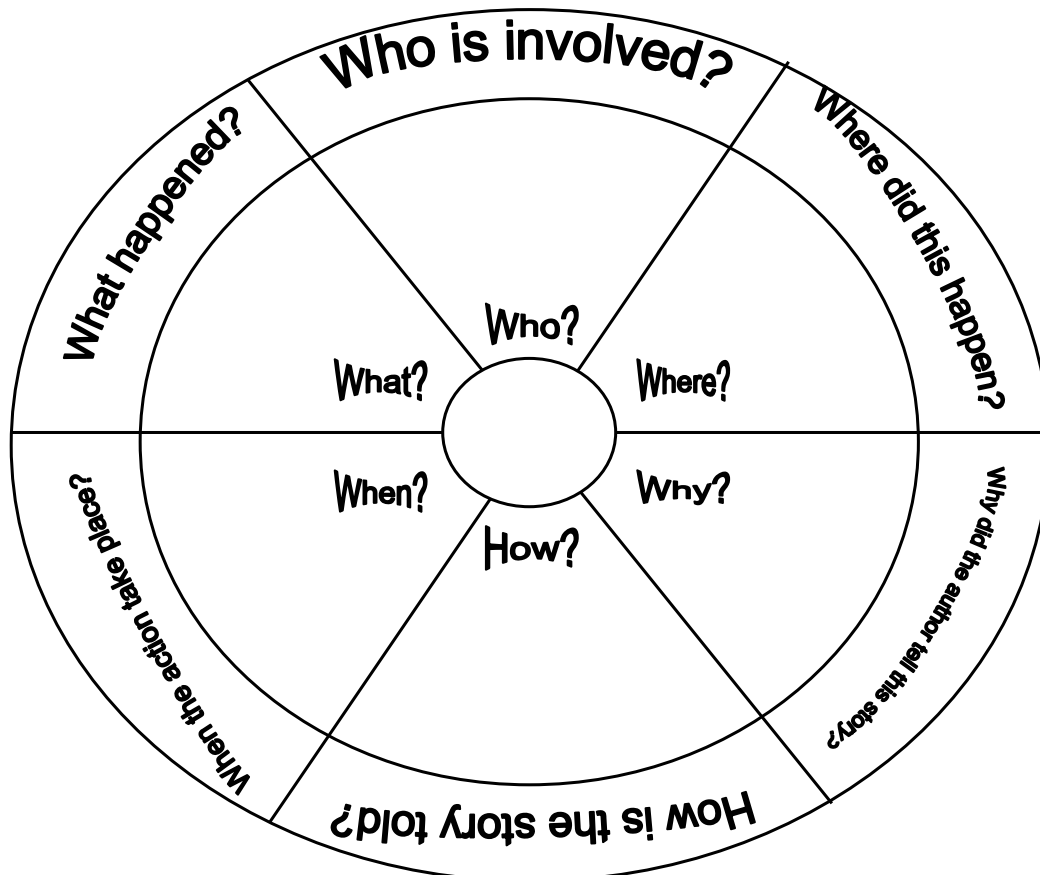
ACTIVITY 9. Story wheel

DESCRIPTION: Here is a story that focuses on conflicts. Click the link below and read the story and fill out the story wheel after reading.

<http://maanlitworks.wordpress.com/2014/05/26/open-house-2/>
This site shows the text of the story, "Open House"

Fill out this story wheel with needed answers to be able to better understand the story and appreciate the unique characters of Africans.

Source: A-Z Learning Strategies, Catholic Education (Module)



This time, analyze the character in the story by doing the next activity.

ACTIVITY 10. Character map

DESCRIPTION: Show what kind of character is being shown in the story. Make a character map online. Click to this link and create a character map of the main character of the story.

<http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html>

This web2.0 will let you create a character map online.

Once you are done with your character map, post it in the discussion board! Share to your classmates online and comment on your peers' work as well. As you do this, discuss on the following:

1. What characteristic of Africans is revealed in the story? Support your answer with events in the story that manifest such characteristic.
2. How did they deal with the situation?
3. How do Africans respond to the challenges of modernity as revealed in the story?



ACTIVITY 11. Peering through a Contextual Spectacle

Click the link below and read the selection. Then, fill out the contextual spectacle that follows.(from Communicating in English II)

<http://maanlitworks.wordpress.com/2014/05/26/the-capture-2/>

The site shows the text of the synopsis of "The Capture."

<i>Contextual Perspective</i>	<i>Notes</i>	<i>Meaning</i>
<i>Who was the author?</i> <i>Who was his audience?</i> <i>What characters and symbols did he use in his text?</i> <i>What was his message?</i>		

<p><i>Social</i></p>  <p><i>What social codes are evident in the text e.g. purity, honour shame, challenge riposte?</i></p>		
<p><i>Cultural</i></p>  <p><i>What Jewish customs and practices are evidenced in the text? Is there any evidence of a particular way of being in this time and context?</i></p>		

Submit your answer and find out what it really means. The activity made you analyze how the writer writes. The next one will give you more ideas on what writers use to convey his ideas.

ACTIVITY 12. Writer's devices

Find out how the writer was able to convey his ideas. Click to these links and find out more of this.

http://wiki.answers.com/Q/What_is_a_writers_device

This site shows answers to the question "What is a writer's device?"

<http://www.fiction-writers-mentor.com/literary-devices.html>

This site gives more information about literary devices.

<http://books.google.com.ph/books?id=t-dUEbyl8w0C&pg=PA9&lpg=PA9&dq=writer's+devices+activities&source=bl&ots=BajW1NKks5&sig=2LW-z9Kvookv3Xjkl0vDiOvKcKA&hl=fil&sa=X&ei=5x2zUM6rM-S5iQeb9lCgBA&ved=0CEsQ6AEwBA>

This site gives more rhetorical devices information.

Fill out this chart to summarize what you have read and understood.

Writer's Devices	How it is applied

Did you learn a lot? Let's find out! The next activities will test how well you analyze a writer's devices by making something from what you have read.

ACTIVITY 13. Comic Creator

Apply what you have learned about analyzing a writer's device. Make a comic version of the selection. Click to the link and start creating!

<http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>

This Website will allow you to create comic strips online. Check out your peer's work and give comments! Be guided by these questions when you comment.

Questions:

1. Why did they create the comic that way? Explain by citing words used by the writer to reveal this.
2. What were the writer's devices applied? Discuss at least three.

ACTIVITY 14. Facebook

If the character had a Facebook account, how would it look like? Use the devices listed in the chart in Activity 12. Work with 3 other peers. Study and comment on the other group's work too.

Questions:

1. Is the profile valid? Why?
2. What should be added or removed? Why?

End of FIRM UP:

In this section, the discussion was about the African literature and what it tells about its people. By now, you should be able to answer these questions:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

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?

Based from the readings that you have done, what new things have you discovered about the Africans? Fill out this Anticipation Reaction Chart

Agree or Disagree	Statements	Realizations
	1. Africans are violent people.	
	2. Africans are uneducated.	
	3. Africans are easily deceived.	
	4. Africans do not have a rich culture.	
	5. Africans do not adapt to changes.	

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 African character as revealed in the varied literatures of the African continent. How much have you gone so far? Find out some more of the unique attributes of the African people by working on the succeeding activities.

ACTIVITY 15. Academic Controversy

DESCRIPTION: There is an academic controversy that you must address. Follow these steps and have a thorough discussion with your peers.

1. Establish the issue

What does literature reveal about African character?
How do Africans respond to the challenges of modernity as revealed in their literary pieces? You can refer to the video in this link

<http://www.youtube.com/watch?v=mNdcFOoVi8>

In this video, Nigerian author Chinua Achebe talks about slavery, colonialism, Africa and the African diaspora.

2. Pairs Study

Do you agree that Africans reveal how they respond to the challenges in modernity in their literary pieces? Post comments in the discussion board. Study with those who have the same view as yours then refine your perspective.

3. Pairs challenge

Challenge the other side's position, asking for justification and looking for any inconsistencies.

4. Pairs reverse positions

Now switch roles to argue the opposite side to the one you were previously defending.

5. Group report writing

Look for another student in the discussion room and work together to decide which arguments are the most valid from both sides and seek a statement or report that incorporates your discussion. Do a Google doc for the report. Assessment is based on the depth of the consideration of all arguments.

6. Class discussion of decisions

This will be done before the final report writing so as to further test the arguments.

How did you find the activity? Wasn't it challenging but educational? Good! Give one another a good pat on the shoulder.

ACTIVITY 16. **It's Blogging Time!**

Description: In the previous activity you have experienced expressing your ideas, opinions or comments to a partner, a small group and finally to the whole class. You also posted your comments on the discussion board. What you are doing next is similar to what you did earlier. You are going to write blog entries in response to the blog articles in the links provided.

For you to have a better idea of how to do it, here's a comprehensive site to help you understand the basic things about blog and blogging.

Click on this link: http://codex.wordpress.org/Introduction_to_Blogging

When you are ready, apply the tips you learned from the article Introduction to Blogging by trying the following blog activities:

1. Click on <http://africa-african.blogspot.com/>. Read the article **African! Respect & Commit to Your Man or Woman**. After reading the article, on the space provided write and post your comments.
2. Click on <http://www.nyasatimes.com/2015/01/11/chanco-student-develops-tv-station-in-malawi/>. Read the informative text **Chanco student develops TV station in Malawi**. You can also watch the video clip found after the article. After doing so, tweet your response using your account at www.tweeter.com.

Questions to Answer:

1. From the articles you read, did your earlier impression of the African character change? Did the reading texts enlighten you further or cause you to wonder about the diversity of African cultural values? Explain your answer.
2. Having done the blogging activities, did you feel comfortable and confident in expressing and publishing your ideas on blog spots? Why or why not?

ACTIVITY 17. **Text types**

Description: You surely have read different types of texts from African Literature. Do you know why they come in different forms and what these types are? Click to these links to find out.

http://www.kaganonline.com/catalog/look_whats_inside/blacklines/BSGBL2pg29.pdf

The site shows a short description of each text type.

<http://www.google.com.ph/imgres?imgurl=http://www.thenaughtyseat.co.uk/ekmps/shops/rescapeltd/images/writing-2-understanding-text-types-literacy-posters-%5B2%5D-614-p.jpg&imgrefurl=http://www.thenaughtyseat.co.uk/writing-2-understanding-text-types-literacy-posters-614-p.asp&h=500&w=500&sz=140&tbnid=J92a1pEHE1M-XM:&tbnh=90&tbnw=90&prev=/search%3Fq%3Dtext%2Btypes%26tbn%3Disch%26tbo%3Du&zoom=1&q=text+types&usq=KQOCrZBncvJL4so7iA8jb6QcvGI=&docid=XWcabjLUH-NrPM&hl=fil&sa=X&ei=6PRrUcuFPOgeiAfCtYCIcw&ved=0CDkQ9QEwAg&dur=3647>

This is an image showing details of the text types. Download to have a better view and understanding.

http://www.grchurstville.bmcc.education.nsw.gov.au/english_text_types.htm

This site gives a chart of text types and explains what each is.

<http://www.bbc.co.uk/skillswise/video/types-of-text>

This is a short video giving insights about types of texts.

<http://www.bbc.co.uk/skillswise/game/en03text-game-text-types>

This site has a game where one identifies the type of text.

Now, fill out the chart below with what you have learned in the readings you have done.

Text Types	Purpose	Features

ACTIVITY 18. Wordle

Description: Put the ideas you have placed in the chart above into Wordle to find out what the main point is. While you create, answer the questions below and post it in the discussion board.

Process Questions:

1. Could the meaning be understood at one glance? What does it reveal about the topic?
2. How could you better convey your point and understanding as you make your wordle?
3. Try adding unrelated words, would it make sense?
4. Where can you publish your wordle so that many can see your learning?
5. Could this be a good tool to express your point? Why?
6. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

End of DEEPEN:

In this section, the discussion was about knowing what is beneath the African Literature and understanding text types.

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

Add more realizations in the right column of this chart.

Agree or Disagree	Statements	Realizations
	1. Africans are violent people.	
	2. Africans are uneducated.	
	3. Africans are easily deceived.	
	4. Africans do not have a rich culture.	
	5. Africans do not adapt to changes.	

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.

As a cultural and peace advocate, you are alarmed by the continuous decline in the cultural awareness and sense of pride among Asian and African youth. Being a youth leader, you are given an opportunity to attend a World Youth Camp with a theme, “The Afro-Asian youth, Rising above Challenges.” In the camp, participants are encouraged to share their insights and comments on how Asians and Africans respond to the challenges of modernity as revealed in their literary selections. You will make an interactive feedback blog that will try to make the youth realize and strengthen Asian and African cultural heritage and identity. The blog needs to be effective, insightful, *and* creative.

Your blog will be evaluated according to this rubric:

CRITERIA	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	RATING
Creative	The blog has sufficient and original graphics related to the literary pieces presented with special effects. The design is highly attractive that it catches others' attention.	The blog has sufficient graphics related to the literary pieces and the design is attractive enough to invite others to look into the blog.	The blog has limited graphics and the design is simple and common.	The blog does not contain any graphics and the design is copied from other blogs.	
Effective	Content is well-organized and insightful details are present to reflect comments. Follows a standard style with interesting touches and	Content is organized and adequate details are present to reflect comments. Follows a standard style and prescribed format.	Content is not organized and inadequate details are present to reflect comments. Does not follow a standard	Content is not organized and no details are present to reflect comments. Does not follow a prescribed format.	

	uses a prescribed format.		style and prescribed format.		
Insightful	Feedbacks show in depth and critical analysis of the literary pieces. It relates significant personal experiences and societal issues to the content showing how the people respond to the challenges of modernity.	Feedbacks reveal critical analysis of the literary pieces. It relates significant personal experiences to the content showing how people respond to the challenges of modernity.	Comments are limited to explanation of the literary pieces.	Comments are repetition of the content. Analysis is not evident.	
				OVERALL RATING	

Here are some samples of blogs which you can benchmark.

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

This is a blog providing actions and inspirations on how to live life.

<http://mylifeblogs.com/>

This is a blog about life and how to make life journey worth living.

<http://www.ebizmba.com/articles/blogs>

This site shows the top 15 most popular blogs as derived from eBizMBA rank

End of TRANSFER:

In this section, your task was to create an interactive blog.

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

Write your reflection below on your learning experiences in this lesson.

You have completed this lesson. Before you go to the next lesson in this module, 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.

1. Which statement is telling the listener to do an action fast?
 - a. STOP, a car is coming!
 - b. Stop, A CAR is coming!
 - c. Stop, a car IS coming!
 - d. Stop, a car is COMING!

2. The two friends are about to join the skating contest. One of them tells the other, "I know you are nervous but don't be because I believe you are good at this. Break a leg!"

What did she mean by her last remark?

- a. Have fun!
 - b. Good luck!
 - c. Injure yourself!
 - d. Break the gates!

3. Which of the following shows parallelism?
 - a. My parents are hardworking and engineers.
 - b. They love going to the beach and watch movies.
 - c. They like to plant orchids and to travel around.
 - d. We are supportive and love them dearly.

4. *Babysitting is not an easy way to earn money. For example, the little girl you're watching may be very cranky and cry until her parents come home. Or maybe the family didn't leave any snacks and you have to starve all night. Even worse, the child could fall and get hurt. Then you have to decide whether you can take care of her yourself or if you need to call for help. No, babysitting isn't easy.*

What is the purpose of the author of writing this paragraph?

- a. To inform
 - b. To persuade
 - c. To contradict
 - d. To discourage
5. In the given paragraph above, what is the key idea?
- a. Babysitting is fun
 - b. Babysitting is necessary.
 - c. Babysitting is a job.
 - d. Babysitting is not easy.
6. What connector gave the clue that the succeeding sentences are samples?
- a. Then
 - b. Or
 - c. For example
 - d. Even worse
7. In the statement, *How are you doing?* Which part should be stressed to mean "how about you?"
- a. How
 - b. Are
 - c. You
 - d. Doing
8. *This soap can wash away blemishes and whiten your skin. It has glutathione that can make your skin whiter and smoother! Buy now!*
What is the purpose of the author in writing this?
- a. To inform
 - b. To persuade
 - c. To contradict
 - d. To discourage
9. Which of the following is the best form of the excerpt from an informative speech?
- a. First of all, the speakers should show interest in each other. Healthy curiosity heats up interest. When you ask questions, you intend to be given a response that can drive the conversation. Now, I will give you five ways to improve your conversational techniques. Second, remember

that a conversation is a dialogue with well-balanced talking and listening. Skilful speakers monitor themselves, taking control over taking turns. If you get skilled in taking turns, even talking a little, you will perfect your conversational skills. Third, give genuine compliments for the actions the person who you are talking to has done. This appraisal must be specific and will do wonders if followed by a tag question. Fourth, your paralanguage may speak louder than words. Bodily expressions have a meaning of their own. Fifth, a skilful speaker employs "What, where, when, who", "how", and "if" questions.

- b. Healthy curiosity heats up interest. Now, I will give you five ways to improve your conversational techniques. First of all, the speakers should show interest in each other. When you ask questions, you intend to be given a response that can drive the conversation. Second, remember that a conversation is a dialogue with well-balanced talking and listening. Skilful speakers monitor themselves, taking control over taking turns. If you get skilled in taking turns, even talking a little, you will perfect your conversational skills. Third, give genuine compliments for the actions the person who you are talking to has done. This appraisal must be specific and will do wonders if followed by a tag question. Fourth, your paralanguage may speak louder than words. Bodily expressions have a meaning of their own. Fifth, a skilful speaker employs "What, where, when, who", "how", and "if" questions.
- c. Skilful speakers monitor themselves, taking control over taking turns. If you get skilled in taking turns, even talking a little, you will perfect your conversational skills. Now, I will give you five ways to improve your conversational techniques. First of all, the speakers should show interest in each other. Healthy curiosity heats up interest. When you ask questions, you intend to be given a response that can drive the conversation. Second, remember that a conversation is a dialogue with well-balanced talking and listening. Third, give genuine compliments for the actions the person who you are talking to has done. This appraisal must be specific and will do wonders if followed by a tag question. Fourth, your paralanguage may speak louder than words. Bodily expressions have a meaning of their own. Fifth, a skilful speaker employs "What, where, when, who", "how", and "if" questions.
- d. Now, I will give you five ways to improve your conversational techniques. First of all, the speakers should show interest in each other. Healthy curiosity heats up interest. When you ask questions, you intend to be given a response that can drive the conversation. Second, remember that a conversation is a dialogue with well-balanced talking and listening. Skilful speakers monitor themselves, taking control over taking turns. If you get skilled in taking turns, even talking a little, you will perfect your conversational skills. Third, give genuine compliments for the actions the

person who you are talking to has done. This appraisal must be specific and will do wonders if followed by a tag question. Fourth, your paralanguage may speak louder than words. Bodily expressions have a meaning of their own. Fifth, a skilful speaker employs "What, where, when, who", "how", and "if" questions.

10. The answer above is the best form because
 - a. It is well-organized.
 - b. It has a lot of information
 - c. It is long.
 - d. It shows many examples.
11. How was organization of the sentences maintained?
 - a. Cohesive devices contributed to the organization.
 - b. Punctuations give clues to the relationships of the sentences.
 - c. Examples were given.
 - d. The sentences were kept short.

His brain screaming for any weapon, Kunta leaped into them clawing, butting, kneeling, gouging – hardly feeling the club that was pounding against his back. As three of them went down with him, sinking to the ground under their combined weight, a knee smashed into Kunta's lower back, rocking him with such pain that he gasped. His open mouth meeting flesh, his teeth clamped, cut, tore. His numb fingers finding a face he clawed deeply into an eye, hearing its owner howl as again the heavy club met Kunta's head.

Dazed, he heard a dog snarling, a toubob screaming, then a sudden piteous yelp. Scrambling to his feet, wildly twisting, dodging, ducking to escape more clubbing, with blood streaming from his split head, he saw one black cupping his eye, a toubob holding a bloody arm, standing over the body of the dog, and the remaining pair circling him with raised clubs. Screaming his rage, Kunta went for the second toubob, his fists meeting and breaking the force of the descending club. Almost choking with the awful toubob stink, he tried desperately to wrench away the club. Why had he not heard them, sensed them, smelled them?

12. This excerpt shows that Africans are
 - a. Travellers
 - b. Runners
 - c. Brave
 - d. Cowards

*That tree over there
Splendidly alone amidst white and fade flowers
That is your Africa springing up anew*

*Springing up patiently, obstinately
Whose fruit bit by bit acquires
The bitter taste of liberty.*

13. These lines mean to express that
- Africa is like a tree
 - Africa will fade like a flower
 - Africa will rise above challenges
 - Africa will be free
14. Which lines tell that they using difficulties as challenge?
- Africa of proud warriors in ancestral savannahs*
 - Africa of whom my grandmother sings*
 - This back that never breaks under the weight of humiliation*
 - This back trembling with red scars*

The situation below applies to questions number 15-18.

You recently attended a National Convention on Culture and the Arts where you learned that literary pieces are good sources of information about other people's culture. You wish to share what you have learned from the convention with the young people of this generation who are exposed to social networking where they communicate with people from other countries.

15. What would be the best medium to use to send your message to these techno teens?
- Magazine
 - Blog
 - Newspaper
 - Book
16. Why is the answer above the best medium?
- The audience is fond of technology
 - The goal demands that
 - The medium can be produced into many copies.
 - The situation is a formal event.
17. How will you catch the attention of the audience?
- Make the graphics appealing.
 - Make sure there are no grammatical errors.
 - Give interesting comments.
 - Arrange the text in a unique way.
18. How will you be able to effectively convey your message?
- Use unusual words

- b. Give examples
 - c. Be brief
 - d. Add humor
19. What is the best thing to do to better understand the Africans without spending much money?
- a. Watch the news
 - b. Read African stories
 - c. Ask your parents
 - d. Go to Africa
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 OF TERMS USED IN THIS LESSON:

Beliefs – something held to be true or factual
Gourds – the fruit of any various plants having hard durable shells
Humiliation – to lower the pride or self-esteem of
Initiation – the rites admitting one to some position, society, knowledge
Khaki – a color ranging from light sand to medium brown
Liberty – freedom from oppression, tyranny or the domination of a government not freely chosen
Literature – written works collectively esp. those of enduring importance
Obstinately – stubbornly
Offsprings – descendant
Savannah – a tract of low level land covered with low vegetation

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

<http://www.vocabulary.co.il/context-and-definitions/middle-school/call-of-the-wild-context-match/>

The site contains a game where you match the correct word to use in the sentence.

<http://www.vocabulary.co.il/root-words/middle-school/dividing-the-root-words/>

The site contains a game where you divide the word into different parts to get the root word

<http://www.vocabulary.co.il/root-words/intermediate/root-word-meaning-match/>

The site has a game where you match the root word with its meaning.

<http://www.brighthubeducation.com/esl-lesson-plans/59338-word-back-formation-list/>

The site gives an explanation of word formation: derivation and back - formation

http://www.yourdictionary.com/library/ling008_b1.html

The site will let you exercise how to derive words.

<http://www.unc.edu/~hhalpin/ThingsFallApart/literature.html>

The site shows a literary background of African Literature.

<http://www.infoplease.com/encyclopedia/entertainment/african-literature.html>

This site shows more information about African literature.

<http://www.enotes.com/topics/african-literature>

This site give additional facts about African literature.

<http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html>

This web2.0 will let you create a character map online.

http://wiki.answers.com/Q/What_is_a_writers_device

This site shows answers to the question "What is a writer's device?"

<http://www.fiction-writers-mentor.com/literary-devices.html>

This site gives more information about literary devices.

<http://books.google.com.ph/books?id=t-dUEbyl8w0C&pg=PA9&lpg=PA9&dq=writer's+devices+activities&source=bl&ots=BajW1NKks5&sig=2LW-z9Kvookv3Xjkl0vDiOvKcKA&hl=fil&sa=X&ei=5x2zUM6rM-S5iQeb9lCgBA&ved=0CEsQ6AEwBA>

This site gives more rhetorical devices information.

<http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>

This Web2.0 will allow you to create comic strips online.

http://www.kaganonline.com/catalog/look_whats_inside/blacklines/BSGBL2pg29.pdf

The site shows a short description of each text type.

http://www.google.com.ph/imgres?imgurl=http://www.thenaughtyseat.co.uk/ekmps/shops/rescapeltd/images/writing-2-understanding-text-types-literacy-posters-%5B2%5D-614-p.jpg&imgrefurl=http://www.thenaughtyseat.co.uk/writing-2-understanding-text-types-literacy-posters-614p.asp&h=500&w=500&sz=140&tbnid=J92a1pEHE1M-XM:&tbnh=90&tbnw=90&prev=/search%3Fq%3Dtext%2Btypes%26tbn%3Disch%26tbo%3Du&zoom=1&q=text+types&usg=__KQOCrZBncvJL4so7iA8jb6QcvGI=&docid=XWcabjLUH-NrPM&hl=fil&sa=X&ei=6PRrUcuFPOqeiAfCtYCIcw&ved=0CDkQ9QEwAg&dur=3647

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http://www.grchurstville.bmcc.education.nsw.gov.au/english_text_types.htm

This site gives a chart of text types and explains what each is.

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<http://www.bbc.co.uk/skillswise/game/en03text-game-text-types>

This site has a game where one identifies the type of text.

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

This is a blog providing actions and inspirations on how to live life.

<http://mylifeblogs.com/>

This is a blog about life and how to make life journey worth living.

<http://www.ebizmba.com/articles/blogs>

This site shows the top 15 most popular blogs as derived from eBizMBA rank

<http://www.youtube.com/watch?v=mNdjcFOoVi8>

In this video, Nigerian author Chinua Achebe talks about slavery, colonialism, Africa and the African diaspora.

Funk and Wagnalls Standard Desk Dictionary. Funk and Wagnalls Corporation. Harper and Row Publishers Inc. 1984.

LESSON 2: Africans and the Modern World

PRE-ASSESSMENT

Let's begin this lesson with **what you already know about** the literary and language foci in this lesson. Answer the pre-assessment by ticking the letter of your answer.

1. Using context clues, what is the meaning of the highlighted word in the sentence below?

One brother is an **erudite** professor; the other brother, however, has never shown any interest in books or learning.
A. old; elderly
B. well-educated; well-read
C. snobbish; stuck up
D. frightening looking
2. "Jonathan was like an eager puppy — always willing to have fun and make people smile." This sentence includes an example of a _____.
A. metaphor
B. satire
C. personification
D. simile
3. The doctor advised him to give up smoking. _____, he recommended him to eat much less and take plenty of exercise. Which of the following cohesive devices will complete the sentence appropriately?
A. Similarly
B. However
C. Instead
D. Therefore
4. Which of the following sentences is parallel?
A. The apartment was filled with old newspapers, broken bottles, and the ashtrays were overflowing.
B. The dog was excited: running, barking, and he chased after the boys.
C. She likes listening to music and reading the latest novels.
D. He spent his time studying Spanish. working at the convenience store, and he jogged every afternoon.
5. Which is the best revision of the unparallelled sentence below?

He watched the latest version of King Lear, studied for his math test, and was talking on the phone.
A. He watched the latest version of King Lear, studied for his math test, and was talked on the phone.

- B. He watched the latest version of King Lear, studied for his math test, and talked on the phone.
 - C. He watching the latest version of King Lear, studied for his math test, and was talking on the phone.
 - D. He watched the latest version of King Lear, studying for his math test, and was talking on the phone.
6. Read the passage below and look at the outline that follows it.

1. The English Lab, housed in the Administration building, consists of two adjoining rooms which contain 70 Macintosh computers and 2 laser printers. In addition to a server which allows instructors to make assignments and materials available over the Internet and to the local intranet, each computer in the lab contains a word processor, a web browser, telnet and hundreds of commercial and teacher-authored programs appropriate for students who are building their English skills. There are also 3 video stations, and a terminal to the college VAX machine which is used for record-keeping.

I.

English Lab

A. Physical Plant

- 1. in Administration building
- 2. two adjoining rooms

B. Resources

- 1. computers
- 2. video stations

In the above outline, which is the most important idea?

- A. English Lab
- B. computers
- C. Physical Plant
- D. Resources

7. I am an African child
Born with a skin the colour of chocolate
Bright, brilliant and articulate
Strong and bold; I'm gifted
Talented enough to be the best
I am an African child



<http://www.sierraexpressmedia.com/archives/11296#sthash.NffjXfRL.dpuf>

What does the above poem excerpt reveal about the true identity of Africans?

- A. They are afraid to try new things to improve themselves.
- B. They have low self-esteem because of their culture and history.
- C. They are proud of their race and they are confident of their skills and abilities.
- D. They are indignant of how other people think of them.

8. Read the following informative text and answer the question found after it.

Modern African Literature has gained recognition worldwide with such classics as Chinua Achebe's *Things Fall Apart*, Ngugiwa Thiongo's *Weep Not Child*, and Wole Soyinka's *Death and the King's Horseman*. This recognition was reinforced by Soyinka's winning of the Nobel Prize for Literature in 1986. Modern African Literature is written in indigenous African languages and in European languages used in Africa.

<http://www.jstor.org/discover/10.2307/525127?uid=3738824&uid=2&uid=4&sid=21104357114387>

Which of the following statements is true of the article above?

- A. In the past, African Literature earned the world's respect as the writers have used European languages.
- B. Modern African Literature became better known across continents when the most coveted award in the literary world was bestowed upon one of its authors.
- C. The modern African writers promoted the use of indigenous African languages to instill in their people the uniqueness of their culture.
- D. Prose works such as short stories and novels dominate Modern African literary forms.

Read the poem by Maya Angelou and answer the questions that follow.

Africa

*Thus she had lain
sugarcane sweet
deserts her hair
golden her feet
mountains her breasts
two Niles her tears
Thus she has lain
Black through the years.*

*Over the white seas
rime white and cold
brigands ungentled
icicle bold*

*took her young daughters
sold her strong sons
churched her with Jesus
bled her with guns.*

*Thus she has lain.
Now she is rising
remember her pain
remember her losses
her screams loud and vain
remember her riches
her history slain
now she is striding
although she has lain.*

Language in Literature Afro-Asian Literature by Ribo, Lourdes, et al. (2012), Vibal Publishing House, Inc.

9. Which idea is reflected or expressed dramatically in the poem?
 - A. As a continent, Africa remained free from any foreign invasion.
 - B. Africa enjoyed democracy at its best due to colonization.
 - C. Africa struggled against suppression of the invaders who abused her people.
 - D. Africa can boast of its natural treasures, especially its rivers and mountains.
10. How does *repetition* in the poem above aid in determining its theme?
 - A. It emphasizes a call to action to give tribute to the struggles of Africa.
 - B. It creates a rhythmic sound that makes it danceable.
 - C. It reminds the reader to take into consideration the many achievements of Africa in the world.
 - D. It provides a basis of understanding the real meaning of the poem.
11. How does the poem create an impression of the character traits of the African people?
 - A. It implies that Africans can endure sufferings or pains but may tend to rise above those sufferings and pains.
 - B. It gives an impression that Africans are passive and undisturbed by the events in their life.
 - C. It hints that Africans are revolutionary and indifferent to those who conquer them.
 - D. It reflects the idea that Africans are happy-go-lucky people even if others take advantage of them.
12. According to the poem, what forces did Africans have to contend with in life?
 - A. internal conflict such as not able to face realities in life
 - B. external conflict brought about by oppressive people

- C. external conflict as a result of natural disasters and calamities
 - D. internal conflict because they were not able to defeat their conquerors
13. Which of the following statements best captures the idea of appreciating literature among students?
- A. Reading literary works with an awareness of the background of the author leads students to appreciate literature better.
 - B. A certain amount of practice and experience is indispensable to understand some of the tougher pieces, so that age is necessarily an important factor.
 - C. Students need to understand the different literary types and their descriptions before they can appreciate literature.
 - D. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.
14. How can one appreciate literature as a means of understanding the human being and the forces he/she needs to contend with?
- A. Literature provides images of people who are either good or bad.
 - B. Literature reflects events in the life of humanity through which one can learn valuable insights about how others live.
 - C. It is through literature that the many experiences of people are highlighted so that readers can appreciate literature.
 - D. It is in literature that man finds an expression of his problems, aspirations, dreams, sufferings, and conflicts in life.

Arrange the following steps in writing an informative speech, and then answer the questions that follow.

- I. Draft the essay following the outline.
 - II. Decide on a topic to write about.
 - III. Research from different sources to gather information about the topic.
 - IV. Make an outline to help in organizing the essay.
 - V. Edit and proofread for some errors on grammar, mechanics and structures.
 - VI. Revise the essay to give it a second look.
15. Which should be the first thing to do in writing an essay?
- A. I
 - B. II
 - C. III
 - D. IV
16. Which should be done prior to editing and proofreading of an essay?
- A. II
 - B. III

- C. IV
D. VI
17. In developing the introduction of an informative speech, which of the following must be given utmost consideration?
- Attention-getter
 - Thesis Statement
 - Link
 - Beginning Sentence
18. In delivering an informative speech, the speaker must _____.
 - engage the audience using rhetorical devices
 - load the presentation with audio-visual aids for better effects
 - practice with a friend among the audience
 - ask the audience to provide some additional data
19. Conclude your essay by summarizing the knowledge you've shared. Don't bring up any new information or raise too many questions. This paragraph is meant to bring closure to the essay while maintaining your reader's interest in the topic.
- What can be said about the statement above?
- The statement above is a guideline that is good only for speech writing and not for essay compositions.
 - The statement is incorrect because a writer may bring up any new information or raise more questions at this point if there is a need.
 - The above guideline is good for informative essay writing or any composition.
 - The above guideline is true even for introductory and body paragraphs in writing an essay.
20. Their round eyes, their flattened nose, their lips which are always large, their differently shaped ears, the wool of their head, that very measure of their intelligence, place prodigious differences between them and the other species of men. *Voltaire *Foremost intellectual of Europe**

The sentence above can be contained in which part of the informative essay?

- Introductory Paragraph
- Body Paragraph
- Concluding Paragraph
- Elaboration Paragraph



EXPLORE

In this lesson, you will further discover how the unit theme '*Audacity in Rising Above Challenges*' applies to the African people's collective experience in life. Be guided by these salient questions in your quest for the right answers:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

ACTIVITY 1. Identity Crisis: Guessing Game

Read the following excerpt adapted from the essay *Pliant Like a Bamboo* written by L.V. Mallari. At the end of the read, guess who is referred to in the article.

He is like a bamboo tree. He knows that he is not strong enough to withstand the onslaughts of superior forces. And so he yields. He bends his head gracefully with many loud protestations.

And he has survived. The Spaniards came and dominated him for more than three hundred years. And when the Spaniards left, he still stood—only much richer in experience and culture.

The Americans took the place of Spaniards. They used more subtle means of meaning over him to their mode of living and thinking. He embraced the American way of life more readily than the Spaniard's vague promise in the hereafter.

Then the Japanese came like a storm, like a plague of locusts, like a pestilence—rude, relentless, cruel. He learned to bow his head low, to “cooperate” with the Japanese, in their “holy mission of establishing the Co-Prosperity Sphere.” He had only hate and contempt for the Japanese, but he learned to smile sweetly at them and thank them graciously for their “benevolence and magnanimity”.

Indeed, he is pliant like a bamboo. Who could he be? If you do know him, write his identity in the box below.



PROCESS QUESTIONS:

1. Who was described in the essay? Why do you say so?
2. Did you find it easy to guess who was described in the essay? Why?
3. What characteristics of a person are exemplified in the essay?
4. How does the person referred to in the essay respond to the challenges brought about by colonization?

Recall that in Lesson 1 you were introduced to the focus questions for this module. Like the person referred to in the essay, **do you think these characteristics are shared by the people of Africa?**

In this lesson you will have to read selected literary works of African writers and informative texts related to this lesson as you search for answers to the following questions:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

To begin with, enter your preliminary answers (Initial Answer) to these questions in the IRF Worksheet that follows.

Initial Answer	
Revised Answer	
Final Answer	

End of EXPLORE:

You have initially attempted to assess the African identity through the activity you just did. Before you go any further, work on the following self-regulated learning task to help you identify your learning goals for this lesson and find out how you can accomplish such goals by completing the sentence starters below.



In this lesson, I want to

I know I have learned in this lesson if

I can achieve my learning goals

by



FIRM-UP

In this section your goal is to examine literary and informative texts that will help you build your ideas about what makes one a true African in this modern world. As you proceed, keep in mind these two focus questions:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

ACTIVITY 2. Name Calling

Before reading a poem about what people would think of Africans, consider the quotes below, and then answer the questions that follow.

Quote No. 1



Racism poisons our life conditions. It makes people hate us before they even know us! They redefined us out of humanity so that a person from Iceland got a concept of us and they never saw us or interacted with us. So what they've done has poisoned how people relate to each other. Source: <http://africanholocaust.net>



MaulanaKarenga

Quote No. 2

In his book Richard B. Moore expresses: "Human relations, cannot be peaceful, satisfactory, and happy until placed on the basis of mutual self-respect. The proper name for people, has thus become, in this period of crucial change and rapid reformation on a world scale, a vital factor in determining basic attitudes involving how, and even whether, people will continue to live together on this shrinking planet."

PROCESS QUESTIONS:

1. According to quote no. 1, how does racism poison people's relationship to each other?
2. How does the speaker feel about what a person from Iceland thought of Africans? Why do you think so?
3. Do you agree that a person can hate another before he/she even gets to know the other? Explain.
4. According to author Richard B. Moore, what does proper name calling of people have to do with human relations?
5. Do you agree with him? Support your answer.
6. What do the quotes tell about the distinctive character of the African?
7. Do you note how the Africans would respond to challenges such as racism or discrimination that confront them? How do the speakers sound?

ACTIVITY 3. Using Context Clues

Before you begin reading the poem that follows, unlock first some vocabulary words used in the poem. Use context clues to determine the synonym of the underlined word in the phrase or sentence.

1. I gobble the tourists roasted or perhaps grilled.
 A. gulp B. take C. poke D. hide
2. an arable country
 A. famous B. war-freak C. agricultural D. unknown
3. miserable vermin living on tourists
 A. vices B. pests C. plans D. guides
4. Everyone suddenly surrounded me fettered

- | | | | |
|------------------------------------------------|-----------------|----------------|-------------|
| A. unafraid | B. feeling cold | C. asked | D. tied |
| 5. thrown down <u>prostrated</u> | | | |
| A. positioned | B. flat | C. frustrated | D. fallen |
| 6. in the <u>peering</u> circle | | | |
| A. friendly | B. in pairs | C. staring | D. rounded |
| 7. <u>rattling</u> like the lid of a casserole | | | |
| A. noisy | B. fast-moving | C. sounding | D. covering |
| 8. Screamed, <u>Yelped</u> , Open him up | | | |
| A. jumped | B. shouted | C. run around | D. cried |
| 9. the knives being <u>blunt</u> | | | |
| A. sharp | B. shiny | C. unsharpened | D. smooth |

Of the underlined words above, which one do you consider as the BEST word?
Use that word in your own sentence. Write your new sentence in the box provided below.

Best Word: _____

My own sentence: _____

Reading 1:

Now, read the poem written by Ouologuem Yambo from Mali, Africa. Find out how the persona in the poem feels about his mistaken identity as an African. Then go over the questions found after the poem.

When Negro Teeth Speak

*Everyone thinks me a cannibal
But you know how people talk*

*Everyone sees my red gums but who
Has white ones
Up with tomatoes*

*Everyone says fewer tourists will come
Now
But you know
We aren't in America and anyway everyone
Is broke*



*Everyone says it's my fault and is afraid
But look
My teeth are white not red
I haven't eaten anyone*

*People are wicked and say I gobble
The tourists roasted
Or perhaps grilled
Roasted or grilled I asked them
They fell silent and looked fearfully at my gums
Up with tomatoes*

*Everyone knows an arable country has agriculture
Up with vegetables*

*Everyone maintain that vegetables
Don't nourish the grower well
And that I am well-grown for an undeveloped man
Miserable vermin living on tourists
Down with my teeth*

*Everyone suddenly surrounded me
Fettered
Thrown down prostrated
At the feet of justice
Cannibal or not cannibal
Speak up
Ah you think yourself clever
And try to look proud*

*Now we'll see you get what's coming to you
What is your last word
Poor condemned man
I shouted up with tomatoes*

*The men were cruel and the women curious you see
There was one in the peering circle
Who with her voice rattling like the lid of a casserole
Screamed
Yelped
Open him up
I'm sure papa is still inside*

The knives being blunt



*Which is understandable among vegetarians
Like the Westerners
They grabbed a Gillette blade
And patiently
Crisss
Crasss
Floccc
They opened my belly*

*A plantation of tomatoes was growing there
Irrigated by streams of palm wine
Up with tomatoes*
<http://jungleinablog.blogspot.com/2007/02/poems-from-rest-in-peace.html?showComment=1174046220000#c1711585524>

QUESTIONS to answer:

1. Did you notice the non-use of any punctuation mark all throughout the poem? Why do you think so?
2. What idea or feeling is conveyed to you as you read the poem above?
3. Did you think of the same about the African people? Why?
4. What can you deduce about the African character from this poem?
5. What is the significance of the title of the poem?
6. What is the tone of the speaker in this poem?
7. How does the speaker manifest his dislike for the offensive treatment of other people towards the Negro race?
8. What do you think is the purpose of the author in writing this poem?
9. Do you agree with the ideas in this poem? Support your answer.

ACTIVITY 4. Reacting to Writer's Devices

Notice how the poet or writer creatively used words to convey his ideas or message in the poem **When Negro Teeth Speak**. This is known as a **literary technique** or **literary device**. Go over the following lines excerpted from the poem. Try to name the literary technique or device employed by the writer.

*Everyone says it's my fault and is afraid
But look
My teeth are white not red
I haven't eaten anyone*

Literary Device Used: _____

Why do you think the author used this device?

And patiently

Criss

Crass

Flocc

They opened my belly Literary Device Used:

Why do you think the author used this device?

Get to know the different literary devices that writers use in their writing. Click these links to check on their descriptions and examples.

http://www.thinkingfaith.org/articles/BOOK_20080930_1.htm

<http://www.virtualsalt.com/rhetoric.htm>

Based on the descriptions and examples of literary techniques or devices you learned from the online sources, identify the literary device used by the poet in his work **When Negro Teeth Speak** and write briefly your reaction to the device used as shown in the lines cited. Write your answers in the table below.

Lines from the Poem	Literary Device Used	My Reaction to the Device Used
Everyone maintain that vegetables Don't nourish the grower well		
Cannibal or not cannibal Speak up Ah you think yourself clever And try to look proud		
Everyone sees my red gums but who Has white ones Up with tomatoes		
And that I am well-grown for an undeveloped man		

Miserable vermin living on tourists Down with my teeth		
Or perhaps grilled Roasted or grilled I asked them		

From the exercise above, can you tell how literary devices or techniques employed by writers effectively convey their ideas or messages in poems, short stories, novels, and the like? Write your answer in the box below.

ACTIVITY 5. RAPS Strategy

For you to understand better the major ideas of the poem, do the **RAPS** strategy. Identify and record the main points and meaning of the poem. Follow these steps:

- R – Read - read the poem
- A – About - what's it about
- P – Points - choose 2 important points to support the main idea
- S – Summary - Summarize the poem in your own words using no more than 20 words.

About:

Point 1:

Point 2:

Summary:

Go over your **RAPS** response. In the graphic organizer that follows write your thoughts based on the given questions.

What does this poem reveal about the African character?

Does this poem suggest about modernity and how Africans cope with it? Explain your answer.

Reading 2:

In Reading 1 you got acquainted with an African poem which you analyzed to identify the African character in each. The succeeding reading text introduces you to a novel by the famous **Chinua Achebe** (1930-2013), a Nigerian novelist and author of ***Things Fall Apart***, a work that in part led to his being called the "patriarch of the African novel."

Read the story and determine what it reveals about African character and how Africans respond to the challenges of modernity. Go to the given link below and be able to accomplish the given Story Frame activity that follows.

<http://www.gradesaver.com/things-fall-apart/study-guide/short-summary/>

ACTIVITY 6. Story Frame

For you to have a better view of the story, fill out the **Story Frame** below. A story frame focuses on the "elements" of story: setting, characters, plot and theme, among others.

Use the details of your Story Frame to answer the accompanying questions.

Story Frame: Things Fall Apart

The characters in this story are

In this story, the problem starts when

After that

Next

Then,

The problem is finally solved when

The story ends with

PROCESS QUESTIONS:

1. How did you feel after reading the story? Why?
2. What literary devices or techniques did the author use to convey his message in this work? Discuss each briefly.
3. What part of the story did you find most striking? Explain your answer.
4. Which part of the story points out to the striking character among Africans? Expound.
5. Did the story remind you of any familiar event or a similar story that you know of? Briefly narrate that event or story and how you reacted to it.
6. Does this story convey how Africans would respond to challenges brought about by modernity? Support your answer.
7. What do you think is the theme of this story? How can you relate it to your personal life and what you see around you?

Your journey in this lesson is guided by the focus questions: (1) What does literature reveal about African character?, and (2) How do Africans respond to the challenges of modernity as revealed in their literary pieces?

Recall the story **Things Fall Apart** and answer the following related questions:

What does this story reveal about the African character?	Does this story reveal how Africans respond to the challenges brought about by events that occur in their community or society? In what way?

--	--

ACTIVITY 7. Things Fall Apart, Things Fall in Line

Below are sentences derived from the literary text **Things Fall Apart**. Read them and answer the questions that follow.

1. Umuofia is a powerful clan, skilled in war and with a great population, with proud traditions and advanced social institutions.
2. In prison, they are humiliated and beaten, and they are held until the clan pays a heavy fine.
3. After a release of the men, the clan calls a meeting to decide whether they will fight or try to live peacefully with the whites.
4. Embittered and grieving for the destruction of his people's independence, and fearing the humiliation of dying under white law, Okonkwo returns home and hangs himself.

What do you notice about the sentences above? How are the words in the sentences arranged? What do the underlined parts of the sentences indicate? What transition words are used to link the parts of the sentences together? In this lesson, you are to learn how to use parallel structures and cohesive devices in writing sentences and paragraphs.

To learn some basic points on using parallel structures, go to this link:

<http://grammar.ccc.commnet.edu/grammar/parallelism.htm>

To help you understand better the use of cohesive devices in parallel sentence structures, go to this link and follow the examples given.

<http://home.ku.edu.tr/~doregan/Writing/Cohesion.html>

Practice on identifying parallel constructions through this link:

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/parallelism_quiz.htm

After clicking the 'Submit' button, self-assess your performance in this practice exercise. If you scored below 7/9, go back to the link on basic points on parallelism earlier or check out the following website for more discussions and examples on using parallel structures in powerpoint presentation or handout format.

<http://chompchomp.com/presentations.htm>

Then, work on the interactive Exercise 1 in the following link. You must get a score between 15 and 20 so you can proceed to the next activity.

<http://chompchomp.com/structure01/structure01.htm>

After going through the exercises, do you think you will be able to write better sentences using parallel structures and cohesive devices? Do a self-assessment by clicking YES or NO below and explaining your answer.

<input type="checkbox"/>	YES, _____
<input type="checkbox"/>	NO, _____

ACTIVITY 8. Beautiful Africa: Its Music and Dance

The study of African literature through the representative prose and poetry forms you just did in this module may not be adequate to your understanding of who a true African is. As you continue, note that through African music and dance, you can deduce further the real African identity.

Go to the link below and watch the music video showcasing African music and dances, “initiated and performed as a response to the overwhelming number of orphaned children and vulnerable women in Uganda, whose lives have been ravaged by war and disease”, as the video transcription puts it.

http://www.youtube.com/watch?v=ohSUO_kdi-o

Furthermore, click on the link below to read an informative text about African music and dance, its influences and impact in other parts of the world.

<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m13/notes.php>

Likewise, go to this link to get to know more of the true identity of the African race.

<http://africanholocaust.net>

PROCESS QUESTIONS:

1. What were the feelings or emotions evoked and thoughts provoked in you as you listened or viewed the music video? Discuss.
2. How do you think music and dance aid the African peoples in particular, and humanity in general, to express or communicate their aspirations, beliefs, struggles, values, fears, and problems in life?
3. One of the striking points of the text says: ‘Popular (African) music has been used as a vehicle to communicate the struggle against many forms of domination, including the struggle for equal rights and the struggles of workers and life in shantytowns surrounding big cities.’ What can you deduce about the African character from this line? Explain.
4. Having learned about the true identity of the African race through online informative texts, how do you view the Africans at this point of your understanding the real African character? Has your previous impression changed or remained the same? Why?

END OF FIRM-UP

In this phase, you have examined literary and informative texts that must have helped you build your ideas about what makes one a true African in this modern world. By now you should be able to express more ideas in answer to the focus questions in the beginning of this lesson. Write your answers inside the **IRF** worksheet (Revised Answer) below.

Focus Questions:

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

Initial Answer	
Revised Answer	
Final Answer	



DEEPEN

You are now ready for the next learning phase where you have to expand your perspective and experiences about the lessons covered in this module for you to be able to make-meaning and translate your understanding into something useful in your life as a student and in your immediate environment. In doing so, keep thinking about the module's focus questions.

ACTIVITY 9. Who is the real African?



At this point, do you think you have a good view of the African character as revealed in the representative works dealt with earlier in this module? Based on the African literary works you have studied in this lesson, fill out the table below to come up with a profile of the African character and his attitude towards challenges of modernity.

Literary Selection	My view of the African character (based on the selection)	My thoughts about how he responds to challenges of modernity (inferred from the selection)
Africa By Maya Angelou		
When Negro Teeth Speak By Ouologuem Yambo		
Things Fall Apart By Chinua Achebe		
African Music and Dances (video clip)		

Look at your ideas in the last column. What is common in the ideas you stated? What generalization can you make about the way Africans respond to the challenge of modernity? Write in the box below your generalization.

Now, evaluate what you have written in the table above. Do you think you have accurately described the characteristics of an authentic African and how he is when faced with challenges in the modern world? See further how you can evaluate your thoughts or ideas. Do the next activity to deepen your understanding of the underlying concepts in this lesson.

ACTIVITY 10. Compare and Contrast

At this point, do you note any changes in the way you first thought about the African character and his approach to challenges brought about by modernity in society and the way you see these things in the previous activities?

Compare and contrast your earlier and recent **responses** to the focus questions and see changes or development in your thinking. In this process, you may also see some of your misconceptions and errors related to **who** the real African is and **how** he faces challenges in the modern world.

Use the template below to illustrate your answers.

Focus Question	At first, I thought...	At this point, I think....
Who is the real African?		
How does he respond to the challenges of modernity?		

--	--	--

Looking at your answers above, do you recognize any misconception or error in the way you think about the African identity and his approach to challenges in the modern world? Discuss your misconceptions or errors in a one-minute essay. Use the space below.

One-Minute Essay: My Misconceptions

Click on the link to create a 'Wordle' of the words and expressions you used in this paragraph. Then post your 'Wordle' online. <http://www.wordle.net/>

PROCESS QUESTIONS:

1. Did you find it easy to write one-minute essay about Africans? Why?
2. Do you think you are ready to write an extended composition about the true identity of Africans and how they respond to challenges of modernity? Why?
3. What else do you think you need to do to have a more comprehensive assessment of the African character in the modern society?
4. From where shall you gather additional information to accomplish a similar task that may be assigned to you in the next phase of this module?

Fill out the graphic organizer below to plot your self-monitoring and resource management strategies towards the completion of this lesson.

Did I find writing about Africans easy?	
Yes...	No...

↓

Am I ready to write an extended composition about Africans?	
Yes...	No...

↓

How do I get more information about Africans?	

ACTIVITY 11. the more, the clearer

Click on these links to read more about Africans and their significant experiences in life as a people.

This site relates about Africa and its place in the world. This also provides informative texts about recent occurrences and situations in Africa and how other countries in the world affect the people.

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

This site talks about information related to the geology, geography, history, and demography of Africa.

<http://www.encyclopedia.com/topic/Africa.aspx>

This site provides the latest news in the African continent courtesy of BBC.

<http://www.bbc.com/news/world/africa/>

END OF DEEPEN

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In this phase, you have further acquired the competencies necessary for you to undertake the culminating task on your own, that is, writing an informative speech related to the unit theme.

Before you proceed to the final task, assess your learning experiences in this unit by marking your rating to each item with a check in the appropriate column.

Topic/Activity	Crystal Clear	Somewhat Clear	Not Fully Understood
1. Characteristics of the African People			
2. Ability of Africans to respond to challenges brought about by modernity			
3. Distinguishing features of African Literature			
4. Impact of African Literature in the Society			
5. Using Parallel Structures and Cohesive Devices in sentences			
6. Extracting information from a text			
7. Using Context Clues			
8. Writing an Informative Speech			

Should there be areas in this unit that you need to clarify and improve your performance on, send a message to the Teacher's dashboard for follow-up action or intervention.



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. You will likewise finalize your answer to the focus questions that have been woven into the module's activities since the beginning of this lesson.

To begin with, you need to understand that the goal of this lesson is for you to learn on your own how to present information using various tools of data gathering. More often, in real life situations you will be required to gather, collate, organize, and present information in many different occasions. Thus, for your

practical task, you are going to write and deliver an informative speech about a given topic based on the theme of the unit.

Keep in mind the focus questions in this module as you through the process of preparing for your culminating task.

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

ACTIVITY 12. Paint me in words!

With your readings about Africa and its people, you are now ready to accomplish your culminating task in this lesson. You are to 'paint the true African identity in words' or write an informative speech that aims to discuss the character traits of the African people and their attitude towards the challenges of modern society.

Here is the G.R.A.S.P.S. for your final task in this lesson:

The 2014 World Youth Congress with the theme '*When World's Young Leaders of Tomorrow Meet*' will convene in the Philippines. As the chair of the Philippine Commission on Youth, you have been appointed as keynote speaker in one of the plenary sessions on the topic "*The African Youth: Rising above the Challenges of Modernity*" that will be attended by youth delegates from 30 participating countries around Asia, Europe, Africa and America. Your speech must aim to enlighten the youth delegates about the true identity of the African youth and how they respond to the challenges of modernity. Your speech must be informative and relevant in content, accurate in language conventions, logical in organization, and engaging and animated in delivery.

Your informative speech will be evaluated based on the following rubric guide:

	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1
Content	Student clearly states the topic of the speech in a creative, informative, innovative, or	Student clearly states the topic of the speech.	Student states the topic of the speech, but it is unclear or misleading.	Student does not state the topic of the speech.

	other rhetorically interesting way.			
Organization	Student uses imagination and creativity in explaining the information so that audience members could fully understand it	Speech explains all the elements of the topic in a logical order.	The information itself is clear, but needs a defined structure.	Speech has no background information, and no conclusion. The explanation of the informative speech seemed to be in the wrong order, and/or confusing for the audience.
Language Conventions	Essay uses all conventions of language in a correct and vivid manner, consistently throughout the essay. There are no mistakes.	Essay uses most conventions of language in the correct manner, throughout the essay. There are no mistakes that interfere with understanding the work.	Essay uses some conventions of language in the correct manner, throughout the essay. There are some mistakes and they may interfere with understanding the essay.	Essay does not use the conventions of language in the correct manner. The errors make the piece difficult to understand.
Delivery	Student actively engages the audience with a well- practiced and effortlessly delivered rhetorical device.	Student uses a story, hypothetical, rhetorical question, or other technique to attempt to sustain the interest of the audience.	Student attempts to engage audience interest but the effort is incomplete, disorganized, or is negated by poor delivery.	Student does not use any techniques to engage audience interest, or the attempt is made in an incoherent and disorganized fashion.

Be guided by the writing process in accomplishing this task:

Step 1. Get started by clicking on the links below:

This site discusses tips in how to write an informative speech.

<http://www.buzzle.com/articles/how-to-write-an-informative-speech.html>

This site contains a step-by-step guide in writing an informative speech for public speaking.

http://www.ehow.com/how_4857491_write-informative-speech-public-speaking.html

Step 2. Do a prewriting of your informative speech.

Using your acquired knowledge from your readings and the exercises you did in this lesson, organize your ideas around the title of the informative speech ‘*The African Youth: Rising above the Challenges of Modernity*’. Highlight in your speech the true identity of the African and his attitude towards challenges of the modern society.

Make a concept map based on the given topic for informative speech by clicking this link below. When you finish, submit your work through Teacher’s email address.

<http://www.studygs.net/mapping/exercise1.htm>

Step 3. Draft your informative speech using the template below:

Title: ***The African Youth: Rising above the Challenges of Modernity***

I. Introduction (Type out the whole thing word-for-word in sentence form.

Label each of the four parts.)

A. Attention-getter:

B. Link:

C. Thesis Statement:

D. Preview Statement: (This must include what your main points will be.)

II. Body (Show your key points and several details based on your concept map.)

III. Conclusion (Type out the whole thing word-for-word in sentence form.)

A. Summary:

B. Final Impression/Clincher:

Write your draft here:

Step 4. Revise your informative speech.

Revision is the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it. During revision, writers may *add*, *remove*, *move* and *substitute* text (the ARMS treatment). "[T]hey have opportunities to think about whether their text communicates effectively to an audience, to improve the quality of their prose, and even to reconsider their content and perspective and potentially transform their own understanding" (Charles A. MacArthur).

Source: <http://grammar.about.com/od/rs/g/revisionterm.htm>

In doing this step, be guided by the Revision Checklist adapted from <http://grammar.about.com/od/developingessays/a/revischeck.htm>.

Revision Checklist	Yes	No
1. Does your written speech have a clear and concise main idea? Is this idea made clear to the reader in a thesis statement early in the essay (usually in the introduction)?		
2. Does your written speech have a specific purpose (such as to inform, entertain, evaluate, or persuade)? Have you made this purpose clear to the reader?		
3. Does the introduction create interest in the topic and make your audience want to read on?		

4. Is there a clear plan and sense of <u>organization</u> to your written speech? Does each paragraph develop logically from the previous one?		
5. Is each paragraph clearly related to the main idea of your written speech? Is there enough information in your written speech to support the main idea?		
6. Is the main point of each paragraph clear? Is each point adequately and clearly defined in a <u>topic sentence</u> and supported with specific <u>details</u> ?		
7. Are there clear <u>transitions</u> from one paragraph to the next? Have key words and ideas been given proper <u>emphasis</u> in the sentences and paragraphs?		
8. Are the sentences clear and direct? Can they be understood on the first reading? Are the sentences varied in length and structure? Could any sentences be improved by <u>combining</u> or restructuring them?		
9. Are the words in your written speech clear and precise? Does your written speech maintain a consistent <u>tone</u> ?		
10. Does your written speech have an effective <u>conclusion</u> --one that emphasizes the main idea and provides a sense of completeness?		

Which items have you checked 'NO'? When you revise your speech, pay attention to the items that you marked 'NO' and make sure that you follow the guidelines above.

As soon as you have revised your speech, evaluate your revised composition using the following guidelines adapted from:

<http://grammar.about.com/od/developingessays/a/selfeval.htm>

1. What part of writing this paper took the most time?

Perhaps you had trouble finding a topic or expressing a particular idea. Maybe you agonized over a single word or phrase. Be specific when you answer this question.

2. What is the most significant difference between your first draft and this final version?

Explain if you changed your approach to the subject, if you reorganized the paper in any significant way, or if you added or deleted any important details.

3. What do you think is the best part of your paper?

Explain why a particular sentence, paragraph, or idea pleases you.

4. What part of this paper could still be improved?

Again, be specific. There may be a troublesome sentence in the paper or an idea that isn't expressed as clearly as you would like it to be.

Step 5. Edit and proofread your revised written speech.

Proofreading and editing allows you to take a closer view of your article; like using a microscope and going through your piece line by line to make sure that each sentence, phrase, and word is as strong as possible.

Here are some tips for editing and proofreading:

1. Allow some time to pass before you edit and proofread your work. That way, you won't be too tempted to rush through the process.
2. Read your work slowly.
3. Double check the spelling with a dictionary.
4. Ask someone else to read your work. A new eye catches more mistakes.
5. Proofread one last time before making a clean copy of your work.

You can try this web 2.0 tool to help you find out the errors that you have to correct in your written speech. Follow this link to learn how.

http://www.grammarly.com/?q=proofreading&utm_source=bing&utm_medium=cp&utm_campaign=Search&utm_content={creative}&utm_term=proofreading%20essay&matchtype=p&placement={placement}&network={network}

The following **Proofreading Checklist** may be helpful to you in finalizing your speech.

Proofreading Checklist	Yes	No
1. Have I eliminated fragments, run-ons, and non-standard sentences?		

2. Are my verb tenses used correctly and consistently?		
3 Have I observed correct subject-verb agreement?		
4 Have I observed correct pronoun-antecedent agreement?		
5 Do all pronouns have clear antecedent?		
6 Have I checked conjunctions for effectiveness and clarity?		
7 Have I eliminated misplaced, dangling, and squinting modifiers?		
8 Have I used correct capitalization?		
9 Have I used all punctuation marks correctly?		
10 Is my word usage correct?		
11 Have I correctly used numerals or spelled out numbers?		
12 Have I spelled all words correctly?		

Source: Rojas, Leopoldo A. (2012) Grammar and Writing Workbook II. Quezon City: Vibal Publishing House, Inc.

Step 6. Publish/deliver your written informative speech.

Once you have done the final editing and proofreading, go to the link below to publish your written informative speech.

Issuu (pronounced “issue”) is another option to upload almost any document format and transform it into a virtual flipping book. You can share and or embed the resulting creation on your classroom homepage or wiki. <http://issuu.com/#>

Likewise, upload your speech by connecting to this site:

<http://www.voki.com/create.php>.

Create your own **Voki** character that delivers your informative speech.

Customize his/her appearance and what he/she says, and share with others!

To top it all, you have to deliver your informative speech in a one-on-one session with your teacher so that your actual or authentic performance will be finally assessed.

Summing It Up

You have finally come to the end of this learning unit. Surely, you can give a more meaningful answer to the questions which guided our quest for knowledge in this unit. Write your final answer to these focus questions in the IRF worksheet (Final Answer) below.

1. What does literature reveal about African character?
2. How do Africans respond to the challenges of modernity as revealed in their literary pieces?

Initial Answer	
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Revised Answer	
Final Answer	

WRITING A SYNTHESIS JOURNAL

At this point, what new realizations do you have about the true identity of Africans and how they respond to the challenges of the modern world? What new connections have you made for yourself? Can you relate with the experiences of the African people?

Review your past experiences in this lesson and plan for future applications. Record your thoughts in the Synthesis Journal template below.

Synthesis Journal		
<i>What I Did</i>	<i>What I Learned</i>	<i>How I Can Use It</i>

End of TRANSFER:

In this section, your task was to deliver an informative speech based on a chosen topic in line with the theme of the unit.

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

Congratulations! You have completed this lesson. Before you go to the next unit 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.

1. Using context clues, what is the meaning of the highlighted word in the sentence below?

My sister **loathes** broccoli, but she loves spinach.
A. dislikes intensely
B. eats eagerly
C. prepares and cooks
D. looks earnestly
2. In a story, a person, place or thing that stands for or represents an idea or concept is a _____.
A. symbol
B. setting
C. plot
D. character
3. His first novel took him only a few weeks to write, _____ his next one took over a year. Which of the following cohesive devices will complete the sentence appropriately?
A. while
B. until
C. therefore
D. because
4. Which of the following sentences is parallel?
A. He wanted three things out of college: to learn a skill, to make good friends, and learning about life.
B. She likes listening to music and reading the latest novels.
C. Coach Espinoza was a brilliant strategist, a caring mentor, and a wise friend.

D. Mr. Nguyen kept his store clean, neat, and he made it conveniently arranged.

5. Which is the best revision of the unparallelled sentence below?

A small candle and an old lantern dimly lighted the room and trembling with the gentle breeze.

- A. A small candle and an old lantern dimly lighted the room and trembling with the gentle breeze.
- B. A small candle and an old lantern dimly lighted the room and trembled with the gentle breeze.
- C. A small candle and an old lantern dimly lighting the room and trembled with the gentle breeze.
- D. A small candle and an old lantern dimly trembled the room and lighted with the gentle breeze.

6. Read the passage below and look at the outline that follows it.

2. The Internet is an incalculable tool for research. It is a network of thousands of computers across the world. Researchers, students, government agencies, schools, businesses and individuals have left multigigabytes of free information on these computers, available to anyone with a computer and an Internet connection. There are thousands of "web sites", as they are called, with text, pictures, sounds, and movie clips. You can see this material by simply sending out the appropriate Internet address, and after a few moments, it appears on your screen. You can type in the address directly, or you can automatically invoke an address by tapping on an icon or an underlined "link" on the home page of a web site that you already have on your screen. Often the information can be printed or downloaded (copied) directly to your local computer and saved on your own diskette.

I. The Internet

A. What it is

B. Web Sites

1. How to see them

2. How to save the information

In the above outline, which is the most important idea?

A. Web Sites

B. What it is

C. How to see them

D. The Internet

7. I am an African child

Born with a skin the colour of chocolate

Bright, brilliant and articulate



Strong and bold; I'm gifted
Talented enough to be the best
I am an African child

<http://www.sierraexpressmedia.com/archives/11296#sthash.NffjXfRL.dpuf>

What does the above poem excerpt imply about what an African child is capable of doing?

- A. He can challenge the world with his physical strengths.
- B. He can bravely liberate his people from slavery and oppression.
- C. He can enhance his capabilities to rise above a problematic situation.
- D. He can condemn those who subject him and his race to slavery.

8. Read the following informative text and answer the question found after it.

Someone asked; "Why do East Africans (Ethiopia, Sudan, Somalia, Djibouti, Eritrea) look different from the rest of Africa." It is a loaded question: The question could equally be asked "Why do South Africans look different from the rest of Africa. "Well, why do Norwegians look different from Southern Italians? The differences we are made to see are an outcrop of colonialism and Eurocentric racism. And for the record there are people all over Africa (Mali, Rwanda, etc.) that have the [Ethiopic](#) look. But the images people see of Africa are those fashioned in a world built to create the illusion of difference.

<http://www.jstor.org/discover/10.2307/525127?uid=3738824&uid=2&uid=4&sid=21104357114387>

Which of the following statements is true of the article above?

- A. African people are diverse in physical features even if they belong to the same continent.
- B. Africans have one common characteristic: Ethiopic look.
- C. People of Africa creatively fashioned a world built to create the illusion of difference.
- D. East Africans and South Africans have Ethiopic look.

Read the poem by David Diop and answer the questions that follow.

Africa

David Diop

Africa my Africa,
Africa of proud warriors
In ancestral savannas,
Africa of whom my grandmother sings
On the banks of the distant river
I have never known you
But your blood flows in my veins

Your beautiful black blood

That irrigates the fields
The sweat of your work
The work of your slavery
The slavery of your children

Africa, tell me, Africa
Is this you, this back that is bent
This back that breaks
Under the weight of humiliation
This back trembling with red scars
Saying yes to the whip
Under the midday sun?

A grave voice answers me:
Impetuous son this tree, young and strong
This tree there, in splendid isolation
Amidst white and faded flowers,
That is Africa your Africa
That grows again, patiently, obstinately
As its fruit gradually acquires
The bitter taste of liberty.

Source: Language in Literature Afro-Asian Literature by Ribo, Lourdes, et al (2012), Vibal Publishing House, Inc.

9. What does the poem reveal about the speaker's orientation of Africa?
 - A. The speaker learned about the old Africa from direct experience.
 - B. The speaker learned about the old Africa from books and internet.
 - C. The speaker learned about the old Africa from his ancestors.
 - D. The speaker learned only about the old Africa from the banks of its rivers.
10. What literary device or figure of speech is strongly evident in the poem?
 - A. hyperbole
 - B. personification
 - C. metaphor
 - D. irony
11. How does the speaker create an impression of the character traits of the African people?
 - A. The speaker has a miserable image of the African people.
 - B. The speaker proudly praises the achievements of the African people.
 - C. The speaker takes pride in the 'blood that flows in (his) veins'.
 - D. The speaker is indifferent towards Africa and its people.
12. According to the poem, what forces did Africans have to contend with in life?
 - A. corruption among government officials

- B. slavery of its children
 - C. drought and famine
 - D. humiliation
13. Through this poem, how can a reader show appreciation of literature?
- A. The reader can see the plight of the Africans when they were colonized by other countries.
 - B. The reader can learn new words to increase his/her vocabulary.
 - C. The reader will learn about historical facts involving the African people of the past.
 - D. The reader will understand how the people of old Africa struggled against their colonizers.
14. How can one appreciate literature as a means of understanding the human being and the forces he/she needs to contend with?
- A. Literature provides images of people who are either good or bad.
 - B. It is through literature that the many experiences of people are highlighted so that readers can appreciate literature.
 - C. Literature reflects events in the life of humanity through which one can learn valuable insights about how others live.
 - D. It is in literature that man finds an expression of his problems, aspirations, dreams, sufferings, and conflicts in life.

Arrange the following steps in writing an informative speech, and then answer the questions that follow.

- I. Draft the essay following the outline.
 - II. Decide on a topic to write about.
 - III. Research from different sources to gather information about the topic.
 - IV. Make an outline to help in organizing the essay.
 - V. Edit and proofread for some errors on grammar, mechanics and structures.
 - VI. Revise the essay to give it a second look.
15. Which is the last thing to do in writing an essay?
- A. III
 - B. IV
 - C. V
 - D. VI
16. Which should be done after the topic of the essay is decided on?
- A. III
 - B. IV
 - C. V
 - D. VI

17. In developing an informative speech, which of the following must be well-supported by facts, details, examples, descriptions and statistics?
- A. Introduction
 - B. Thesis Statement
 - C. Body paragraph
 - D. Conclusion
18. In delivering an informative speech, the speaker must _____ to engage the audience during delivery.
- A. read the speech from introduction to conclusion
 - B. prepare questions to ask the audience after the speech
 - C. practice overnight to be ready for the presentation the next day
 - D. observe correct pronunciation, gestures, facial expressions, and effective rhetorical devices
19. Conclude your essay by summarizing the knowledge you've shared. Don't bring up any new information or raise too many questions. This paragraph is meant to bring closure to the essay while maintaining your reader's interest in the topic.

What can be said about the statement above?

- A. The statement above is a guideline that is good only for speech writing and not for essay compositions.
 - B. The above guideline is good for informative essay writing or any composition.
 - C. The statement is incorrect because a writer may bring up any new information or raise more questions at this point if there is a need.
 - D. The above guideline is true even for introductory and body paragraphs in writing an essay.
20. Corruption in Africa makes a significant contribution to the study of the impacts and eradication of corruption in African societies. John Mukum Mbaku (1998) offers a comprehensive analysis of the causes of public malfeasance in African countries and provides a number of practical and effective policy options for change.

The paragraph above can be contained in which part of the informative essay?

- A. Introductory Paragraph
- B. Concluding Paragraph
- C. Elaboration Paragraph
- D. Body Paragraph

GLOSSARY OF TERMS USED IN THIS LESSON:

Audacity. A confident and daring quality that is often seen as shocking or rude

Challenge. A difficult task or problem: something that is hard to do; an action, statement, etc., that is against something

Cohesive devices. Words and phrases that link words, sentences, and paragraphs to create a united effect.

Context clues. Bits of information from the text that, when combined with prior knowledge allow the reader to decide the meaning of unknown words in the story or article he/she is reading

Essay. A short piece of writing that tells a person's thoughts or opinions about a subject

Identity. The qualities, beliefs, etc., that make a particular person or group different from others

Informative speech. A speech intended to give information to its audience

Keynote speaker. A person who gives the main speech at a gathering (such as a convention)

Literary appreciation. The ability to study, understand and appreciate the famous or noteworthy literature works

Modernity. Of, relating to, or characteristic of a period extending from a relevant remote past to the present time

Parallel structures. Using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

Writer's device. Also known as literary device, used by writers to creatively convey their ideas using words of a language

Writing process. Refers to the step-by-step process of writing--prewriting, drafting, revising and editing, rewriting, publishing—mirrors the way proficient writers write

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

Merriam-Webster Dictionary (android application)

Ribo, Lourdes, et al. (2012). Language in Literature Afro-Asian Literature, Quezon City: Vibal Publishing House, Inc.

Rojas, Leopoldo A. (2012). Grammar and Writing Workbook II. Quezon City: Vibal Publishing House, Inc.

The site contains the poem 'I Am an African Child'.

<http://www.sierraexpressmedia.com/archives/11296#sthash.NffjXfRL.dpuf>

This site talks about Modern African Literature.

<http://www.jstor.org/discover/10.2307/525127?uid=3738824&uid=2&uid=4&sid=21104357114387>

This site contains the poem 'When Negro Teeth Speak'.

<http://jungleinablog.blogspot.com/2007/02/poems-from-rest-inpeace.html?showComment=1174046220000#c1711585524>

This site contains the summary of 'Things Fall Apart' by Chinua Achebe.

<http://www.gradesaver.com/things-fall-apart/study-guide/short-summary/>

This site provides the descriptions and examples of literary devices.

http://www.thinkingfaith.org/articles/BOOK_20080930_1.htm

This site provides a comprehensive list of literary or rhetorical devices.

<http://www.virtualsalt.com/rhetoric.htm>

This site is about basic points in using parallel structures.

<http://grammar.ccc.commnet.edu/grammar/parallelism.htm>

This site presents a good list of cohesive devices and their uses or functions in sentences.

<http://home.ku.edu.tr/~doregan/Writing/Cohesion.html>

This site provides practice exercises on using parallel structures.

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/parallelism_quiz.htm

This site contains a powerpoint presentation on using parallel structures.

<http://chompchomp.com/presentations.htm>

This site provides interactive exercises on using parallel structures.

<http://chompchomp.com/structure01/structure01.htm>

This site contains an informative text on African music and dances.

<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m13/notes.php>

This site provides information about Africa.

<http://africanholocaust.net>

This site contains an article on 'Modern African Literature and Cultural Identity'.

<http://www.jstor.org/discover/10.2307/525127?uid=3738824&uid=2&uid=4&sid=21104357114387>

This site relates about Africa and its place in the world.

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

This site talks about information related to the geology, geography, history, and demography of Africa.

<http://www.encyclopedia.com/topic/Africa.aspx>

This site provides the latest news in the African continent courtesy of BBC.

<http://www.bbc.com/news/world/africa/>

This site discusses tips in how to write an informative speech.

<http://www.buzzle.com/articles/how-to-write-an-informative-speech.html>

This site contains a step-by-step guide in writing an informative speech for public speaking.

http://www.ehow.com/how_4857491_write-informative-speech-public-speaking.html

This site provides discussions on the revision process in writing.

<http://grammar.about.com/od/rs/g/revisonterm.htm>

This site contains the Revision Checklist in writing essays.

<http://grammar.about.com/od/developingessays/a/revischeck.htm>

This site provides a self-evaluation checklist in writing essays.

<http://grammar.about.com/od/developingessays/a/selfeval.htm>

This site is about web 2.0 tool to help correct errors in written essays.

http://www.grammarly.com/?q=proofreading&utm_source=bing&utm_medium=cp&utm_campaign=Search&utm_content={creative}&utm_term=proofreading%20essay&matchtype=p&placement={placement}&network={network}

This web 2.0 tool application site gets written works published like a flipping book.

<http://issuu.com/#>

Credits for multimedia materials such as images and sounds:

This site contains a music video featuring African music and dance.

http://www.youtube.com/watch?v=ohSUO_kdi-o

This site contains the images and quotations on Africa.

<http://africanholocaust.net>

This site provides web 2.0 application for wordle.

<http://www.wordle.net/>

This site provides templates for concept mapping exercises.

<http://www.studygs.net/mapping/exercise1.htm>

This site is a web 2.0 tool for creating an avatar who can talk as words are inputted.

<http://www.voki.com/create.php>.

This site provides information with images about Africa.

<http://www.sierraexpressmedia.com/archives/11296#sthash.NffjXfRL.dpuf>