

LEARNING MODULE

English

G10 | Q4

The English Language as an Instrument of Peace



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 10

Module 4: The English Language as an Instrument of Peace

INTRODUCTION AND FOCUS QUESTIONS:

Ronald Reagan once said, “Peace is not the absence of conflict, it is the ability to handle conflict by peaceful means.” Truly, peace is essential in achieving a harmonious and a healthy relationship between and among men and between men and society. But how can we live in peace if we face different conflicts everyday, especially social conflict?

In lieu with this, this module helps you to evaluate the effectiveness of the different literary masterpieces around the world that mirror the different social issues that confront humanity and the various ways the characters in these literary texts respond to resolve the social conflict.

Thus, the urgency to identify resolutions to these social conflicts is in the air to achieve a sustainable peace and development in the society we live in.

As you go through this module, remember to search for the answers to the following focus questions:

1. **How effective is literature as an instrument for resolving social conflict?**
2. **What makes an effective research on socio-cultural issue?**

LESSONS AND COVERAGE:

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

Lesson 1 –Literature: An Instrument to resolve Social Conflict

Lesson 2 – Socio-Cultural Research for Social Transformation

In these lessons, you will do the following:

Lesson 1	<ul style="list-style-type: none"> • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies • Use a variety of informative, persuasive, and argumentative writing techniques • Get different viewpoints on various local or global issues
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	<ul style="list-style-type: none"> • Observe the language of research, campaigns, and advocacies
Lesson 2	<ul style="list-style-type: none"> • Compose a research report on a relevant social issue • Observe the language of research, campaigns, and advocacies • Get familiar with technical terms used in research

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 locational skills to gather information from primary and secondary sources of information (K)
2. Get vital information from various websites on the internet (K)
3. Distinguish facts from beliefs (K)
4. Evaluate the accuracy of given information (P)
5. Show appreciation for songs, poems, plays, etc. (P)
6. Describe the emotional appeal of a listening text (K)

7. Get different viewpoints on various local or global issues (K)
8. Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose (P)
9. Explain how the elements specific to a genre contribute to the theme of a particular literary selection (P)
10. Express appreciation for sensory images used (K)
11. Determine tone, mood, technique, and purpose of the author (K)
12. Draw similarities and differences of the featured selections in relation to the theme (P)
13. Synthesize essential information about a chosen issue. (P)
14. Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (P)
15. Explain how a selection maybe influenced by culture, history, environment, or other factors (P)
16. Expand ideas using principles of cohesion and coherence (P)
17. Use a variety of informative, persuasive, and argumentative writing techniques (K/P)
18. Use appropriate language when delivering campaign speeches. (K)
19. Show courtesy and politeness when delivering campaign speeches (P)
20. Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech (P)
21. Produce the sounds of English correctly and effectively (K)
22. Use the correct prosodic features of speech (K)
23. Use appropriate multimedia resources that accompany language (K)
24. Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns (P)
25. Observe the language of research, campaigns, and advocacies (K)

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.

Begin here.

Refer to the text below. Then, answer the question that follows.

"All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

- You don't know how to fix the holes in our ozone layer.
 - You don't know how to bring salmon back up a dead stream.
 - You don't know how to bring back an animal now extinct.
 - And you can't bring back forests that once grew where there is now desert.
- If you don't know how to fix it, please stop breaking it!"

1. What persuasive technique is used in the excerpt?
 - A. ethos
 - B. pathos
 - C. logos
 - D. bandwagon

Read and understand the excerpt of Angelina Jolie's Speech on the war in Syria as a global conflict, then, answer the questions that follow.

"Any one of the Syrians I have met would speak more eloquently about the conflict than I ever could. Nearly four million Syrian refugees are victims of a conflict they have no part in. Yet they are stigmatized, unwanted, and regarded as a burden. So I am here for them, because this is their United Nations. Here, all countries and all people are equal – from the smallest and most broken member states to the free and powerful. The purpose of the UN is to prevent and end conflict: To bring countries together, to find diplomatic solutions and to save lives. We are failing to do this in Syria. Responsibility for the conflict lies with the warring parties inside Syria. But the crisis is made worse by division and indecision within the international community – preventing the Security Council from fulfilling its responsibilities."

2. Based on the excerpt above, what is the tone of the speaker?
 - A. firm
 - B. angry
 - C. hopeful
 - D. disappointed

3. Which among the sentences below is the purpose of the speaker in delivering the excerpt of the speech above?
 - A. to inform
 - B. to persuade
 - C. to entertain
 - D. to recount

4. Which of the following statements is a **BEST** example of a belief?
 - A. World War II ended in 1945.
 - B. All politicians are corrupt.
 - C. Capital punishment is a legalized murder.
 - D. I am pretty sure that Duterte Administration will be a huge success.

5. Which of the following sentences express a **general idea**?
 - A. Poverty affects everyone; globally, regionally, and locally.
 - B. To be living in poverty is a horrible state to be in, for the individual will be lacking in essential aspects needed for life.
 - C. Half of the world's population survives on a dollar a day, and while 10% of the Philippines population controls all its wealth and land, 50% are living below the poverty line.
 - D. Poverty is caused by three main things; corruption (lack of good governance), lack of (poor quality) education, and low wages (a poor economy).

6. The following statements **BEST** describes a primary source that can be used in a research?
 - A. It describes, discusses, interprets, comments, analyzes, evaluates, summarizes information.
 - B. It will collect, organize, and repackage an information to increase usability and speed of delivery, such as an online encyclopedia.
 - C. It provides the original materials on which other research is based and enable students and other researchers to get as close as possible to what actually happened during a particular event or time period.
 - D. It lacks the freshness and immediacy of the original material.

7. The following are good examples of secondary source that can be used in a research **EXCEPT**?
 - A. Textbooks
 - B. Literature reviews and review articles (e.g., movie reviews, book reviews)
 - C. Commentaries and treatises
 - D. Diaries, personal letters, and correspondence

Read and understand the synopses of literary selections given below, then answer the questions that follow.

Synopsis 1: The World is an Apple

It is a story about a man, named Mario, who suffered in extreme poverty, so, he walked through the sinful road. He steals with his friends to experience pleasures. He gained a lot of money from it. However, he changed when he met Gloria who is a pious woman and he became his husband. Gloria, despite of Mario's past, she accepted him because she believed that Mario will change. Indeed, Mario had changed. He chose a legal job. For four years, his family suffered in poverty but, Mario never went back to the life he had before, because he knew that his wife will get angry, until such time God tested his faith. His daughter, Tita, fell ill because she has not eaten anything nutritious. And because of this, he was forced to steal an apple for when he took his daughter for a walk, they passed a grocery store that sold delicious apple as they're on their way home. His daughter wanted him to buy one but he couldn't because he has no enough money that time. What he did is he buys her one of small green apples they sell on the sidewalk, but she just threw it away, saying it was not a real apple. And for an apple, he lost his job. He did not inform his wife about it because he wanted her not to worry. He looked for another job but he never found one, so, he approached his friend, Pablo, and told him that he will join their group again. He was tired to do good things. He wanted his family to have a beautiful life, so, he chooses to return to the life he had before, the stealing.

One day, he arrived home. His wife slips her finger to take some money to buy Tita a biscuit, but Mario was annoyed and moved away from his wife. Then, they began to quarrel. Gloria was asking some of the money from his pay but Mario insisted that he has none. Mario told her that he spent it all for a woman and a drinks but Gloria didn't believe in it. So, Mario told her everything. Gloria got angry after hearing it. But, Mario told her that he had found a good job and his going to meet someone. Gloria then became glad after hearing it, not until Pablo showed up. She hated Pablo because Pablo was one of Mario's friends who do illegal things. Pablo offered some money to Gloria but, Gloria did not accept it. Pablo came to their house to fetch Mario because he thought that Mario would change his mind. He even told Gloria about Mario willing to work with him. Gloria was shocked and she insisted that Mario wouldn't do such things like that because she knew that Mario knew anything that makes her angry. But, Mario confirmed it to her that what she heard is true and that he only wanted what is good to his family. Gloria convinced him not to go and reminded him of God. But, Mario never listens to her. He told her to take good care of herself and that he will be home safely. Gloria was then left crying with her daughter.

Synopsis 2: On the Road by Langston Hughes

Sargeant steps off the train but he does not feel the cold, wet snow on his face. It is seeping down into his shoes, but he does not notice. If someone were to ask him, he probably would have claimed not to know that it was snowing at all. He does not even notice the snow in the lights of the main street at night. He is sleepy and hungry. He knocks on the parsonage door of Reverend Dorset, who notices the snow right away. He sees the "big black man with snow on his face" and notes that Sargeant is clearly unemployed. Right away, Reverend Dorset tells Sargeant to go to the relief shelter down the street. Sargeant says nothing even though he has already been to that shelter and many others during the Depression.

Sargeant turns away, hungry and cold. He sees a church right next door, which makes sense because he had just been knocking at the parsonage next door. He notices the snowy steps, the high arched doors, and the figure of Christ crucified in the lacy window. He finally notices the snow when it falls into his eyes. Knocking on the door yields nothing, so Sargeant forces his weight against it. The door gives way after a struggle. However, the noise has attracted attention from white people in the street, who yell at Sargeant, shocked. He tells them that he is looking for a place to sleep, but two white cops arrive almost right away. Sargeant has no intention of going away calmly so he pushes back against the pillars of the church. The white observers are scandalized. Suddenly, the whole church collapses in on itself, the remains covering the people and the cops before smashing into the snow. Sargeant walks away from the ruins with the stone pillar heaved up on his shoulder. He laughs to think he might have buried Reverend Dorset and his "No!"

Sargeant walks along until he realizes that he is not alone. Alongside him is Christ, who has come down from the crucifix in the church. Sargeant is surprised and says, "Well, I'll be dogged." He has never seen Christ off the cross. Christ replies that he is free only because Sargeant pulled the church down. Sargeant asks Christ if he is glad, Christ replies that he is, and they both laugh. Sargeant marvels at what has done and Christ commends Sargeant for getting him down from a cross he had been nailed to for two thousand years. Sargeant says if he had a bit of money he would show Christ around, but Christ says he has seen things.

They keep walking to the railroad yard. Sargeant asks Christ where he is going, explaining that he himself is only a bum. Christ shrugs, saying "God knows" and claims that he's leaving anyway. The two notice the red and green lights of the railroad yard and a fire from a hobo jungle. Sargeant decides to go sleep in the hobo jungle. There are makeshift houses of tin and wood and canvas strung up among the trees. The modest dwellings might not have been noticeable unless "you'd ever been on the road, if you had ever lived with the homeless and hungry in a depression."

Sargeant says goodbye to Christ when Christ says he is going ahead to Kansas City. After they depart, Sargeant goes into the hobo jungle. In the morning, he and a few other hobos grab a ride on a freight train that is passing through. Sargeant wonders where Christ is. On the train, Sargeant realizes that there are white cops there. The cops rap him on the knuckles,

call him a "coon," and tell him he is in jail. Sargeant, to his shock, realizes that he is in jail. He has dried blood on his face and a pounding headache, and the cop is hitting his knuckles. Sargeant realizes that he must have been taken to jail after trying to break into the church.

He feels cold, wet, and bruised. He mutters to the cop that he will break down the prison door too, but the cop tells him to shut up. Sargeant yells that he will break the door down and then wonders to himself where Christ has gone and if he made it to Kansas City.

Synopsis 3: The Story of an Hour by Kate Chopin

Upon hearing the news of [Brently Mallard](#)'s tragic railroad accident death in the newspaper office, his friend [Richards](#) rushes to the Mallards' house, where he and Mrs. Mallard's sister [Josephine](#) gently inform the weak-hearted Mrs. Mallard of Brently's death. In response, [Louise Mallard](#) weeps openly before going to sit alone in her room.

Exhausted, Mrs. Mallard sits motionless in her armchair by the window and looks at all the beauty of the outside world, occasionally sobbing. She is young, with a calm and strong face, but she stares dully into the sky while she waits nervously for a revelation. Finally, she realizes despite her initial opposition that she is now free. Terror leaves her eyes while her pulse beats faster.

Mrs. Mallard knows that she will mourn her loving husband's death, but she also predicts many years of freedom, which she welcomes. She begins planning her future, in which she will live without the burden of other people. She loved her husband, more or less, but love is nothing to her when compared to independence, she decides, as she murmurs, "Free! Body and soul free!"

Josephine asks Mrs. Mallard to let her enter because she is afraid that the grieving widow will make herself ill, but Mrs. Mallard is actually imagining the happiness of the years ahead. In fact, only the day before she had feared living a long life. Triumphant, she answers the door and goes downstairs with her arm around Josephine's waist, where Richards awaits.

At this moment, Brently Mallard comes in the front door, having been nowhere near the train disaster. Richards moves in front of him to hide him from seeing his wife when she cries out. By the time the doctors arrive, she has died from "heart disease," purportedly from "the joy that kills."

8. What type of conflict is commonly faced by the main characters of the 3 selections?
 - A. man vs. self
 - B. man vs. man
 - C. man vs. society
 - D. man vs. nature

9. How did the main characters commonly respond to the conflict that they were facing in the literary texts/synopses?
 - A. The characters responded in a variety of ways since they experienced different social conflicts.
 - B. The characters dealt with the conflict by acknowledging the situation in a pessimistic way.
 - C. The characters resolved the conflict by keeping the problem silently within them and did nothing.
 - D. The characters solved the conflict by entering into another problem that complicates more the situation.

10. In what way that truthful representation of the problem makes a literature an effective instrument to resolve social conflict?
 - A. It gives a venue to the reader to think and ponder.
 - B. It allows the reader to view the realities happening in the society.
 - C. It makes the readers understand others.
 - D. It motivates the readers to build a peaceful society.

11. Which among the statements is **TRUE** about social conflict?
 - A. Social Conflict can be avoided.
 - B. Social Conflict is bad and we cannot do anything about it.
 - C. Social Conflict can be solved through a socio cultural research.
 - D. Conflict cannot be separated from the society.

Read and understand the two scenarios below, then, answer the questions that follow it.

Whenever you volunteer at the homeless shelter, you get a good feeling inside.

Your neighbor contributes to many charities, and she always seems happy.

12. Which among the statements below is the **BEST** conclusion can you make from the two situations?
- A. Giving and sharing depends on one's intention and/or purpose.
 - B. Helping other people makes one happy and feel good about oneself.
 - C. Sharing and giving is dictated by one's feelings.
 - D. Sharing is good when only when you are happy.
13. Before conducting a research, which should you consider the **MOST** as a researcher?
- A. Problem
 - B. Statement of the problem
 - C. Related Literature and Studies
 - D. Analysis and Interpretation of Data
14. Which of the following paragraphs is **coherent**?
- A. For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.
 - B. For the Liberal Party the election system is a huge disadvantage. They have supporters in all parts of the country and in all social classes. They are the third-largest party. Most of the votes they get are wasted. Their representation in Parliament is far below their popularity among the electorate.
 - C. The book I would choose to take on a desert island is a book called Frankenstein. It's an amazing book about a man called Frankenstein who is a scientist. He's obsessed with creating life. He creates this monster out of different body parts. He brings it to life using electricity. The monster escapes. Frankenstein wants to forget the whole experiment. The monster tracks him down. He wants revenge. He gets it.
 - D. I have a really old car. The fan-belt of my car broke when was on my way home. My friend was having a birthday party. It was 8:00 p.m. last night when it started, but I was too late. Lights were on in a house by the side of the road. I needed to make a phone call so I went to the house...To make a long story short, it ended up costing me over 2000 pesos.
15. In writing an advocacy campaign, which will you like to consider the **MOST**?
- A. The objective of the advocacy
 - B. The facts that support the advocacy
 - C. The persuasive techniques to be used in the campaign.
 - D. The creative presentation of the advocacy campaign.

16. In writing a persuasive essay about an **advocacy campaign**, the writer must bear in mind the following **EXCEPT**?
- A. The details supported with facts
 - B. The writing technique and process
 - C. The intended audience
 - D. The reference materials you use in the advocacy campaign
17. Which of the following statements **BEST** describes a research?
- A. It is a systematic study of a certain phenomenon that requires investigation, analysis and interpretation of data.
 - B. It contains solely the problem and the resolution of the problem.
 - C. It follows a step by step process but one is allowed to deviate from the process.
 - D. It must be long and thick.
18. The following statements is **TRUE** about a research title **EXCEPT** _____.
- A. It should have a dependent and independent variable.
 - B. It should be narrowed down.
 - C. It should be creative like the title of a novel, short story, and poetry.
 - D. It should answer the what, who, and why questions.
19. In writing a research for **social issues**, which of the following should a researcher consider the **MOST**?
- A. The hypothesis that can be formulated from the social issues.
 - B. The urgency of the problem or social issues that needs to be resolved.
 - C. How to complete the parts of the research.
 - D. The tools and instruments to gather data.
20. Which is **NOT** true about a self –made advocacy campaign speech?
- A. It is solely based on opinion.
 - B. It is an opinion supported by facts.
 - C. It is based on research.
 - D. It has persuasive techniques.

Lesson 1 – Literature: An Instrument to resolve Social Conflict

MY LEARNING GOALS

By now, you must have a bird’s eye view of what concepts, skills, understandings and performances you are expected of this module. Before you go further, establish your own goals for learning by accomplishing the **My SMART Goal** worksheet below.

My **SMART GOAL**

I want to _____

by _____

so I will _____

_____ to meet my goal.



You are now ready to take on Lesson 1. From time to time you may need to revisit your Learning Goals to assess how far you have reached them at some point in this module.



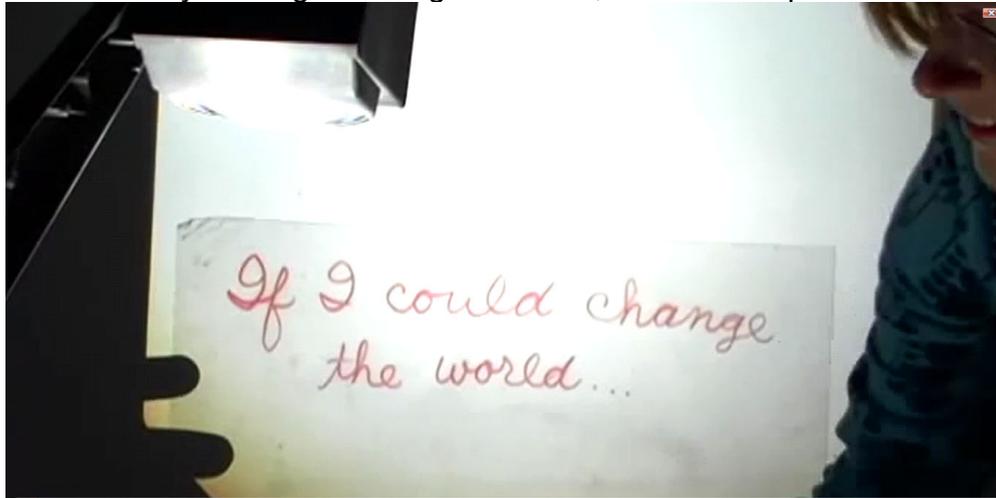
EXPLORE

In this lesson, you will evaluate selections from the different literary texts in the world. How it mirrors social issues happening in the society at large and the different ways the characters in those literary texts respond to resolve the social conflicts. As you go through the learning activities in this lesson, bear in mind this question:

How effective is literature as an instrument for resolving social conflict?

ACTIVITY 1. If I could Change the World

In order for you to have a glimpse of the different social conflicts in the world, watch the video below by clicking the link given. Then, answer the questions that follow.



Link: <https://www.youtube.com/watch?v=wuRURJ9E3iQ>

Process Questions:

1. What is the video clip all about?
2. What social issues are being presented in the video clip?
3. What realizations do you have after watching the video?
4. Are these social conflicts needed to be resolved? Why or why not?

ACTIVITY 2. The Voice Within

Watch the video of the song “Imagine” by John Lennon in the link provided below. After watching, write down on the scrolls the lines from the song that reveal social conflicts that you can relate with. Then, answer the questions below.

Link: <https://www.youtube.com/watch?v=04FjzBuxdO8>



1. Based on the lines that you have chosen, are these social issues still present today? Justify your answer.
2. What realizations have you have after listening to the song?
3. **How effective is literature as an instrument for resolving social conflict?**



Before you proceed to the next learning segments, write your **INITIAL ANSWER** to the Focus Question below using the **I-R-F Worksheet**.

How effective is literature as an instrument for resolving social conflict?

Initial Answer

Revised Answer

Final Answer

End of Explore

How did you find the previous activities? Did the activities encourage you to go further in this module? Now, in the next learning segments, you will learn more concepts that will help you in doing the task that awaits you at the end of this module. Moreover, you will evaluate literature as an instrument to solve conflicts between and among societies. So be ready for the next set of challenging activities!



FIRM-UP

Your goal in this section is to learn key concepts about how literature serves as an instrument to resolve social conflict and the different ways the characters respond to the conflict; and the use of variety of informative, persuasive, and argumentative writing techniques. Are you ready? Be guided with the essential question:

How effective is literature as an instrument for resolving social conflict?

ACTIVITY 3. Social Conflict Defined

As you move on in answering the module, you need to find out first the meaning behind the social conflict in man vs. society. Accomplish the Frayer's Model given below, by enumerating ideas about the features of social conflicts. A Frayer's Model is vocabulary building strategy that will you define words. Refer to the links given below that will you help you in accomplishing the graphic organizer.

Link 1: <https://www.hawaii.edu/powerkills/TCH.CHAP27.HTM>

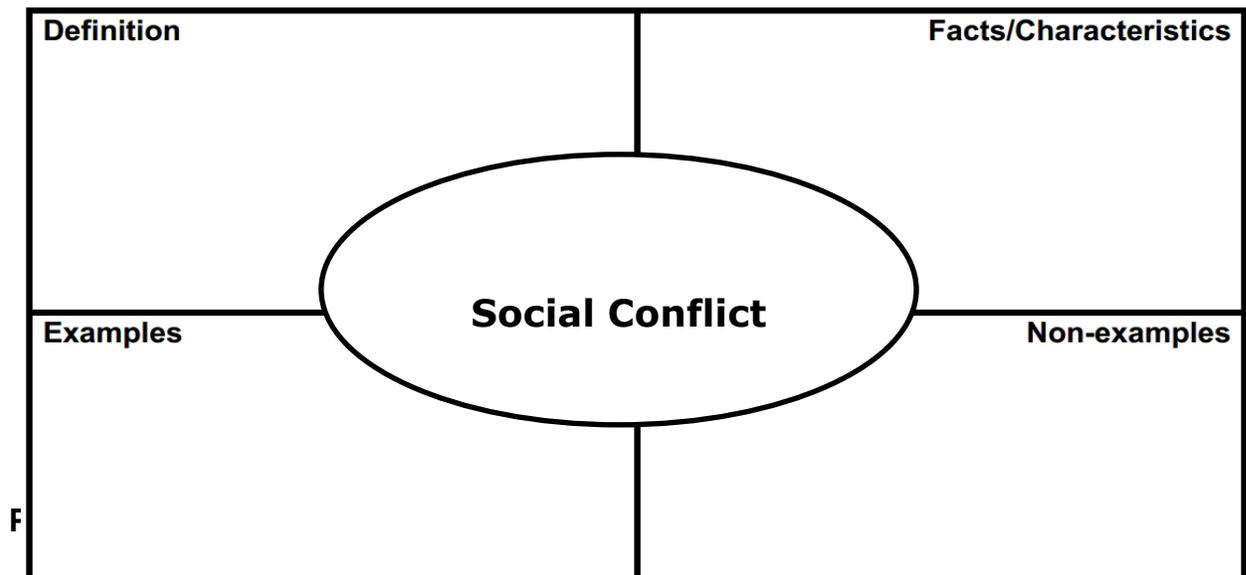
This site shows and explains different social conflicts

Link 2: https://prezi.com/zhwvo_vr-dxi/social-conflict/

This site presents a presentation of social conflict approach

Link 3: <https://www.youtube.com/watch?v=W-NRxQF6vsM>

This site shows the social conflict theory



1. Do you think you were able to write down the right answers to the word to be defined? If not, how are you going to correct it?
2. Based on your answers, which do you think give you the idea of what social conflict is? Justify your answer.
- 3. How effective is literature as an instrument for resolving social conflict?**

To learn more about social conflict/issues you can visit the website given below.

<https://prezi.com/rxi36hb3ljz3/social-issues/>

How have you been doing so far? Do you have a good picture of what is social conflict now? Click the picture that corresponds to what you feel about the previous activity. If you need **help**, write on the space provided given below the things that you want to get help with.





ACTIVITY 4. Recognizing Social Conflicts

To further your knowledge about social conflicts, click on the given links in the table and identify the social conflict being presented. Then, answer the questions that follow.

LINKS	SOCIAL CONFLICT
https://www.youtube.com/watch?v=5RSO9paxHf8&index=2&list=PLtPF1NQkhomoKFqUTInFUnmMeX7XmraNR This link provides conflict of man vs. society	
https://www.youtube.com/watch?v=h0g3_kSG9Zw&index=8&list=PLtPF1NQkhomoKFqUTInFUnmMeX7XmraNR This site shows conflict between character vs. society	
https://www.youtube.com/watch?v=iJNNugNe0Wo This site presents the conflict in the movie The Giver (Man vs. Society)	

Process Questions:

1. Are those conflicts presented true? Justify your answer.
2. How are those conflicts being resolved by the characters? Cite examples.
3. Having resolved those conflicts, was peace achieved why or why not?
4. **How do you say that literature is an effective instrument in resolving social conflict**

ACTIVITY 5. Identifying Social Conflicts in African Literature

As part of world literature, African literature is very rich in terms of culture, traditions, and their ancient beliefs. Furthermore, it also mirrors real experiences of the African people in the society where they live. Always remember that as you read the selection, you have to focus on the social conflict being presented and on how the characters in the selection respond to the conflict.

In this lesson, you will apply **Reciprocal Teaching**. Before you begin reading the story, look at the main title, scan the pages to read the main headings, and look at any illustrations. Write down your **prediction** about what the story is all about.



I guess this story is...

Now, read the selection by clicking the link below and check whether it turns out as what you have predicted. Answer the process questions after reading the text.



Selection 1

The Hands of the Black

<https://www.wattpad.com/98358604-random-stories-the-hands-of-the-blacks-by-luis>

This link provides the full text of the story The Hands of the Black



Process Questions:

1. Who is/are the main character/s in the story? Give a brief description.

2. What social conflict is being presented in the story? Cite evidences from the text to prove your answer.

3. Does the social conflict presented in the story really happen in real life? Explain your answer.

4. How do the main characters respond to the resolution of the conflict in the story?

5. Will you resolve the conflict the way the characters resolved the conflict? Why or Why not?

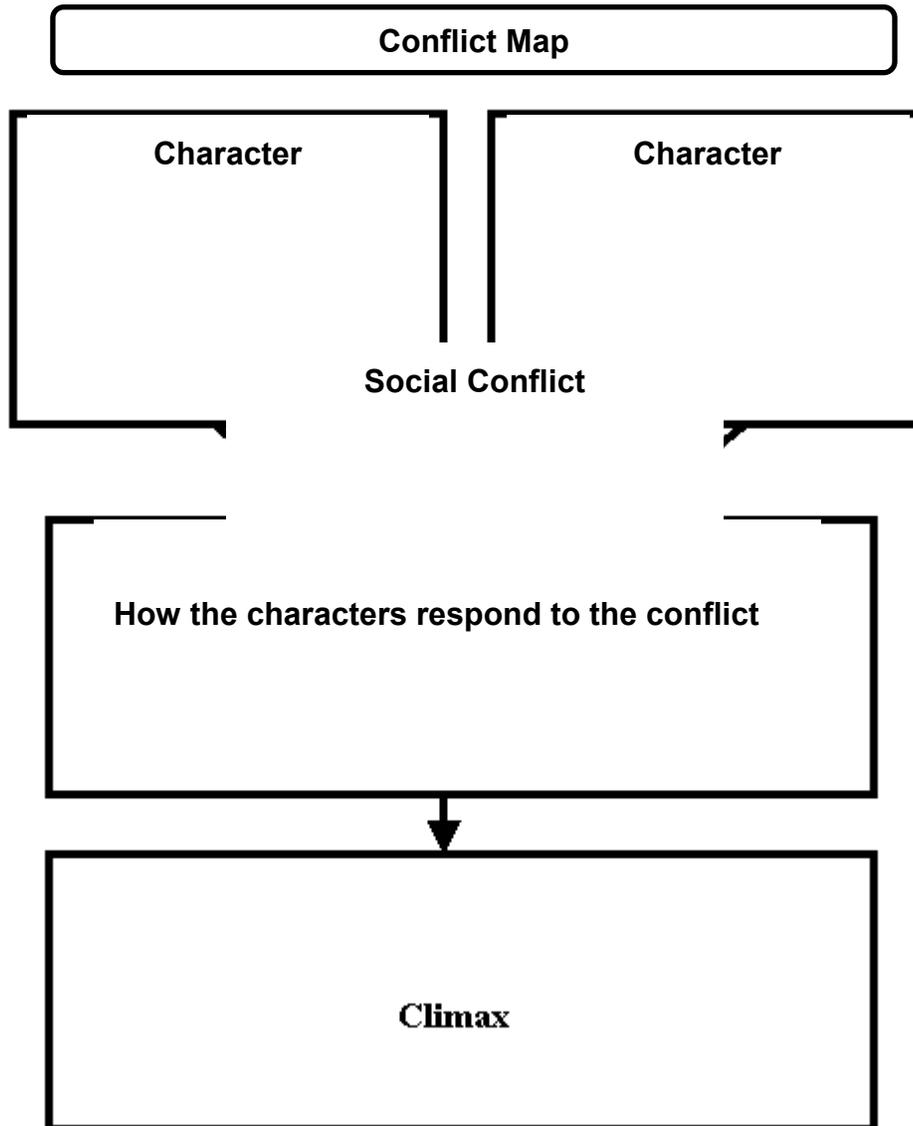
6. How effective is the story you have read as an instrument in resolving social conflict?

Now that you have understood the selection, list down any words, phrases or sentences in the selection that is unclear. Use the table provided below. You may use an online dictionary to look for the meaning of the unfamiliar words.

words/phrases/sentences	Meaning

ACTIVITY 6. Social-Conflict Resolution

The selection you have just read reveals a social conflict that the black people are experiencing especially the people in Africa. At this point, identify the social conflict being presented in the selection and how the characters respond to the conflict. Use the conflict map graphic organizer below.



ACTIVITY 7. Let's Set the Tone, Let's Know the Mood

Tone and mood both deal with the emotions centered in a literary piece.

Tone is the author's attitude toward the writing (his characters, the situation) and the readers. A literary piece can have more than one tone. Tone is set by the setting, choice of vocabulary and other details.

Mood is the general atmosphere created by the author's words. It is the feeling the reader gets from reading those words. It may be the same, or it may change from situation to situation.

Therefore, **tone** is the way feelings are expressed while **mood** is the overall feeling of the literary work. Check the examples in the boxes below.

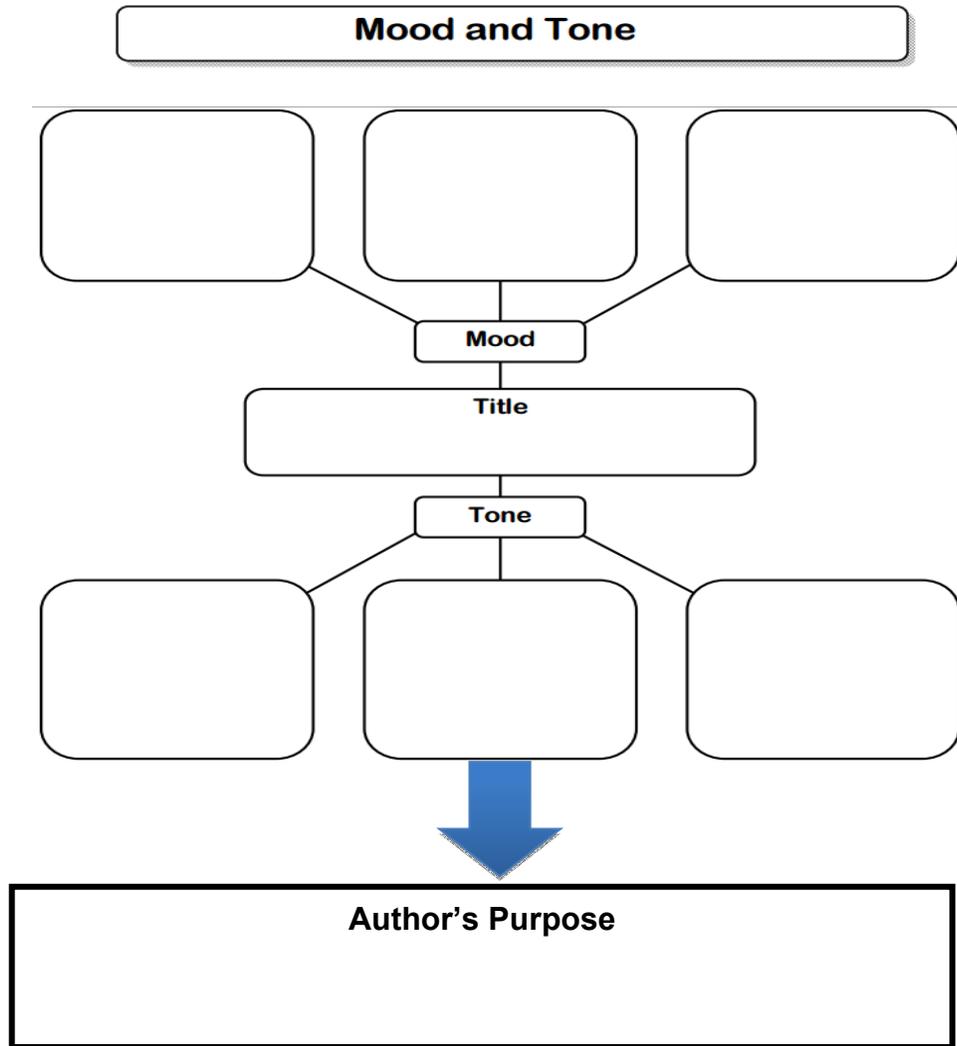
Words That Describe Tone		
Amused	Humorous	Pessimistic
Angry	Informal	Playful
Cheerful	Ironic	Pompous
Horror	Light	Sad
Clear	Matter-of-fact	Serious
Formal	Resigned	Suspicious
Gloomy	Optimistic	Witty

Words That Describe Mood	
Fanciful	Melancholy
Frightening	Mysterious
Frustrating	Romantic
Gloomy	Sentimental
Happy	Sorrowful
Joyful	Suspenseful

Source:

<http://www.inetteacher.com/upload1/102670/docs/ToneMood%20Worksheet.pdf>

Based on the story you have just read, determine its tone and mood to be able to know the author’s purpose in writing the story. Use the tone and mood graphic organizer below.



Process Questions:

1. How did you identify the tone of the story? How about the mood?
2. What is helpful to identify first the tone and mood of the story before knowing the purpose of the author in writing the story? Explain your answer.
3. Does the author’s purpose in writing the story reveal **the effectiveness of the story as an instrument in resolving social conflict**? Defend your answer.

ACTIVITY 8. Practice Makes Perfect!

Did you have fun in identifying the tone and mood of the story? To further your knowledge about the lesson, click the links below.

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

This site allows you to take a quiz on tone and mood

<http://www.inetteacher.com/upload1/102670/docs/Tone-Mood%20Worksheet.pdf>

This site gives you exercises on identifying tone and mood

<http://sheltonm.com/sitebuildercontent/sitebuilderfiles/tonevsmoodexercisenotesandexamples.pdf>

This site gives you readings on tone and mood with exercises

How did you do in the exercises? Click the appropriate icon to describe how much you have learned in the exercises. Explain why you describe such. Write your explanation below the icon.





Selection 2

ACTIVITY 9. The Voice Within in “I have a Dream”

Racial discrimination has been a major issue in the United States since the colonial era and the slavery period. The speech “I have a Dream” delivered by Martin King Luther at the Lincoln Memorial in Washington DC on August 28, 1963 represents the voice of the victims of racial injustice in the whole world.

Click the given link below to listen to the audio of the speech and to read the original text of the speech as well.

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

This site shows the audio and the text of the speech

How well did you read? Let’s find out by paraphrasing some of the paragraphs of the speech. Paraphrasing is defined as the process of translating something in your own words. This strategy will help you think about what you have read and you will help you remember and understand it. Paraphrase only paragraph numbers **3, 4, 5, and 6**. Be guided by the RAP steps

**R A P
STRATEGY**

Step 1: Read a paragraph.

Step 2: Ask yourself the following question:
What were the main idea and details in this paragraph?

Step 3: Put the main idea and details into your own words.

“RAP” PARAPHRASING STRATEGY WORKSHEET

1. **TOPIC:** *What is the paragraph mainly about?*

2. **MAIN IDEA:** *What does this section tell me about the topic stated above?*

3. **DETAILS/FACTS:** *What details/facts support the main idea stated above?*

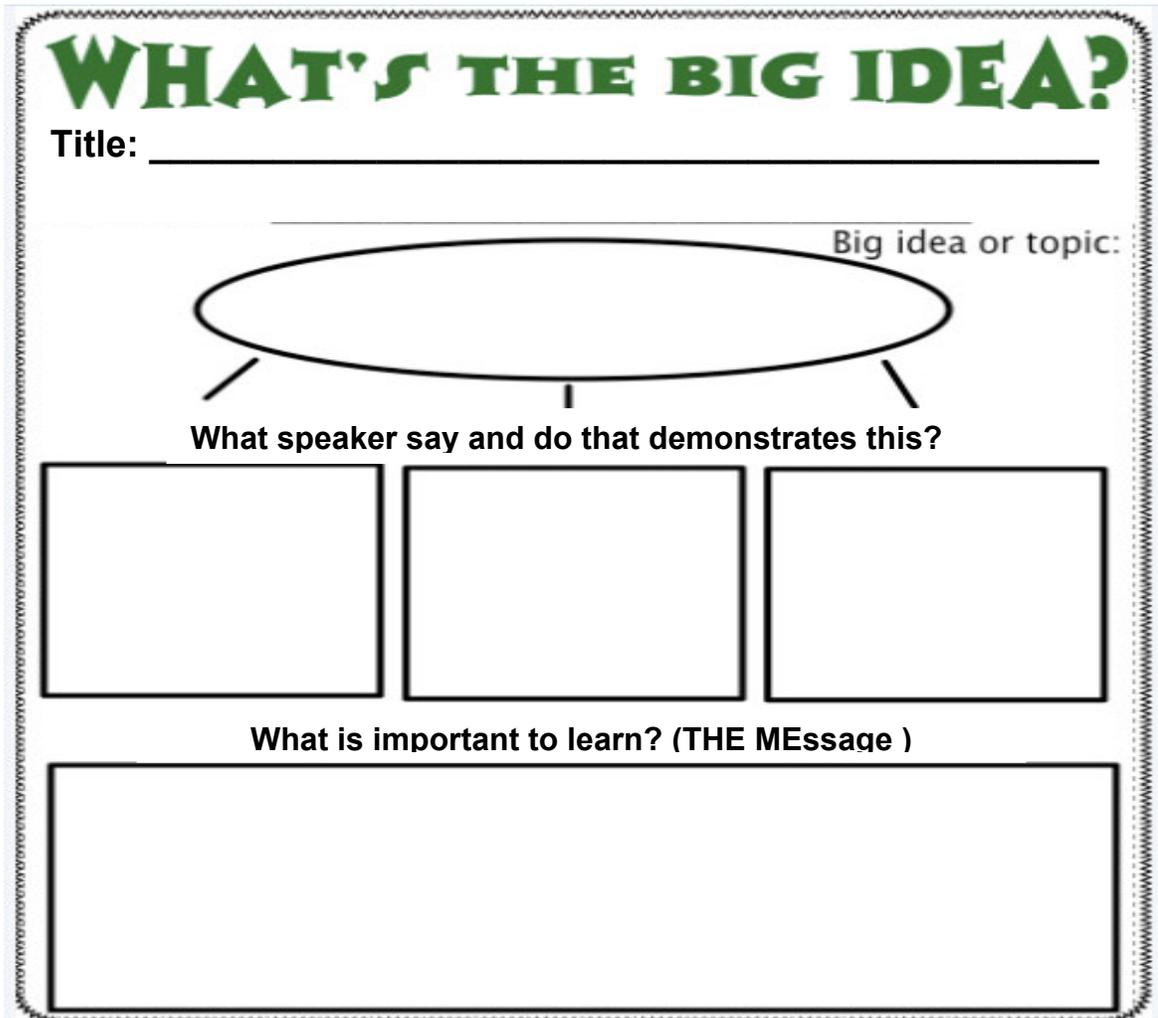
4. **PARAPHRASE:** *A paraphrase is a detailed restatement in your own words of written or spoken material. Your paraphrase should be accurate and convey the same main idea and meaning as the original.*

Process Questions:

1. What was your realization after doing the activity?
2. Does the paraphrasing activity help you understand the theme of the speech? Why or Why not?
3. How did the speaker convey his stand in his speech? Was he polite? Defend your answer.
4. What social conflict was he referring to? Is it really happening in the society?
5. Do you think he was able to resolve the social conflict? In what way?
6. Would you also do the way he resolved the conflict? Why?
7. **Is the speech an effective instrument to resolve social conflict?**

ACTIVITY 10. What’s the BIG IDEA!

Every literary piece has BIG ideas to convey. Based on Activity 9, identify the BIG Idea of the speech that you were not able to highlight in the RAP Activity. Use the BIG Idea graphic organizer below.



WHAT'S THE BIG IDEA?

Title: _____

Big idea or topic:

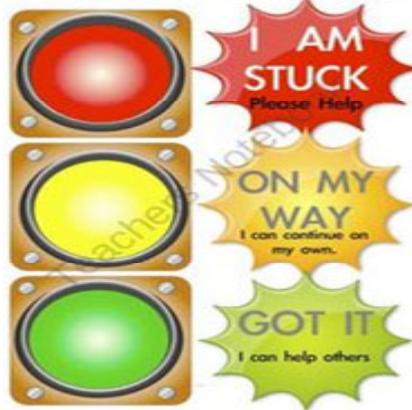
What speaker say and do that demonstrates this?

What is important to learn? (THE MESSAGE)

Source: http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp- themes-in-literature

How have you been doing? Click the icon that describes your performance so far. Be honest with your answer. If you feel stuck, how would you like to be helped? Write your comment in the comment box provided below.

How am I doing?



Still Stuck? How would you like to be helped? (Comment here)

Now that you know how to extract the theme of a literary text, it's time for you to move on to the next activity about persuasion. Persuasion is a skill that is being used in our day to day communication. With the proper use of persuasive techniques, it might open the way to express and resolve societal conflict. Are you ready? Begin doing activity 10: Persuade Me!

ACTIVITY 11. Persuade Me!

A **persuasive speech** is a specific type of speech in which the speaker has a goal of convincing the audience to accept his or her point of view. The speech is arranged in such a way as to hopefully cause the audience to accept all or part of the expressed view. Though the overarching goal of a persuasive speech is to convince the audience to accept a perspective, not all audiences can be convinced by a single speech and not all perspectives can persuade the audience. The success of a persuasive speech is often measured by the audience's willingness to consider the speaker's argument.

Click the link below as you view the video of the delivery of Martin King Luther Jr.'s "I have a Dream".

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

Evaluate the speech using the checklist below. Check the appropriate column if you think the speech, “I have a Dream”, possesses those characteristics in the checklist.

PERSUASIVE SPEECH CHECKLIST	YES	NO
TOPIC		
1. The speech makes a claim about a topic.		
2. The speech focuses on one or two major issues those issues are described thoroughly.		
ORGANIZATION		
3. The speech has reasons to support the claim.		
4. The reasons are supported with proof. (facts and examples)		
5. The reasons are connected and organized in a logical way.		
6. The speech has a positive conclusion that urges the audience to agree, support, or take action on the issue or topic.		
PERSUASIVE STRATEGIES		
7. The speech builds trust and credibility.		
8. The speech appeals to the audience’s emotions. (Creating anger, happiness, sadness, pity, etc.)		
9. The speech uses logic, numbers, and facts to support the argument.		
10. The speech anticipates an argument against its position on the issue and explains how its position on the issue is the better choice.		

Source:

https://bboard.ocsb.ca/bbcswebdav/users/e21714/online_docs/Persuasive%20Writing%20Checklist.pdf



ACTIVITY 12. Delivering an Advocacy Campaign Speech

Delivering a speech in front of an audience is not easy. But, public speaking matters a lot in expressing thoughts and ideas, and in persuading others. Below are links/sites that will help you on how to deliver a persuasive speech effectively and efficiently.

<https://www.englishclub.com/esl-activities/persuasive-speech.htm>

This site gives tips and ideas on how to deliver a persuasive speech

<https://www.teachingchannel.org/videos/students-delivering-persuasive-speeches>

This site teaches students on how to deliver and evaluate a persuasive speech

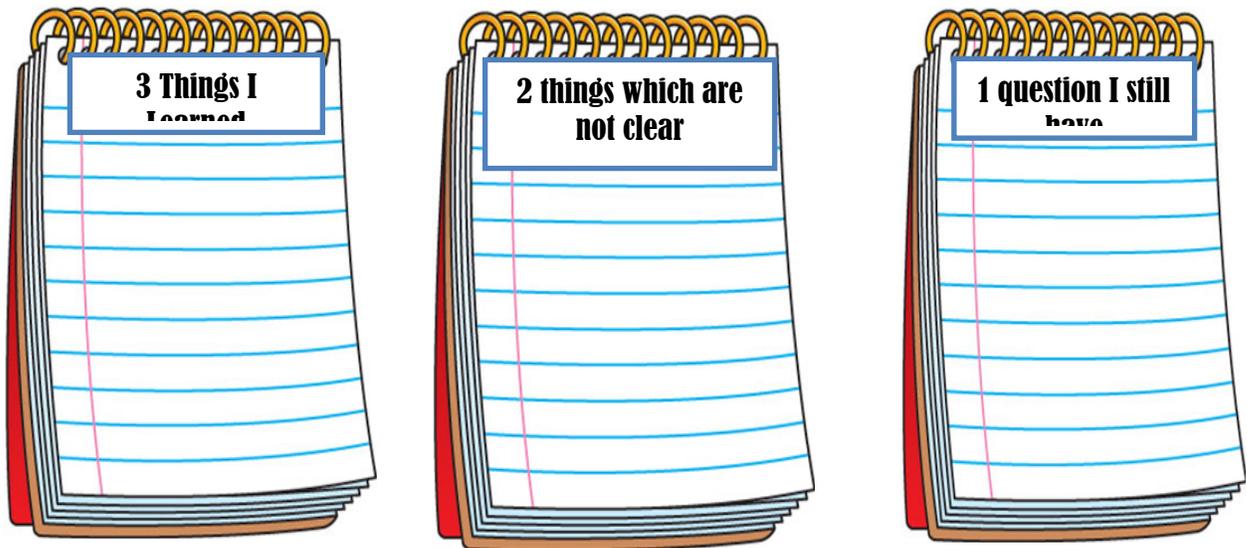
http://marketing.njstatelib.org/blogs/2013/jul/03/tmcclary/seven_tips_for_giving_a_persuasive_speech

This site guides students on the seven tips on how to delivering a persuasive speech

<https://www.youtube.com/watch?v=k3a13ab3m2s>

This link discusses ways on how to deliver persuasive speech to an audience

How is your reading so far? Have you learned new important things? Share it! Accomplish the 3-2-1 chart with an honest response.



ACTIVITY 13.

The Art of Persuasion: Techniques in Writing a Persuasive Speech and Advocacy Campaign Speech

“I have a Dream” is one of the great persuasive speeches because of the techniques used by the writer in persuading the audience. This is also the reason why the speech at some point is an effective means to resolve social conflicts. Click the link below to enrich your knowledge about some techniques in persuasion.

<http://bigfishpresentations.com/2013/06/27/3-ways-to-persuade-your-audience/>

This site allows the students to learn more on persuasion techniques

Have you learned something new about the things you have just read? Share them!



Sharing what I learned...

ACTIVITY 14. Ethos, Pathos, Logos

Go back to the speech of Martin Luther King Jr., “**I Have a Dream.**” With his speech, he masterfully uses Ethos, Pathos, and Logos in his rhetoric to provide proof to all Americans that racism and segregation is not the intended foundation of America. Identify whether the argument given is using Ethos, Pathos, and Logos and explain why.

“Five score years ago, a great American, in whose symbolic shadow we stand today, signed the emancipation proclamation.”

Persuasive Technique:

Why?

“When the architects of our republic wrote the magnificent words of the Constitution and the [Declaration of Independence](#), they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the “unalienable Rights” of “Life, Liberty and the pursuit of Happiness.”

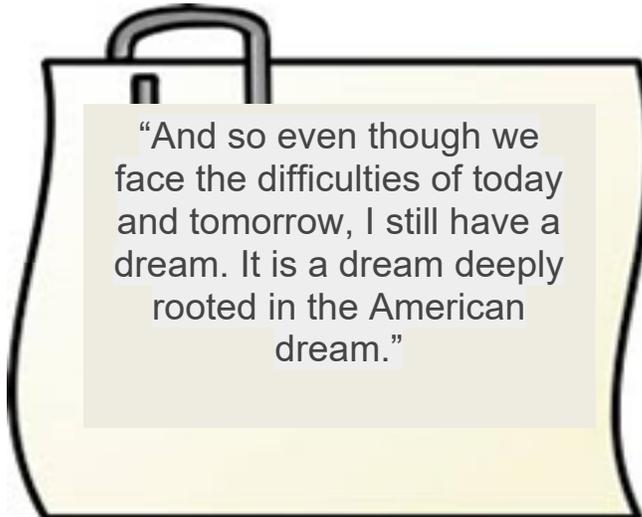
Persuasive Technique:

Why?



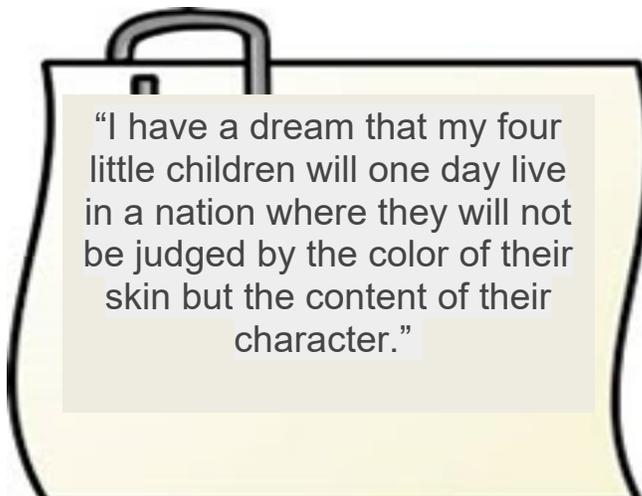
Persuasive Technique:

Why?



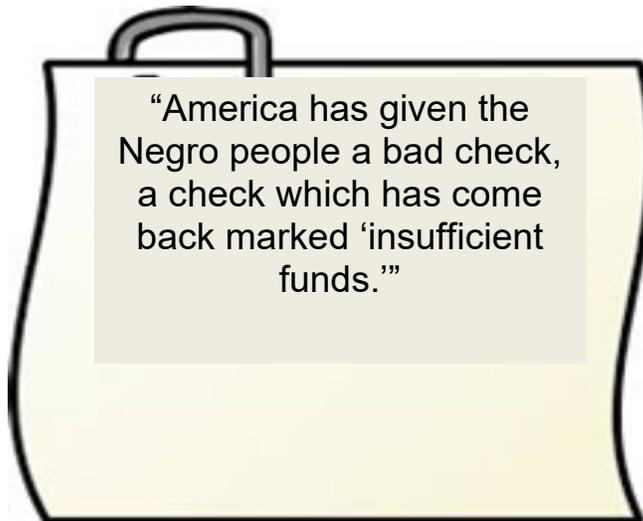
Persuasive Technique:

Why?



Persuasive Technique:

Why?



Persuasive Technique:

Why?

Process Questions:

1. How do you find the activity? Does it help you understand what persuasion is all about?
2. If you were going to write your own speech, what technique will you consider in composing your own persuasive speech? Explain.
3. Do you think the technique you chose will effectively persuade your audience? Explain.
4. Does this technique **make the speech an effective instrument to resolve social conflict? Why or why not?**

ACTIVITY 15. Lesson Checkpoint!

Did you do well in the activity? Did the activity help you to know more about techniques in persuasion? Share your thoughts in a 2 paragraph essay. Use the scroll below and click submit after completing your essay.



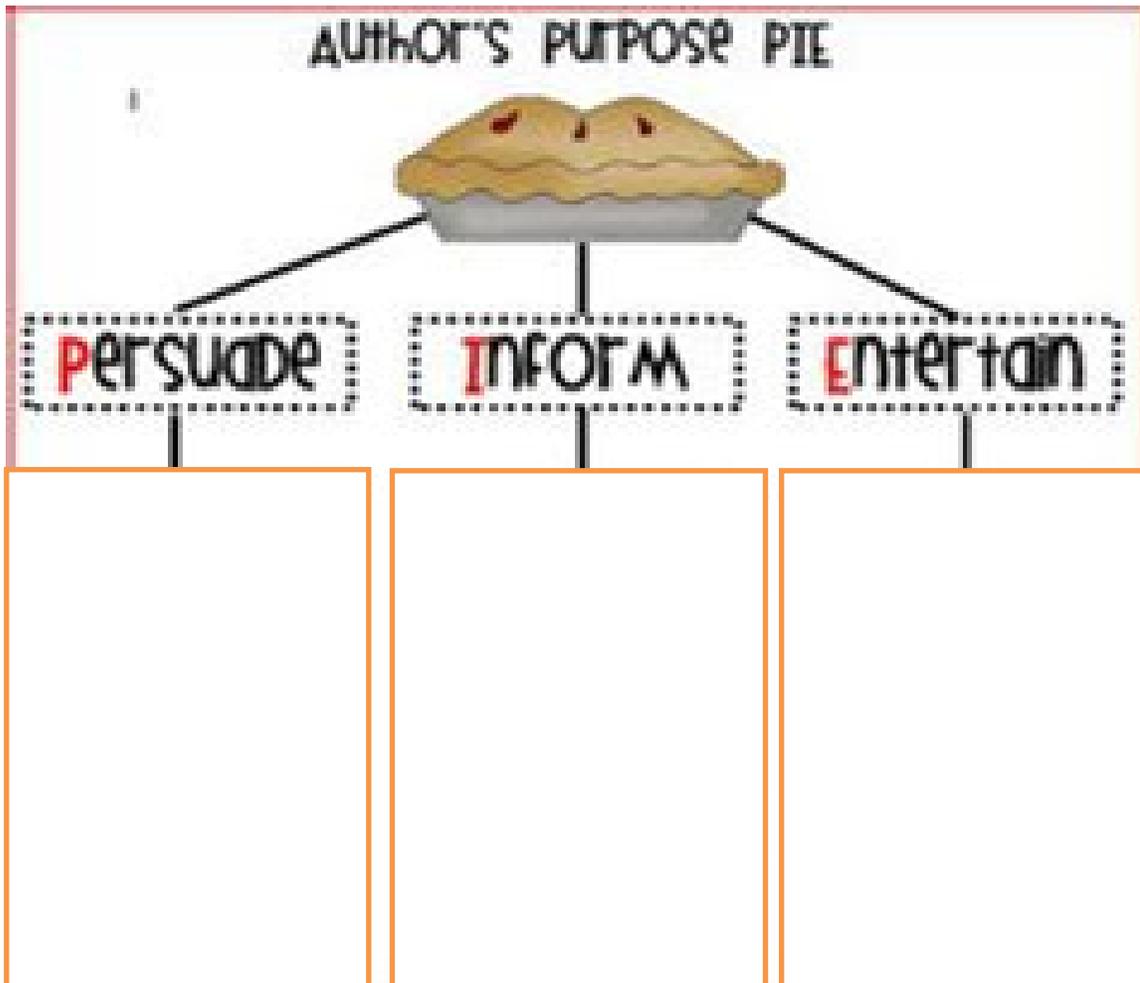
ACTIVITY 16. Author’s Purpose: It is easy as P.I.E.

At this point, you are going to identify the author’s purpose in writing the speech entitled “I have a Dream”. This would help you gain new information, have an opinion about a certain topic and/or appreciate the story/selection and essay being read. Follow the following steps:

1. Before reading the selection, ask yourself, “Why did the author write the selection?
www.ereadingworksheets.com/reading.../authors-purpose-lesson.ppt
 This site gives you information about the modes of writing to know the author’s purpose.
2. Read and understand the passage/selection.
3. Arrange the information in a graphic organizer. (see below)

You may now begin. Click for the link below to read the full text of the speech.

http://avalon.law.yale.edu/20th_century/mlk01.asp



Process Questions:

1. How well did you do in the activity?
2. Were you able to identify the author’s purpose correctly? How did you do it?
3. Based on your answers in the graphic organizer, did the speech reveal the intention of the writer to resolve social conflict? Why do you say so?
4. **Based on the purpose, do you think the speech is an effective instrument to resolve the social conflict? Justify your answer.**



Selection 3

Oli Impan
By Alberto S. Florentino

You had learned from your Grade 9 English class that drama/play can be an instrument to show the realities that are happening in our society-social conflict. At this point, you are about to read a play written a by a Filipino writer, Alberto S. Florentino. Also, find out how this play reveals the social conflict in the Philippines. To know more about the playwright, click the link given below.

https://prezi.com/z_ojnjtvhyvm/the-life-of-alberto-s-florentino/

Accomplish the table below:

3 things I have learned from the life of the playwright	How will the things I have learned about the playwright help me understand the play better?

Click the link below to have an access to the full text of the play, “Oli Impan”. Please be reminded of the questions to be answered.

<http://developmentalbookworms.blogspot.com/2009/12/oli-impan-alberto-s.html>

ACTIVITY 17. Character Tracker

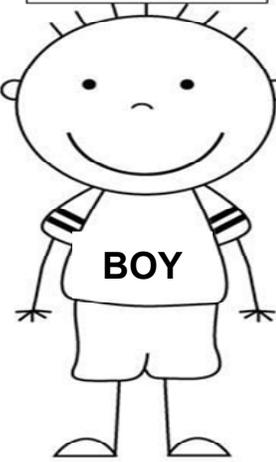
Characters are important aspect of a story. They give life to the story. At this point, analyze the main characters in the play you have just read to have a better understanding of the play. Use the graphic organizer below.

Get to know your character!

Appearance:
What does the character look like?

Who is the character?

Personality:
What are the character's thoughts and feelings at this point in the text?



Text Evidence:

Text Evidence:

Actions:
What is the character doing?

Text Evidence:

Process Questions:

1. What characteristics did the boy show in the play?
2. What is the conflict being faced by the boy?
3. Is the conflict being shown in the play happen in our country? Prove your answer.
4. How did the boy respond to the conflict he was facing?
5. Was he able to resolve the conflict?
6. **How effective is the play as an instrument in resolving social conflict?**

Get to know your character!

Appearance: What does the character look like?	Who is the character?	Personality: What are the character's thoughts and feelings at this point in the text?
Text Evidence:		Text Evidence:
Actions: What is the character doing?		Text Evidence:

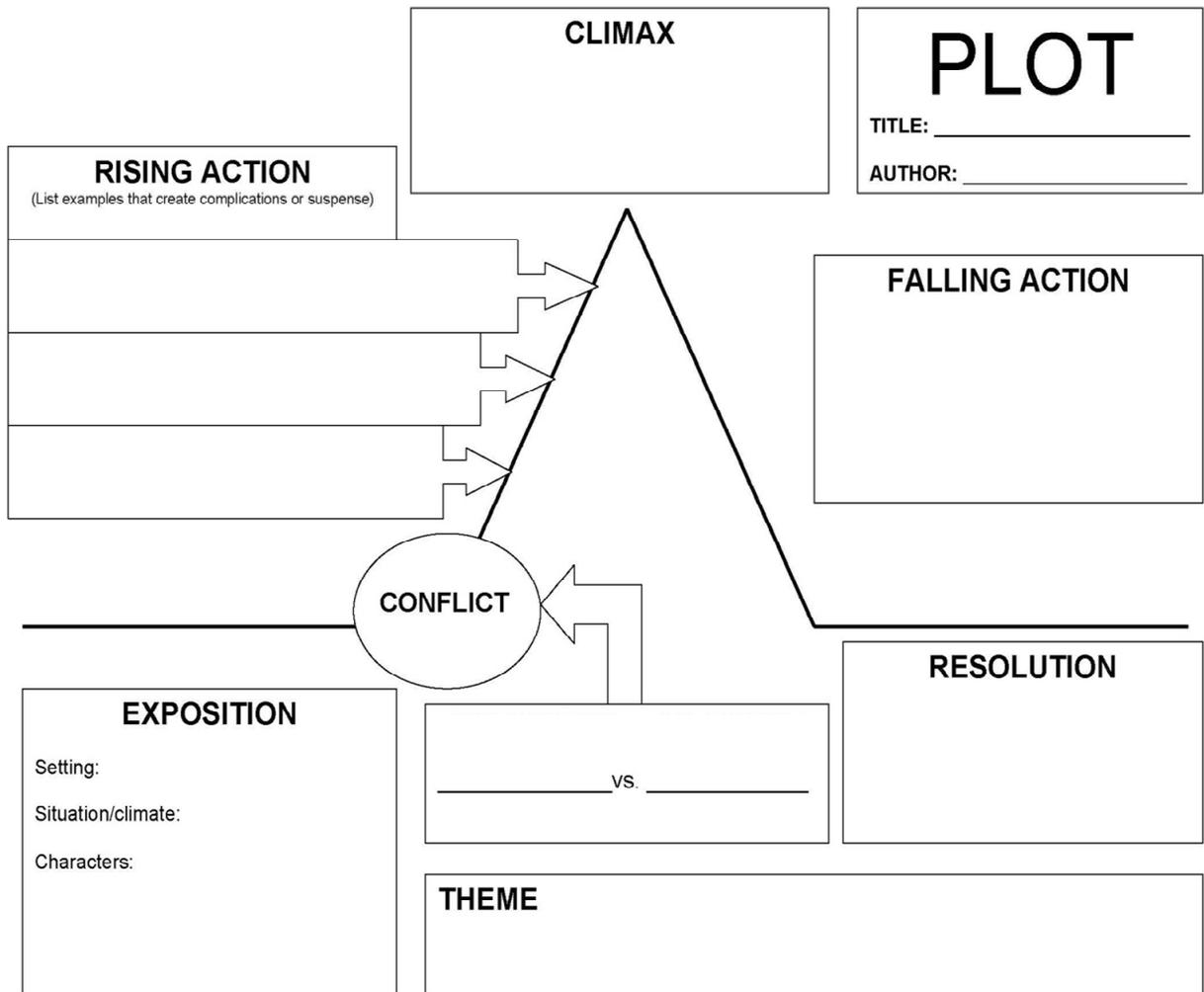
Process Questions:

1. Based on your answer in the activity, how would you characterize the girl in the play?

2. What are the fears of the girl in the play? Why is she crying? How did the boy appease her?
3. What other conflicts does the girl face in the play? What causes those conflicts? Cite examples from the lines in the play.
4. Are these conflicts happening in real life? Explain.
5. How did the girl respond to the conflict/s she experienced? Cite supporting lines from the play?
6. **Is the play an effective instrument in resolving social conflict? Prove your answer.**

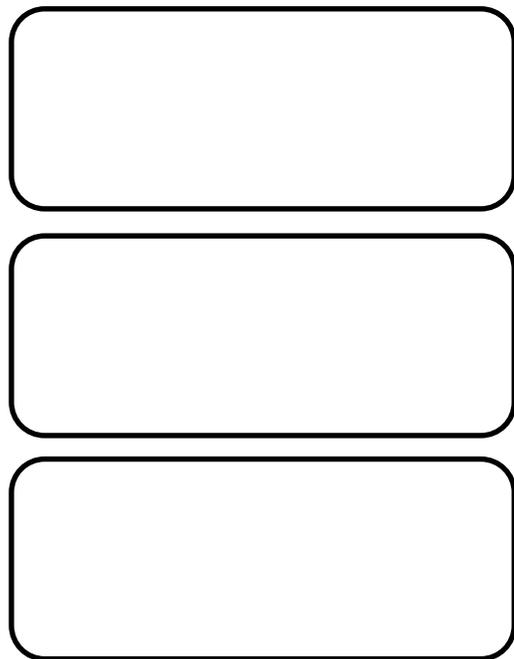
ACTIVITY 18. Plot Analysis

Read the play again, and trace the significant events in the play to get its theme. Use the plot diagram below.





How are you doing with the lesson so far? Click the appropriate smiley that describes your performance all the activities. Write your explanation on the box provided.



ACTIVITY 19. Advocacy Campaign

Advocacy is a process of supporting and enabling people to: express one's views and concerns, access information and services, defends and promotes one's rights and responsibilities. Advocacy campaign is needed to persuade others to do make an action for

In this lesson you are going to write your own advocacy campaign speech to influence others to resolve social conflicts.

Click the link below to view an example of an advocacy campaign. This video is entitled ***"The Girl who silenced the world for Five Minutes."***

<https://www.youtube.com/watch?v=XdK0uYjy85o>

How did you find the advocacy campaign? Does it give you now an idea on what an advocacy campaign is? Now, it's time for you to evaluate the video that you have just watched. After answering the questions, click the SUBMIT button.

Questions	Answers
1. What is the social issue that is presented in the speech?	
2. How did the speaker deliver her speech?	
3. What makes the speech an advocacy campaign speech?	
4. Is the speech an effective instrument to resolve social conflict?	

ACTIVITY 20. Writing My Campaign, Voicing Out My Advocacy!

Now that you have an idea of what an advocacy campaign is, it is time for you to write your own advocacy campaign. Furthermore, choose a social conflict that is relevant for your advocacy campaign. Consider in your advocacy campaign the use of persuasive techniques and persuasive language. Write your advocacy campaign in the scroll below.



Now, it's time for you to evaluate your own speech based on the given checklist below. After evaluating your own speech, answer the questions that follow.

ADVOCACY CAMPAIGN SPEECH CHECKLIST	YES	NO
TOPIC		
1. My advocacy campaign speech makes a claim about a topic.		
2. My advocacy campaign speech focuses on one or two major social issues and those issues are described thoroughly.		
ORGANIZATION		
3. My advocacy campaign speech has reasons to support the claim.		
4. The reasons are supported with proofs. (facts and examples)		
5. The reasons are connected and organized in a logical way.		
6. My advocacy campaign speech has a positive conclusion that urges the audience to agree, support, or take action on the issue or topic.		
PERSUASIVE STRATEGIES		
7. The speech builds trust and credibility.		

8. The speech appeals to the audience’s emotions. (Creating anger, happiness, sadness, pity, etc.)		
9. The speech uses logic, numbers, and facts to support the argument.		
10. The speech anticipates an argument against its position on the issue and explains how its position on the issue is the better choice.		

Process Questions:

1. Based on the checklist, what is your over-all evaluation to your advocacy campaign speech? Why is this so?
2. If there are still lacking ideas in your advocacy campaign speech, what are they? How will you include them in your advocacy?
3. So far, **do you think your advocacy campaign is an effective instrument to resolve social conflict?** Why do you say so? Justify your answer.

Did you do well in the activity? What are your new realizations in the activity? Share it using **MY NOTEPAD** below.



Before you proceed to the next activity, evaluate first your performance in writing an advocacy campaign speech. Click the appropriate icon to describe your performance.

Then, if you want to have some questions to your teacher regarding the lesson, type your question in the boxes given and click the SUBMIT button.



I can do this!

MY MESSAGE:



I'm getting there.

MY MESSAGE:



I need help!

MY MESSAGE:



END OF FIRM UP

In this section, the discussion was about assessing how effective literature is in resolving social issues in a short story, a speech, and a play. Also, you were able to identify techniques used in advocacy campaign speech, writing advocacy campaign speech and delivering advocacy campaign speech based on the literary texts that presented social issues to be resolved in this section.

It's time for you to revisit your answer in the IRF Worksheet. 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?

Revisit your **Initial Answer** to the **Essential Question** in this lesson and see how you can revise your ideas using the IRF Worksheet that follows. Copy and paste your Initial **Answer** in the space provided. Then write your **Revised Answer** in the next box.

How effective is literature as an instrument for resolving social conflict?

Initial Answer

Revised Answer

Final Answer



DEEPEN

Your goal in this section is to take a closer look at some aspects of the effectiveness of literature as an instrument to resolve social conflict. Recall and keep in mind this question as you proceed:

How effective is literature as an instrument for resolving social conflict?

In the first part of your module, you were able to read three literary texts that reveal social conflicts. You have evaluated the three texts in this module and you were able to answer the essential question every after the texts.

In this activity, it is now the right time to put all the things that you have learned from the literary texts using the **ADDING UP THE FACTS** Worksheet.

ACTIVITY 21. Let's Add Up all the FACTS!

Using the **ADDING UP THE FACTS** worksheet, what conclusions or inferences can you draw from “adding up the facts”? What are the big ideas?

The Hands of the Black

I Have a Dream

Oli Impan

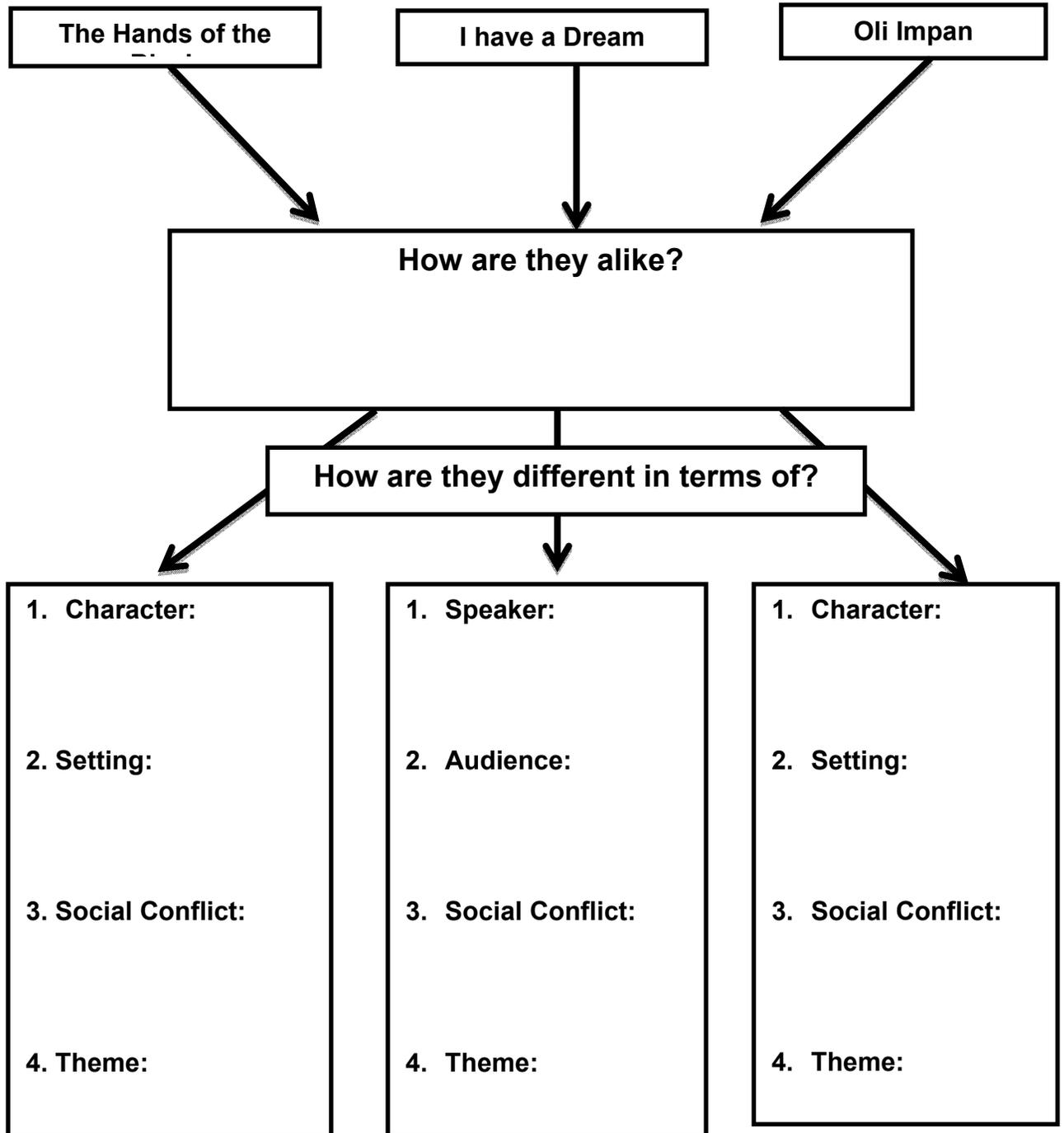
My Conclusion:

Process Questions:

1. What did you say about texts 1, 2 and 3?
2. Looking at these texts what do they have in common?
3. What conclusion can you make?
4. Is your answer at the bottom true for texts 1, 2 and 3? How?
5. **How effective is literature as an instrument for resolving social conflict?**

ACTIVITY 22. Similarities and Differences

At this juncture of the module, you are now to work on the similarities and differences of the literary texts that you were able to analyze and evaluate in terms of its effectiveness as an instrument to resolve social conflict which is also the basis of your advocacy campaign. Use the table below for your answers. Once done, click the **SUBMIT** button. After that, answer the process questions given below the table.



Process Questions:

1. Who among the characters was able to resolve the social conflict effectively? Why? Justify your answer.
2. Which among the three texts have presented social conflict issues that are happening today in reality? Explain.
3. In terms of theme, do the texts have all the same themes? Elucidate your answer.
4. What generalization can you make on the three literary texts? Are they effective instruments to resolve social conflicts? Why or Why not?

ACTIVITY 23. My Advocacy, My Campaign, My Voice

At this point, you are going to choose a social issue from the previous literary texts that you have studied in the earlier part of the module, then, write your own advocacy speech campaign to resolve the social issue of your choice. Remember to apply techniques in argumentative and persuasive in the advocacy campaign. Use the graphic organizer below. Click the SUBMIT button once you are done.

Strategy		Activity
 Pick an idea or opinion.		Formulate an opinion and state that opinion clearly.
 Organize and generate notes and ideas for each part of the TREE.		Organize notes by completing a graphic organizer:
	Topic Sentence	Formulate a topic sentence expressing an opinion.
	Reason	Give at least three reasons to support the topic sentence.
	Explanation	Explain your reasons.
	Ending	Formulate a statement to summarize the topic sentence.
 Write and say more.		Write a complete paragraph. Follow the plan developed using the TREE strategy.

In this section, the discussion was about assessing how effective literature is in resolving social issues in a short story, a speech, and a play. Also, you were able to identify techniques used in advocacy campaign speech, writing advocacy campaign speech and delivering advocacy campaign speech based on the literary texts that presented social issues to be resolved in this section.

What new learnings have you gotten from the lesson? What realizations you have in mind?

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



TRANSFER

Your goal in this section is to apply your learning to real world experiences. You will be given a practical task which will demonstrate your understanding of how effective literary texts as instruments to resolve social conflict. As this is the last phase of this lesson, keep in mind this essential question:

How effective is literature as an instrument for resolving social conflict?

Your real life task is given below. You have the freedom to choose from the different roles and products given. Enjoy doing your performance task!

Transfer Goal: To compose and deliver an advocacy campaign speech that illustrates the different ways people respond to resolve socio-cultural issues or conflicts			
ROLE 1	ROLE 2	ROLE 3	ROLE 4
President of the Philippines	Peace Panel Envoy to China	Indie Film Screenplay	Graphic Designer
Audience: ASEAN leaders and other participants			
Situation: The ASEAN Socio-cultural community will hold its annual conference with the theme: <i>“ASEAN 2016: Building a community of caring Societies as a Response to Resolve Social Issues.”</i>			

Product 1	Product 2	Product 3	Product 4
Advocacy Campaign Speech highlighting how the Philippine government responds to the social issues in Asia and within its territory	Advocacy Campaign illustrating the Conflict Management Plan that the Philippine government has to resolve its dispute to China on the social issue regarding territory	Compose a script for an independent movie highlighting advocacy campaign on resolving social conflict in Asia (ASEAN countries only)	Create an advocacy campaign materials accompanied with persuasive advocacy campaign texts in it that call for action to all Asians to resolve different socio-cultural issues in Asia

Standards:
Your advocacy campaign should be relevant, accurate, well-organized, and effective.

The rubric below will be used to in grading your practical task

RUBRICS FOR ADVOCACY CAMPAIGN SPEECH

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	SCORE
Accuracy of Information, and Coherence of Position	The advocacy campaign contains accurate and updated information about the social issues. All details are related to the issue and appropriate to the audience.	The advocacy campaign contains accurate information about the social issues. Details are related to the issue and are appropriate to the audience.	The advocacy campaign contains some partially accurate information about the social issues, but more is needed. Some details are irrelevant to the issue and to the audience.	The advocacy campaign contains inaccurate information about the social issues. All the details are irrelevant to the issue and inappropriate to the audience.	
Immediate Impact, and Creativity	The advocacy campaign is bold and attractive, inspiring contains original ideas in a creative format, and it grabs the audience's attention.	The advocacy campaign is attractive, and it contains some original standard or required ideas in a creative format.	The advocacy campaign is somewhat attractive attractive in some parts and may contain original ideas or be presented in a creative format. it contains ideas borrowed from	The advocacy campaign is sloppy, contains simple ideas, contains ideas copied from other sources and its format is unimaginative.	

			other sources and presented in a readable format.		
Persuasive Technique and Effectiveness	The advocacy campaign is effective and compelling and skillfully utilizes persuasive techniques or approaches to advocate its position.	The advocacy campaign is effective and utilizes properly utilizes persuasion techniques to advocate its position.	The advocacy campaign is somewhat effective confusing in some parts and inconsistently utilizes some persuasion etc.	The advocacy campaign is ineffective and either fails to utilize persuasion to advocate its position or does not communicate a clear position.	
Conventions (Grammar, Usage, mechanics, and Spelling)	There are no errors in mechanics, usage, grammar, and spelling. Word choice is consistently careful and precise. vivid and distinct.	Mechanics, usage, grammar, or spelling are carefully taken into consideration. Word choice is usually careful and precise.	There are few errors in mechanics, usage, grammar, and spelling. Word choice is often general or vague.	There are plenty of errors in mechanics, usage, grammar, or spelling may thwart comprehension. Word choice is general and imprecise. incorrect	

Congratulations! You have just completed your performance task in this unit lesson module. Going back to the IRF Worksheet, review your **Initial** and **Revised Answers** to the essential question in this unit lesson module and see how you can finalize your ideas using the **I-R-F Worksheet**. Copy and paste your **Initial and Revised Answers** in the respective space provided. Then write your **Final Answer** in the last box.

How effective is literature as an instrument for resolving social conflict?

Initial Answer

Revised Answer

Final Answer

ACTIVITY 24. CSI Strategy

Now that you have finished all the lessons in this module, it's time for you to do **CSI Strategy** as a closure activity for the whole unit lesson. **CSI** stands for **COLOR**, **SYMBOL**, and **IMAGE**. Follow the prompts given below:

1. Choose a **COLOR** that you feel best represents or captures the essence of all the ideas that you have learned in the unit. Write your answer in the box. Explain your answer.

2. Choose one **SYMBOL** that you feel best represents or encapsulates the essence of all the ideas that you have learned in the unit. Write your answer in the box. Explain your answer.

3. Choose one **IMAGE** that you feel best represents or summarizes the essence of all the ideas that you have learned in the unit. Write your answer in the box. Explain your answer.

End of TRANSFER:

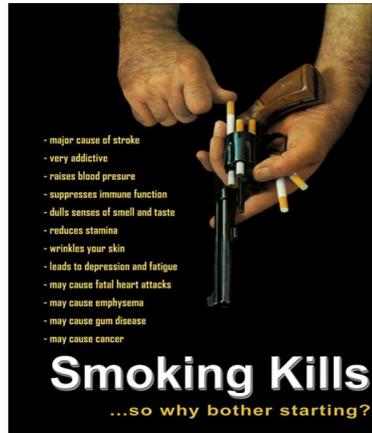
In this section, your task was to apply your learning to real life situations. You were given a performance task which helped to demonstrate your understanding how effective is literature as an instrument to resolve social conflict.

How did you find the performance task? How did the task help you see the real world scenario? To experience real life experiences?

Job well done! You have accomplished this lesson well. The next lesson will provide you further practice in producing researches on socio-cultural issue as a support to an advocacy campaign to help resolve socio-cultural issues.

POST-ASSESSMENT

Refer to the advertisement below, then, answer the question that follows.



- What persuasive technique is used in the advertisement above?
 - ethos
 - pathos
 - logos
 - testimonial
- Which of the following is a **BEST** example of a **factual statement**?
 - I believe that corruption in the country is caused by the selfishness of everybody.
 - Many nutritionists believe a low-carbohydrate; high-protein diet is the healthiest diet.
 - Cell phones should be banned in the classrooms.
 - "Spam" is the e-mail equivalent of junk mail.
- Which of the following sentences is a **specific idea or a supporting detail**?
 - There are three kinds of love.
 - There are many reasons why pollution in the cities is rampant.
 - To be an effective researcher requires certain characteristics.
 - A researcher must be patient and resourceful.
- The following statements **BEST** describes a secondary source that can be used in a research?
 - A primary source provides direct or firsthand evidence about an event, object, person, or work of art.
 - It is a published material and come from the time period that is being discussed, and were written or produced by someone with firsthand experience of the event.
 - It is any source about an event, period, or issue in history that was produced after that event, period or issue has passed.
 - It reflects the individual viewpoint of a participant or observer.

Refer to the excerpt of Steve Jobs' Commencement speech at Stanford University, then answer the questions that follow.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

5. Based on the excerpt above, what is the tone of the speaker?
 - A. angry
 - B. hopeful
 - C. afraid
 - D. disappointed

6. Which among the sentences below is the purpose of the speaker in delivering the excerpt of the speech above?
 - A. The speaker's purpose is to recount.
 - B. The speaker's purpose is to entertain
 - C. The speaker's purpose is to inform.
 - D. The speaker's purpose is to persuade

Read and understand the given synopses of literary selections below, then answer the questions that follow:

Synopsis 1: God Sees the Truth, But Waits by Leo Tolstoy

Ivan Dmitrich Aksionov is a merchant living in a town in Russia, [Vladimir](#). Although Aksionov is prone to drinking. He is not violent. He is responsible and well-liked by people who knew him. One day, he decides to go to a fair as a business venture, but his wife pleads for him not to go because of a [nightmare](#) she had the previous night. Aksionov doesn't consider his wife's dream and leaves for the fair.

Aksionov meets another merchant on his way, and the two decide to travel together. They check into an inn and have a good time drinking, then they retire separately. Aksionov wakes early in the next morning to get to the fair and leaves without the other merchant. Not far down the road, Aksionov is stopped by some policemen. They explain a merchant was just murdered and robbed, and then they search Aksionov's bag. They find a bloody knife,

and despite Aksionov's claims that he is not the murderer, he is sentenced and sent to [Siberia](#). After his trial flogging, his wife can finally visit him, and she sees that Aksionov's hair has begun to go gray from the stress.

Aksionov spends twenty-six years in Siberia, and, resigned to his fate, he dedicates his life to God. He becomes a mediator of sorts in the prison, and he is well respected by the other prisoners and also guards alike. One day some new prisoners, one of them being Makar Semyonich, are transferred to the prison. After overhearing several conversations, Aksionov is convinced that Makar Semyonich is the man who committed the murder for which Aksionov was blamed.

One day the guards notice that someone had been strewing dirt around the grounds, and they search the prison and find a tunnel. Aksionov had found out earlier that it was Makar Semyonich that was digging the hole, but after being questioned by the police, Aksionov declares that it is not his place to speak about the matter. Makar Semyonich approaches Aksionov later that day in a terrible state, and he eventually admits to Aksionov that it was he who killed the merchant. Aksionov forgives Semyonich, and he feels as if a terrible weight had been lifted. Makar Semyonich confesses to the authorities, and the process for Aksionov to be cleared is begun. Unfortunately, Aksionov dies before he can reach home, but he dies in peace.

Retrieved from:

https://en.wikipedia.org/wiki/God_Sees_the_Truth,_But_Waits

Synopsis 2: Marriage is a Private Affair by Chinua Achebe

The story, "Marriage is a private affair", takes place in a tribe in Nigeria. The main characters are Nnaemeka the son, Nene the girlfriend/so to be wife, Ugoye the girl chosen by the father to marry his son and of course the father Okeke. Nnameka is deeply in love with Nene and have plan to marrying but his father has no idea about his for he knows that he will not be pleased since she is not part of their tribe. Nene lives in the Lagos the city in South Western Nigeria. Soon after Okeke, Nnaemeka receives a letter from him stating that he has arranged him a marriage with Ugoye a girl from their tribe that in his opinion has all the qualification to become a great wife. With this news Nnaemeka torn apart because he loves Nene but has to face his father with the decision that he will not obey him on this marriage he has planned. Nnaemeka keeps that information away from Nene and heads to his tribe to have his conversation he has not been looking forward to. When he finally has the conversation it escalates to a verbal argument for he tells his father about Nene and that she is the only girl he will marry even if it goes against his rejection to it. Okeke is upset and does not want anything to do

with Nene or him for he will not bless this marriage. He then goes on telling Nene all that has happened but besides the opposing conflict on their marriage they still get married and form a family have two sons. All this time his father has isolated himself from them. After some time, Nene sons are intrigued to meet their grandfather. So she sends Okeke a letter letting him know about his grandsons and how they want to meet him this letter makes him very emotional and no longer can hold his emotions in and realizes family ties are hard to let go. He wants to meet his family for they are his family and this dispute has gone too long and has only wasted perish time when they could have been united.

Synopsis 3: The Fox and The Little Prince by Antoine de Saint-Exupéry

As the little prince cries in the grass, a fox appears. The prince asks the fox to play with him because he is so unhappy. The fox replies that first the prince needs to tame him. The prince does not understand the word tame, and the fox explains that it means “to establish ties.” The fox says that at the moment, he and the prince mean nothing to each other. However, if the little prince tames the fox, they will need each other, and each will become unique and special to the other. The little prince says he thinks he has been tamed by a rose, and he lets slip that he is from another planet. At first, this fact excites the fox, but he loses interest when it turns out that the little prince’s planet has no chickens.

The fox explains that his life never changes. He hunts chickens, and people hunt him. He says that if the prince tames him, he will have footsteps to look forward to rather than run from. The prince’s golden hair will make the fox’s view of the grain fields come alive because the golden wheat will remind him of his friend.

The little prince is apprehensive at first. He says he does not have much time and that he is looking for friends. The fox says that if the prince wants a friend, he will have to tame the fox. The prince asks how such a thing is done, and the fox coquettishly takes him through the ritual. He explains that rites and rituals are important because they allow certain moments to stand out from all the others.

The prince tames the fox, but when the time comes for the prince to go, the fox says he will weep. When the prince explains that it’s the fox’s fault for insisting they become friends, the fox says that he knows and that it has all been worthwhile because he can now appreciate the wheat fields. The fox tells the little prince to visit the rose garden again so he can see why his rose is so special. The fox says he will reveal a secret when the little prince returns to say good-bye.

At the garden, the little prince realizes that, even though his rose is not a unique type of flower, she is unique to him because he has cared for her and loved her. He tells the roses that his rose is like the fox. He has tamed her and cared for her, and now in his eyes she is the only rose. The prince then returns to say good-bye to the fox. The fox tells him a threefold secret: that only the heart can see clearly because the eyes miss what is important; that the time the prince has spent on his rose is what makes his rose so important; and that a person is forever responsible for what he has tamed.

7. What type of conflict is commonly faced by the main characters of the 3 selections?
 - A. man vs. man
 - B. man vs. nature
 - C. man vs. self
 - D. man vs. society

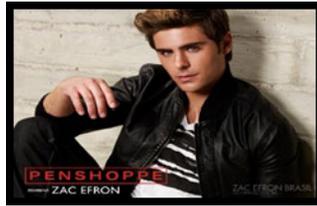
8. How did the Little Prince in synopsis no. 3 resolve the conflict?
 - A. He resolved the conflict by realizing that accepting individual differences is the key to achieve a peaceful self.
 - B. He resolved the conflict by comparing his rose to the other rose.
 - C. He resolved the conflict by asking questions because of his curiosity.
 - D. He resolved the conflict by listening to the three-fold secret.

9. All tells about **social conflict** in synopsis no. 2 **EXCEPT**?
 - A. The argument between Okeke and Nnaemaka.
 - B. The wrong notion and perception of Okeke and the whole community to Nene.
 - C. The judgement between what is “in” our “out” in one’s culture.
 - D. The preservation of culture.

10. Based on your answer in no. 9, which among the statements is **TRUE** about social conflict?
 - A. Social conflict is a fight between man and other man, and between man and among group.
 - B. Social conflict is more on the rampant problems faced by a person with another person.
 - C. Social conflict is more on fighting for what is right even if other people are against it.
 - D. Social conflict is the problem between man and his natural habitat.

11. Which of the following pictures present a **BEST** advocacy campaign?

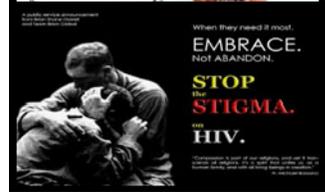
A.



B.



C.



D.



12. The following are good examples of **primary sources** that can be used in a research EXCEPT?

- A. Public opinion polls
- B. Magazine article about 20th century female photographers
- C. Original documents (birth certificates, property deeds, trial transcripts)
- D. Diary of Anne Frank

13. The following statements are good conclusions in the text below **EXCEPT?**

Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.

- A. The paragraph takes place in the evening because the character uses a candle.
- B. The paragraph takes place during the olden times because of the clock that is chiming, chalkboard, and the candle which signify traditional things.
- C. The paragraph tells that Sarah is studious girl.
- D. The paragraph shows that the teacher is a being feared by all students.

14. A research needs resources to support the claims of the research. These sources need to be cited so you will not be charged of plagiarism. As a researcher what should you consider in your research to avoid this?
- A. Title of the research
 - B. Related Literature and Studies
 - C. Bibliography
 - D. Statement of the Problem
15. In writing a persuasive essay about an **advocacy campaign**, the writer must bear in mind the following **EXCEPT?**
- A. The design and the theme of the advocacy campaign.
 - B. The message and the intended audience.
 - C. The techniques in persuasion are evident.
 - D. The opinions and suggestions of the editors of the essay.
16. Which is **NOT** true about an advocacy campaign speech?
- A. Advocacy campaign speech is active promotion of a cause or principle based exclusively on one's opinion.
 - B. Advocacy campaign speech involves actions that lead to a selected goal reinforced by facts.
 - C. Advocacy campaign speech is one of many possible strategies, or ways to approach a problem based on a research.
 - D. Advocacy campaign speech does not necessarily involve confrontation or conflict by the writer.
17. Which of the following paragraphs is **cohesive?**
- A. Antigone's motivation is family duty, even if it means death. She must rebel which will cause an uproar - the consequences don't matter to her. This would also explain why she rejects Ismene's support later in the play. They both have different motivations - Ismene has nothing left to lose and wants to go out with a glorious bang.
 - B. As one can see, early in the history of the Philippines, most pollution was created without regard to the environment. However, different private groups today have taken steps towards preserving nature, including conservationists and environmentalists.
 - C. Aristophanes exaggerates Socrates' intelligence in a humorous way. Aristophanes portrays Socrates' intelligence as a tool of humor. He makes Socrates use his intelligence to make a mockery of people. Aristophanes makes Socrates appear very brash in the use of his intelligence.
 - D. The detective tried to gather more evidence by going to the store to ask Mr. De la Cruz what he knew about the murder. He did this because when he had asked the Davidson's maid what she saw at the scene of the crime, she mentioned Mr. De la Cruz.
18. Which of the following statements **BEST** describes a research on social issues?

- A. It contains the social problems that does not entail the need for immediate solutions.
 - B. It contains persuasion and arguments that call people to make an action.
 - C. It contains results and recommendations that help resolve an issue between man and the society.
 - D. It contains the references and sources that help one in making advocacies.
19. The following are good tools in data gathering **EXCEPT** ____.
- A. Interview
 - B. Questionnaire
 - C. Survey
 - D. Research Objectives
20. In delivering an advocacy campaign speech, which among the following should be considered the **MOST** by the speaker?
- A. Posture, Gesture and Body Language
 - B. Eye contact and Clarity of Voice
 - C. Highlighting important points using persuasive techniques and support from a research
 - D. The advocacy campaign materials that supports the program of the advocacy.

You are done with the module! Write your name in the certificate for a job well done!



GLOSSARY OF TERMS USED IN THIS LESSON:

Advocacy is the act or process of supporting a cause or proposal.

Advocacy Campaign Speech is a speech that supports a cause or proposal to produce a particular result.

Campaign is a series of activities designed to produce a particular result

Characterization is the process by which the author reveals the personality of the characters

Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, and feelings, to someone else through writing or speaking.

Ethos is a means of convincing an audience of the reliable character or credibility of the speaker/writer, or the credibility of the argument.

Global Issues are not just important problems, or problems that affect many people. Rather they are those problems that affect the whole of the planet, and potentially all of the people who live on it.

Instrument is a tool or device used for a particular purpose

Logos it is an appeal to logic and reason. It is used to persuade an audience by logical thought, fact and rationality.

Paraphrase is a statement that says something that another person has said or written in a different way.

Pathos is the way of creating a persuasive argument by evoking an emotional response in the audience/reader.

Persuasion is the act of causing people to do or believe something.

Social Conflict is the struggle for agency or power in society.

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

My Smart Goals Graphic Organizer

https://www.google.com.ph/search?q=my+smart+goal+graphic+organizer&biw=1366&bih=667&source=lnms&tbn=isch&sa=X&ved=0ahUKEwifzZzxoZzKAhXiN6YKHdtFB0cQ_AUIBigB#imgrc=w10oeNa2B0I70M%3A

If I could Change the World (video)

<https://www.youtube.com/watch?v=wuRURJ9E3iQ>

Imagine by John Lennon (song)

<https://www.youtube.com/watch?v=04FjzBuxdO8>

Different Social Conflicts

<https://www.hawaii.edu/powerkills/TCH.CHAP27.HTM>

Social Conflict Approach

https://prezi.com/zhwvo_vr-dxi/social-conflict/

Social Conflict Theory

<https://www.youtube.com/watch?v=W-NRxQF6vsM>

Frayer's Model Graphic Organizer

<http://mathandliteracymorales.weebly.com/vocabulary.html>

Social Issues/Conflicts

<https://prezi.com/rxi36hb3ljz3/social-issues/>

Conflict (Man vs. Society)

<https://www.youtube.com/watch?v=5RSO9paxHf8&index=2&list=PLtPF1NQkho moKFqUTInFUnmMeX7XmraNR>

Character vs. Society

https://www.youtube.com/watch?v=h0g3_kSG9Zw&index=8&list=PLtPF1NQkho moKFqUTInFUnmMeX7XmraNR

Conflict in the movie The Giver (man vs. society)

<https://www.youtube.com/watch?v=iJNNugNe0Wo>

The Hands of the Black

<https://www.wattpad.com/98358604-random-stories-the-hands-of-the-blacks-by-luis>

Words that describe Tone and Mood

<http://www.inetteacher.com/upload1/102670/docs/ToneMood%20Worksheet.pdf>

Quiz on Tone and Mood

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

Identifying Tone and Mood Exercise

<http://www.inetteacher.com/upload1/102670/docs/Tone-Mood%20Worksheet.pdf>

Readings on Tone and Mood

<http://sheltonm.com/sitebuildercontent/sitebuilderfiles/tonesmoodexercisenotesandexamples.pdf>

I Have a Dream Speech (audio and full text)

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

http://avalon.law.yale.edu/20th_century/mlk01.asp

RAP Strategy Worksheet

https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/Read_Ask_P araphrase RAP Worksheet.pdf

What's The Big Idea Graphic Organizer

http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature

Martin King Luther Jr. (Delivering I have a Dream Speech)

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

How to Deliver a Persuasive Speech (Tips and Ideas)

<https://www.englishclub.com/esl-activities/persuasive-speech.htm>

How to Deliver a Persuasive Speech (Deliver and Evaluate)

<https://www.teachingchannel.org/videos/students-delivering-persuasive-speeches>

Seven Tips on How to Deliver a Persuasive Speech

http://marketing.njstatelib.org/blogs/2013/jul/03/tmcclary/seven_tips_for_giving_a_persuasive_speech

Ways on How to Deliver a Persuasive Speech to an Audience

<https://www.youtube.com/watch?v=k3al3ab3m2s>

Persuasive Techniques

<http://bigfishpresentations.com/2013/06/27/3-ways-to-persuade-your-audience/>

Modes of Writing to Know the Author's Purpose

www.ereadingworksheets.com/reading.../authors-purpose-lesson.ppt

As Easy as Pie Graphic Organizer

<http://jeanporter.cmswiki.wikispaces.net/AUTHOR%27S+PURPOSE>

Biography of Alberto S. Florentino

https://prezi.com/z_ojnitvhyvm/the-life-of-alberto-s-florentino/

Oli Impan (full text)

<http://developmentalbookworms.blogspot.com/2009/12/oli-impan-alberto-s.html>

Character Traits Graphic Organizer

<https://www.pinterest.com/pin/561331541029599738/>

Plot Analysis Graphic Organizer

<http://mrfilipkowski.pbworks.com/w/page/69018456/Plot%20Diagram%20Graphic%20Organizer>

The Girl Who Silenced the World for Five Minutes

<https://www.youtube.com/watch?v=XdK0uYjy85o>

Adding up the Facts Graphic Organizer

<http://willireads.blogspot.com/2011/11/graphic-organizers.html>

Lesson 2: Research for Socio-Cultural Issues

☑ INTRODUCTION AND FOCUS QUESTIONS:

The world of the 21st Century is rapidly changing: technology, environment, and society. Sectors of society will react differently to change and the varied reactions may lead to misunderstanding and conflict. Each person is now challenged to accept the changing landscape, participate in the solving of problems, and contribute to the growth of society.

Some of these challenges are: poverty, war, discrimination, human trafficking, and drugs, among others. How do we solve these conflicts? By looking for two important components—the cause of the conflict and the possible solutions. There is a skill we need to develop to become effective problem-solvers, the ability to conduct a research.

Furthermore, research is a key to progress and in attaining peace and order specifically in resolving social conflicts. There can be no progress without research in all human endeavors.

In this module, you are expected to come up with a research that will resolve the different social conflicts which you have learned in Lesson 1.

As you go through this module, remember to search for the answers to the essential question below:

What makes an effective research on socio-cultural issues?

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

Reading Comprehension

- Use locational skills to gather information from primary and secondary sources of information (K)
- Get vital information from various websites on the internet (K)
- Distinguish facts from beliefs (K/P)
- Evaluate the accuracy of given information (P)
- Draw conclusions from the set of details (P)
- Point out relationships among statements (K)
- Distinguish between general and specific statements (K)

Listening Comprehension

- Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge (K)
- Get different viewpoints on various local or global issues (K)

- Summarize important points discussed in the text listened to (P)

Viewing Comprehension

- Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness (P)

Vocabulary Development

- Get familiar with technical terms used in research (K)

Literature

- Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (P)

Writing and Composition

- Expand ideas using principles of cohesion and coherence (P)
- Acknowledge sources by preparing a bibliography (P)
- Use writing conventions to acknowledge sources (K/P)
- Compose a research report on a relevant social issue (P)

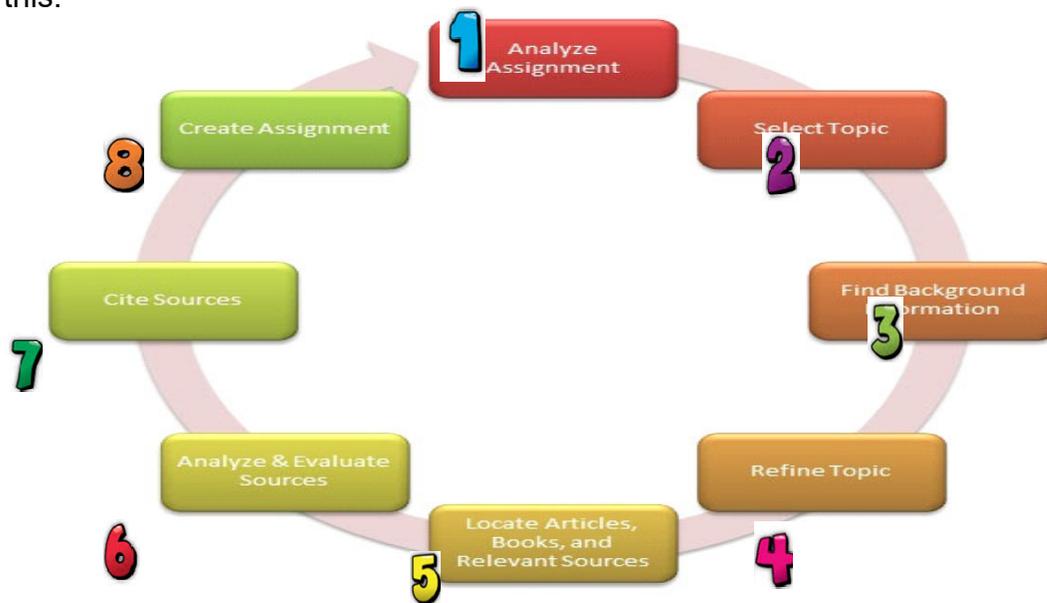
Oral Fluency

- Use appropriate multimedia resources that accompany language (K)

Grammar

- Observe the language of research, campaigns, and advocacies (K)

The **Research Process** that you will experience in this module might look like this:



Retrieved from: Eleanor Roosevelt High School, Library and Resource Center
http://www.erhsnyc.org/apps/pages/index.jsp?uREC_ID=27969&type=d&termREC_ID=&pREC_ID=345368

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.

Begin here.

Refer to the text below. Then, answer the question that follows.

"All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

- You don't know how to fix the holes in our ozone layer.
- You don't know how to bring salmon back up a dead stream.
- You don't know how to bring back an animal now extinct.
- And you can't bring back forests that once grew where there is now desert.

If you don't know how to fix it, please stop breaking it!"

1. What persuasive technique is used in the excerpt?
A. ethos
B. pathos
C. logos
D. bandwagon

Read and understand the two scenarios below, then, answer the questions that follow it.

Whenever you volunteer at the homeless shelter, you get a good feeling inside.

Your neighbor contributes to many charities, and she always seems happy.

2. Which among the statements below is the BEST conclusion can you make from the two situations?
E. Giving and sharing depends on one's intention and/or purpose.
F. Helping other people makes one happy and feel good about oneself.
G. Sharing and giving is dictated by one's feelings.
H. Sharing is good when only when you are happy.

3. Which of the following sentences express a **general idea**?
 - E. Poverty affects everyone; globally, regionally, and locally.
 - F. To be living in poverty is a horrible state to be in, for the individual will be lacking in essential aspects needed for life.
 - G. Half of the world's population survives on a dollar a day, and while 10% of the Philippines population controls all its wealth and land, 50% are living below the poverty line.
 - H. Poverty is caused by three main things; corruption (lack of good governance), lack of (poor quality) education, and low wages (a poor economy)

4. The following statements **BEST** describes a primary source that can be used in a research?
 - E. It describes, discusses, interprets, comments, analyzes, evaluates, summarizes information.
 - F. It will collect, organize, and repackage an information to increase usability and speed of delivery, such as an online encyclopedia.
 - G. It provides the original materials on which other research is based and enable students and other researchers to get as close as possible to what actually happened during a particular event or time period.
 - H. It lacks the freshness and immediacy of the original material.

5. The following are good examples of secondary source that can be used in a research **EXCEPT**?
 - E. Textbooks
 - F. Literature reviews and review articles (e.g., movie reviews, book reviews)
 - G. Commentaries and treatises
 - H. Diaries, personal letters, and correspondence

6. Before conducting a research, which should you consider the **MOST** as a researcher?
 - E. Problem
 - F. Statement of the problem
 - G. Related Literature and Studies
 - H. Analysis and Interpretation of Data

For numbers 7-8, read and understand the excerpt of Angelina Jolie’s Speech on the war in Syria as a global conflict, then, answer the questions that follow.

“Any one of the Syrians I have met would speak more eloquently about the conflict than I ever could. Nearly four million Syrian refugees are victims of a conflict they have no part in. Yet they are stigmatized, unwanted, and regarded as a burden. So I am here for them, because this is their United Nations. Here, all countries and all people are equal – from the smallest and most broken member states to the free and powerful. The purpose of the UN is to prevent and end conflict: To bring countries together, to find diplomatic solutions and to save lives. We are failing to do this in Syria. Responsibility for the conflict lies with the warring parties inside Syria. But the crisis is made worse by division and indecision within the international community – preventing the Security Council from fulfilling its responsibilities.”

7. Based on the excerpt above, what is the tone of the speaker?
- A. firm
 - B. angry
 - C. hopeful
 - D. disappointed
8. Which among the sentences below is the purpose of the speaker in delivering the excerpt of the speech above?
- E. to inform
 - F. to persuade
 - G. to entertain
 - H. to recount

Read and understand the sample abstract of research given below, then answer the questions that follow.

Abstract

This paper explores four published articles that report on results from research conducted on online (Internet) and offline (non-Internet) relationships and their relationship to computer-mediated communication (CMC). The articles, however, vary in their definitions and uses of CMC. Butler and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC, defined and used as “email,” in creating feelings of closeness or intimacy. Other articles define CMC differently and, therefore, offer different results. This paper examines Cummings, Butler, and Kraut’s (2002) research in relation to three other research articles to suggest that all forms of CMC should be studied in order to fully understand how CMC influences online and offline relationships.

Keywords: computer-mediated communication, face-to-face communication

Retrieved from:

9. Based on the text above, which of the following statements **BEST** describes an abstract of a research?

- A. It is the analysis and interpretation of data.
- B.** It is the summary of the whole study which includes purpose of the research, research problems, design of the research, and findings or result of the study.
- C. It is the process of choosing the respondents.
- D. It is the list of resources used in the research.

10. Based on the sample abstract above, what does the research want to explore in his paper?

- A. The different types of communication.
- B. The theories of the communication process.
- C.** The research wants to show that FtF is effective in building relationship rather than Computer-Mediated-Communication.
- D. The different ways on how to communicate.

Read and understand the sample research given below, then answer the questions that follow.

Varying Definitions of Online Communication and Their Effects on Relationship Research

Numerous studies have been conducted on various facets of Internet relationships, focusing on the levels of intimacy, closeness, different communication modalities, and the frequency of use of computer-mediated communication (CMC). However, contradictory results are suggested within this research because only certain aspects of CMC are investigated, for example, email only. Cummings, Butler, and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC (read: email) in creating feelings of closeness or intimacy, while other studies suggest the opposite. To understand how both online (Internet) and offline (non-Internet) relationships are affected by CMC, all forms of CMC should be studied. This paper examines Cummings et al.'s research against other CMC research to propose that additional research be conducted to better understand how online communication affects relationships.

Retrieved from: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

11. Based on introduction of the research above, what is presented first?
 - A. Problems
 - B. Data
 - C. Respondents
 - D. Bibliography

12. Based on the introduction of the research above, what is the main problem of the research?
 - A. The Varying Definition of Online Communication
 - B. The different types of Online Communication
 - C. The effects of online communication on relationships
 - D. The levels of intimacy using online communication

13. Which of the following statements **BEST** describes a research?
 - A. It is a systematic study of a certain phenomenon that requires investigation, analysis and interpretation of data.
 - B. It contains solely the problem and the resolution of the problem.
 - C. It follows a step by step process but one is allowed to deviate from the process.
 - D. It must be long and thick.

14. In writing a research for **social issues**, which of the following should a researcher consider the **MOST**?
 - A. The hypothesis that can be formulated from the social issues.
 - B. The urgency of the problem or social issues that needs to be resolved.
 - C. How to complete the parts of the research.
 - D. The tools and instruments to gather data.

15. In writing an advocacy campaign, which will you like to consider the **MOST**?
 - A. The objective of the advocacy
 - B. The facts that support the advocacy
 - C. The persuasive techniques to be used in the campaign.
 - D. The creative presentation of the advocacy campaign.

16. In writing a persuasive essay about an **advocacy campaign**, the writer must bear in mind the following **EXCEPT**?
 - A. The details supported with facts
 - B. The writing technique and process
 - C. The intended audience
 - D. The reference materials you use in the advocacy campaign

17. An advocacy campaign speech is persuasive by nature. Which of the following should be clear to the audience to understand the message of the advocacy campaign?
 - A. The persuasive techniques used in the advocacy campaign.

- B. The stand and the claim of the writer/speaker on the issue backed up by a result of a research containing a resolution of a social-conflict.
- C. The style and manner of presentation.
- D. The opinion of the speaker/writer.
18. Which is **NOT** true about a self –made advocacy campaign speech?
- A. It is solely based on opinion.
- B. It is an opinion supported by facts.
- C. It is based on research.
- D. It has persuasive techniques.
19. In writing a speech for an advocacy campaign, the writer should observe the coherence of the paragraphs to make the paragraph strong and effective. Which of the following paragraphs is **coherent**?
- A. For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.
- B. For the Liberal Party the election system is a huge disadvantage. They have supporters in all parts of the country and in all social classes. They are the third-largest party. Most of the votes they get are wasted. Their representation in Parliament is far below their popularity among the electorate.
- C. The book I would choose to take on a desert island is a book called Frankenstein. It's an amazing book about a man called Frankenstein who is a scientist. He's obsessed with creating life. He creates this monster out of different body parts. He brings it to life using electricity. The monster escapes. Frankenstein wants to forget the whole experiment. The monster tracks him down. He wants revenge. He gets it.
- D. I have a really old car. The fan-belt of my car broke when was on my way home. My friend was having a birthday party. It was 8:00 p.m. last night when it started, but I was too late. Lights were on in a house by the side of the road. I needed to make a phone call so I went to the house...To make a long story short, it ended up costing me over 2000 pesos.
20. What makes for effective research on socio-cultural issues?
- A. It presents social issues happening in the society.
- B. It presents relevant data with an in-depth interpretation and analysis to give resolutions to the social problems.
- C. It follows no process and can be based solely on the researcher's perspective.
- D. It presents questions to be answered by the people involved in the research.



EXPLORE

You are to discover how to write a research paper to resolve social conflicts. You will connect the literary texts and the social issues embedded that you have read in the previous lesson as you write your own socio-cultural research. At the end of the lesson, you are expected to make use of the result of your research as a support to an advocacy campaign resolving social conflict. Let's begin by doing the initial activity designed just for you.

ACTIVITY 1 READY, SET, GOALS!

By now, you must have a great picture of what concepts, skills, understandings and performances you are expected of this module. Before you go further, establish your own goals for learning by accomplishing the **MY GOALS, MY SUCCESS** worksheet below.



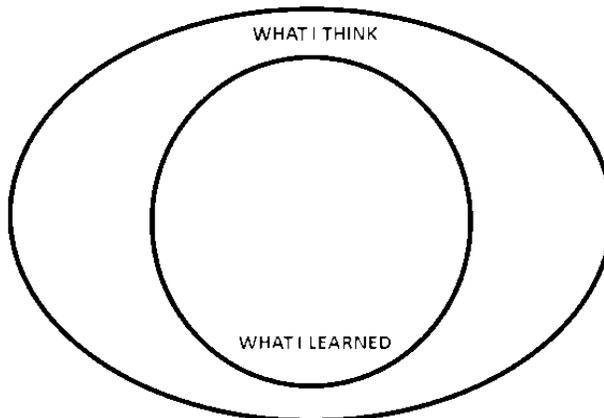
ACTIVITY 2 My INITIAL Thoughts!

Before you proceed to the next activity, write your **INITIAL ANSWER** to the Focus Question below using the **I-R-F Worksheet**.

What makes an effective research on socio-cultural issues?
I nitial Answer
R evised Answer
F inal Answer

ACTIVITY 3 reSEARCH my Meaning

- Before watching the video about research, accomplish first MY THINKING CIRCLES graphic organizer given below. In the outer circle that says **WHAT I THINK**, write three ideas about the meaning of research.



2. Click the links below and then watch the video about research.

1. <https://www.youtube.com/watch?v=EEuuI8hBip8>

Link that presents ideas about a

3. After watching the video clip, go back to MY THINKING CIRCLES. In the inner circle that says **WHAT I LEARNED**, write 3 new things that you have learned about research. Also, write the meaning of research that you have learned from the video.

Process Questions:

1. How did you find the activity? Do you think you got all the necessary information about what research is? If not, how will you get the necessary information?
2. Has the activity made you become a good researcher? What else do you think you need to learn?
3. **What makes an effective research on socio- cultural issues?**

For further information about research click the link below:

http://www.cod.edu/people/faculty/bobtam/website/what_iexpect.htm

This link provides further readings about research

End of Explore

How did you find the previous activities? Did the activities encourage you to go further in this module? Now, in the next learning segments, you will learn more concepts that will help you in writing a research paper to resolve social conflict. So be ready for the next set of challenging activities!



FIRM-UP

Your goal in this section is to learn key concepts about the process of writing scientifically a research paper that resolves social issues, how to properly look for resources that help support your research paper, how to prepare bibliography and the like. Are you ready? Be guided with the essential question:

What makes an effective research on socio-cultural issues?

Choosing an interesting and engaging topic is one of the most important steps in the research writing process. A good researcher is careful in choosing the research topic because all the succeeding efforts that will be exerted will be based on it. Since you will be using research to solve a social issue, it will be good to look at some of the socio-cultural issues you studied in **Lesson 1**.

ACTIVITY 4 Social Issues Flashback!

You have to go back first to the literary texts that you had evaluated in Lesson 1 which contain the different social issues/conflicts. Among those social issues you have learned, you can choose a topic for your socio-cultural research. Read the stories again and accomplish the table given below.

Literary Texts	Links	Social Issues/Conflicts	Evidences from the text
1. The Hands of the Black	https://www.wattpad.com/98358604-random-stories-the-hands-of-the-blacks-by-luis		
2. I Have a Dream	http://www.americanrhetoric.com/speeches/mlkihaveadream.htm		
3. Oli impan	http://developmentalbookworms.blogspot.com/2009/12/oli-impan-alberto-s.html		

Process Questions:

1. How did you do well in the activity? Were you able to recall the social issues in the previous literary texts that you had read?
2. Did you find difficulty in recalling some details? If yes, how would you like to easily remember them?
3. Are the social issues/conflicts presented in the literary texts good topic for a research? Are they researchable? Why or Why not? Justify your answer.
4. **What makes an effective research on socio-cultural issues?**

ACTIVITY 5 Reading a Sample Research Written by a Student

How have you been doing so far? As you have read in the introduction, research uplifts the life of every individual. It also helps others learn from the new trends that are happening in the society that we live in especially in the field of education, medicine, governance and business. Furthermore, research is a key to progress and in attaining peace and order specifically in resolving social conflicts. There can be no progress without research in all human endeavors. In

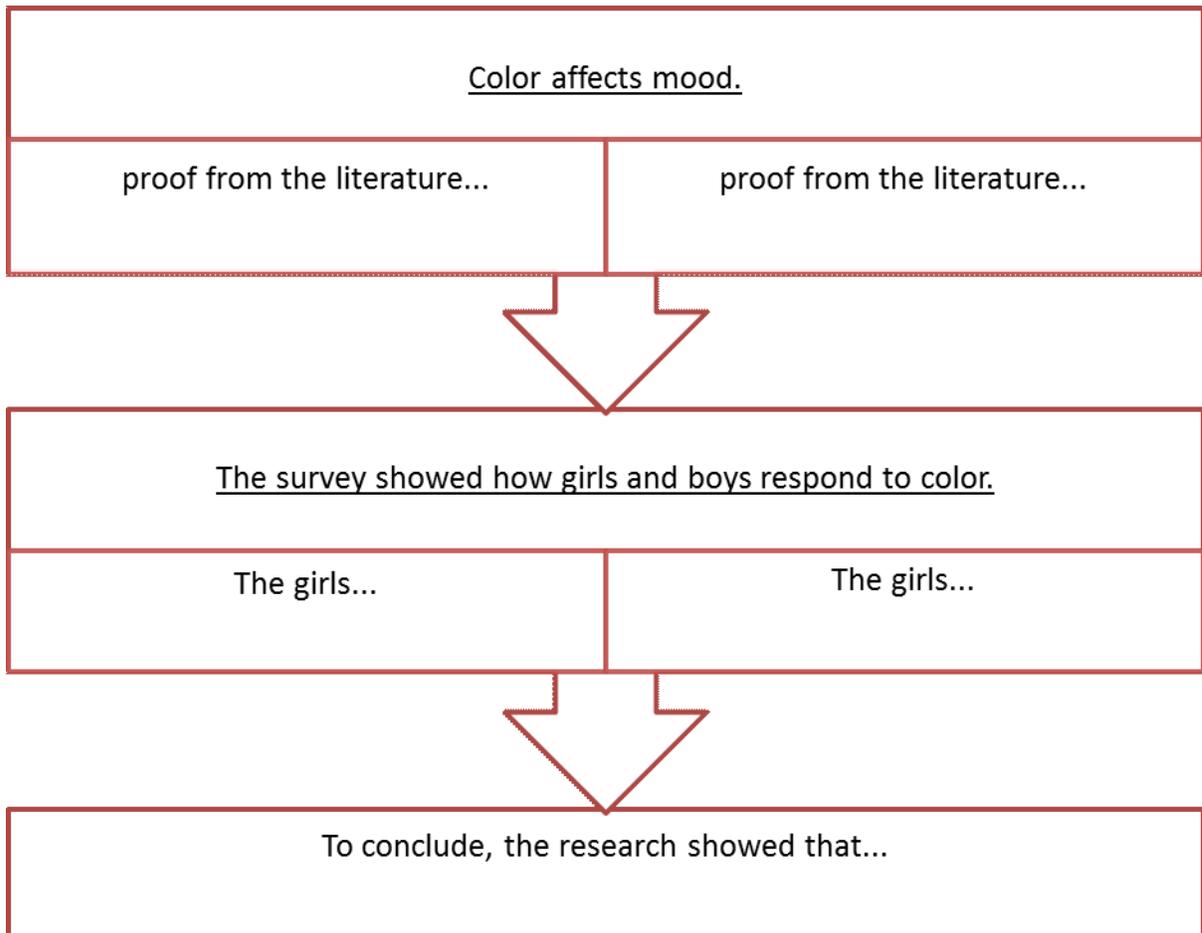
this lesson you are going to read and evaluate a sample research conducted by students like you. Click the link below and perform the tasks given to you.

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/example_paper.pdf
This link provides the sample research to be read and evaluated



The Review of Literature is not about literary works. It means that literature, as used in research, means these are references that are useful or important to the research project. These are similar works or research conducted by others.

Fill-in the boxes below based on the **IDEAS** presented in the sample research paper. Some boxes with underlined sentences are provided to guide you.



Process Questions:

1. Were you able to fill-in all the required boxes with the right information or idea? Why or Why not?

2. Did you have to go back to the reading selection to get the information? How important is reading and rereading a selection?

3. How did you find the sample research? Was it a good example? Why?

4. What makes an effective research?

Research means Reading, Reading, and Reading some more. Only through reading other studies concerning your topic will you be able to identify what it is you want to write about. In a way, to do RESEARCH is to LOOK for QUESTIONS that are raised after a study of the references.

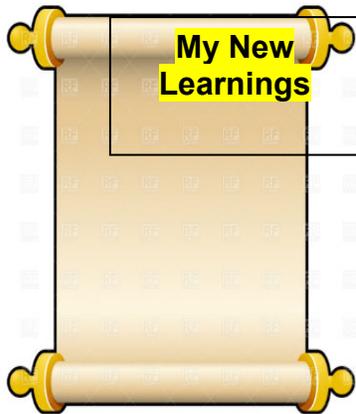
Notice that in the previous activity the writer of the research presented the Review of Literature first. Through the references, the writer was able to infer that many of the scholars on the topic have similar findings but also differ on certain areas.

ACTIVITY 6 My Initial Thoughts on the Parts of a Research

Now that you have already read and evaluated a sample research, you have seen that a research paper has its parts. These parts will help you come up with a research on socio-cultural issues which will happen at the later part of this learning module. Based on what you have learned from the sample research, accomplish the table given below.

Parts of a Research	What is my initial thought about the part?	Evidences from the sample research
Title		
Research Question		
Review of Related Literature		
Analysis		
Methodology		
Conclusion		
References		

How did you find the activity? Did you learn something new from the activity? Share your thoughts by filling out the scroll given below. If there are things that are not clear to you fill out the **MESSAGE BOX** and message your teacher.



ACTIVITY 7 Identifying your Topic through Your Resources

Recall the topics in the previous lesson: Racism, Discrimination, Poverty, and Human-Trafficking. Follow these steps: Choose three topics, look for web resources about the topic concerning the Philippines, read the references, and write down the details of the references in the boxes. You should have three references for each social issue.

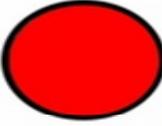
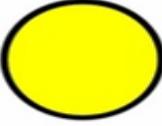
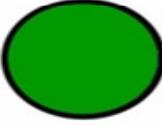
SOCIAL ISSUE # 1	SOCIAL ISSUE # 2	SOCIAL ISSUE # 3

From the list you made, choose which social issue you want to pursue as a research project considering your initial references.

Process Questions:

1. Were you able to fill-in all the required boxes with the right references? Was it easy looking for references?
2. How much time did it take you to look for related literature?
3. If you were to look for references again, what would you have done differently? Why?
4. Why is it important to have enough references when doing research?
5. **What makes for an effective research?**

How are you doing so far in this module? Click the appropriate stop light of learning color for your feedback regarding your performance in the previous activities. Write in the boxes your comments.

	<p>I don't get it! I need some help understanding.</p>	
	<p>I think I understand but I need a little support.</p>	
	<p>I understand and can try this on my own.</p>	

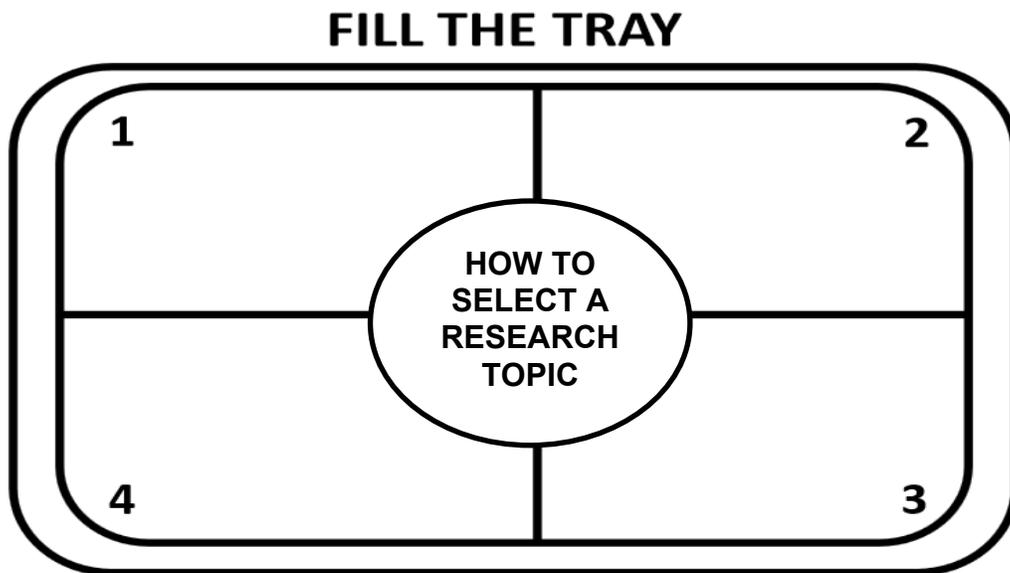
Now that you have recalled the social issues in the previous unit, it's time for you to choose and construct your own research topic or problem. But if you still have other social issues that you want to cover or study, you may continue doing so.

ACTIVITY 8 CHOOSING MY RESEARCH TOPIC

Read and understand the article about choosing a research topic. Click the link below.

<https://www.umflint.edu/library/how-select-research-topic>
This link provides information on how to choose a research title

How did you find the article? Did it give you enough information on how to choose a research title? Now, accomplish the **FILL THE TRAY** graphic organizer to organize the ideas you have learned in the article. Write four things that you have learned.



To check your knowledge on how to choose for a research title, take the online quiz by clicking the link given below.

<http://caspian.switchinc.org/~tutorials/mod2/quiz/quiz.html>
This link provides an on-line quiz on how to choose for a research title

How have you been doing so far? Click the appropriate icon that corresponds to what you feel about the previous activity. If you need **help**, write on the space provided below the things that you want to get help with.

		
<div style="border: 1px solid black; width: 100%; height: 40px;"></div>	<div style="border: 1px solid black; width: 100%; height: 40px;"></div>	<div style="border: 1px solid black; width: 100%; height: 40px;"></div>

ACTIVITY 9 PLANNING FOR MY RESEARCH

Now that you have idea on how to choose your research title, go back to activity no. 4 and choose a social conflict that you want to use as your research topic and eventually the title of your research. In case, you want to use another social issue as your research title which was not mentioned in activity no. 4, you are free to do so. Use the **RESEARCH PLANNING** graphic organizer below.

RESEARCH

Topic:

Sources I will use

1.
2.
3.
4.

QUESTIONS I want answered:

1.
2.
3.
4.

<http://www.realclassroomideas.com/resources/graphic+organizers-researchplanningchart.pdf>

Process Questions:

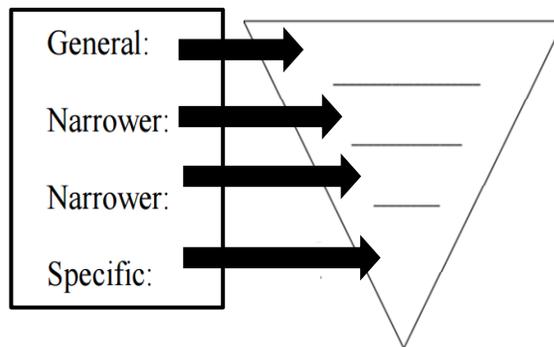
1. How did you find the activity? Were you able to formulate and finalize your research topic? How were you able to do it?
2. Why is it necessary for researchers to plan ahead?
3. Does the research topic you have chosen deal with social conflicts and issues? Explain.
- 4. What makes an effective research on socio-cultural issues?**

ACTIVITY 10 NARROWING DOWN MY RESEARCH

A good research topic should be specific and if possible, precise. If you go back to the research topic that you have formulated in activity no. 7, are you sure that it is precise and specific? Do this activity to check your level of understanding. Click the links below to discover steps and ways on how to narrow down your research topic.

- Link 1: <http://libguides.usc.edu/c.php?g=235034&p=1561836>
This link shows how to narrow down a research topic
- Link 2: http://ocw.usu.edu/English/intermediate-writing/english-2010/-2010/narrowing-topics-skinless_view.html
This link shows how to narrow down a research topic
- Link 3: https://www.youtube.com/watch?v=EcYgNV_nQjk
This link shows the steps on how to narrow down a research title
- Link 4: <http://www.library.arizona.edu/help/tutorials/narrowyourtopic/>
This link shows how to narrow down a research topic
- Link 5: <http://www.slideshare.net/gbeeler/how-to-narrow-a-research-topic-13621801>
This link shows a presentation on how to narrow down a research topic

Now that you have enough knowledge on how to narrow down a research topic, it's time for you to go back to your RESEARCH PLANNING graphic organizer in activity no. 7 and narrow down your research topic/title. Use the graphic organizer below that will help you narrow down your topic.



Write your final research title here.

NOTE: Consult your teacher before you finalize your research title/topic. You can send her an email to consult or you may schedule a meeting to consult about the appropriateness of your topic.

Process Questions:

1. How did you find the activity? Were you able to narrow down your topic?
2. How does narrowing down your research title help you in finalizing the title of your research?
3. **What makes an effective research for socio-cultural research?**

For you to be able to master the skills in narrowing down your research title/topic, perform the activity by clicking the link below:

<https://www.trentu.ca/academicskills/thinkingitthrough/documents/EXERCISEONEnarrowingthetopic.pdf>

This link provides activity and examples on how to narrow down a research title

ACTIVITY 11 FORMULATING MY RESEARCH QUESTIONS

To conduct a research means to search for answers to an existing problem. So that the research is given the proper direction, it is important to ask the right questions. Visit the links given below to have a better understanding on how to formulate your research questions, always consider the research title that you have formulated in the precious activity.

Link 1: http://twp.duke.edu/uploads/media_items/research-questions.original.pdf
This link provides an overview on how to formulate good research questions

Link 2: <https://www.esc.edu/online-writing-center/resources/research/research-paper-steps/developing-questions/>
This link provides inputs on how to write research questions

Link 3:
<http://vanderbilt.edu/writing/manage/wpcontent/uploads/2013/06/Formulating%20Your%20Research%20Question.pdf>
This link gives steps and examples on how to formulate good research questions

After visiting the three links on how to formulate good research questions, accomplish the **NOTING WHAT I'VE LEARNED** graphic organizer below for to remember all the ideas you have learned.

<h2>Noting What I've Learned</h2>	
Name _____	Date _____
Topic _____	
Draw It! Main Ideas, Questions, Key Words	Write It! What I've Learned
LINK 1	1. _____ 2. _____ 3. _____
LINK 2	1. _____ 2. _____ 3. _____
LINK 3	1. _____ 2. _____ 3. _____

Source: <http://ustrimester1.wikispaces.com/Formative+Assessment+Ideas>

Now, it's time for you to write your own research questions based on the research title that you have formulated about social issues/conflicts. Use the graphic organizer below.

<p>MY PURPOSE FOR WRITING is...</p> <p>_____ to give information about a topic</p> <p>_____ to explain how to do something</p> <p>_____ to describe a person, place, or thing</p> <p>_____ to prove a theory or an idea</p>	<p>The following references were used for the topic:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
--	--

<p>I have made two important observations or discoveries from the references: Observation/Discovery 1: _____ Observation/Discovery 2: _____ _____</p>	<p>The following are some questions inspired by the references: 1. _____ 2. _____ _____</p>
--	--

Process Questions:

1. 1. How did you do well in writing your research questions? Did you construct questions that are related to your topic? If not, how would you like to do it again?
2. 2. What makes a good research question? How do these questions help you come up with an effective research on socio-cultural issues/conflicts?
3. 3. What makes an effective research on socio-cultural issues?

ACTIVITY 12 EVALUATING MY OWN RESEARCH QUESTIONS

Now that you have formulated your own research questions, go back to you research questions and evaluate them for you to know whether you will do some revisions. Accomplish the table below.

RESEARCH QUESTION EVALUATION		
Questions	YES	NO
1. Does the question deal with a topic or issue that interests me enough to spark my own thoughts and opinions?		
2. Is the question easily and fully researchable?		
3. What type of information do I need to answer the research question? <i>For example, to answer the research question, "What impact has deregulation had on commercial airline safety?," will require certain types of information:</i> <ul style="list-style-type: none"> ▪ Statistics on airline crashes before and after ▪ Statistics on other safety problems before and after ▪ Information about maintenance practices before and after ▪ Information about government safety requirements before and after 	Write your response here.	

Is the scope of this information reasonable (e.g., can I really research 30 online writing programs developed over a span of 10 years?)		
Given the type and scope of the information that I need, is my question too broad, too narrow or okay?		
What sources will be able to provide the information I need to answer my research question (journals, books, Internet, government documents, people)?	Write your response here.	
Can I access these sources?		
Given my answers to the above questions, do I have a good-quality research question that I actually will be able to answer by doing research?		

Source: <https://www.esc.edu/online-writing-center/exercise-room/evaluate-your-own-research-question/>

Process Questions:

1. Based on your evaluation, is there a need for you to revise or change your research questions? Explain.
2. Why do you have to make some changes and revisions? What went wrong? How would you like to be assisted?
3. Do you still need more time to revise your research question? If yes, message your teacher.

To further your knowledge on how to formulate research questions, take the quiz by clicking the links below:

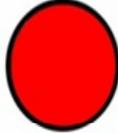
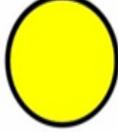
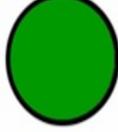
Link 1: <https://www.esc.edu/online-writing-center/exercise-room/can-topic-be-researched/>

This link provides an exercise whether the topic questions are researchable

Link 2: <https://www.esc.edu/online-writing-center/exercise-room/research-question-broad-or-narrow/>

This link gives an on line test whether the questions are broad or too narrow

How are you doing so far in this module? Click the appropriate stop light of learning color for your feedback regarding your performance in the previous activities. Write in the boxes your comments.

	<p>I don't get it! I need some help understanding.</p>	
	<p>I think I understand but I need a little support.</p>	
	<p>I understand and can try this on my own.</p>	

Now, it's time for you to start doing your research paper. The next activity will help you know how to format your research paper on socio-cultural issues in a more intellectual and presentable manner. This format is called the APA style. To know about this, do the next activity. Good luck and enjoy your new learning journey!

ACTIVITY 13 RESEARCH NEEDS SOURCES (PRIMARY AND SECONDARY SOURCES)

As a researcher, you should always remember that everything that you write is not merely based on opinion but opinions supported with facts and evidences. One of the skills that a researcher must have is he/she should know how to look for sources of information that will help him/her support his/her claims in the research. Hence, in this section of the lesson you have to familiarize yourself to the types of sources that will help you in writing your research paper. Have fun!

Primary Sources

- ❖ A primary source provides direct or firsthand evidence about an event, object, person, or work of art.
- ❖ Primary sources provide the original materials on which other research is based and enable students and other researchers to get as close as possible to what actually happened during a particular event or time period.
- ❖ Published materials can be viewed as primary resources if they come from the time period that is being discussed, and were written or produced by someone with firsthand experience of the event.
- ❖ Often primary sources reflect the individual viewpoint of a participant or observer.
- ❖ Primary sources can be written or non-written (sound, pictures, artifacts, etc.).
- ❖ In scientific research, primary sources present original thinking, report on discoveries, or share new information.

Examples of primary sources:

1. Autobiographies and memoirs
2. Diaries, personal letters, and correspondence
3. Interviews, surveys, and fieldwork
4. Internet communications on email, blogs, listservs, and newsgroups
5. Photographs, drawings, and posters
6. Works of art and literature
7. Books, magazine and newspaper articles and ads published at the time
8. Public opinion polls
9. Speeches and oral histories
10. Original documents (birth certificates, property deeds, trial transcripts)

11. Research data, such as census statistics
12. Official and unofficial records of organizations and government agencies
13. Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.
14. Audio recordings, DVDs, and video recordings
15. Government documents (reports, bills, proclamations, hearings, etc.)
16. Patents
17. Technical reports
18. Scientific journal articles reporting experimental research results

Source: <https://www.sccollege.edu/Library/Pages/primarysources.aspx>

Secondary Sources

- ❖ Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources.
- ❖ A secondary source is generally one or more steps removed from the event or time period and are written or produced after the fact with the benefit of hindsight.
- ❖ Secondary sources often lack the freshness and immediacy of the original material.
- ❖ On occasion, secondary sources will collect, organize, and repackage primary source information to increase usability and speed of delivery, such as an online encyclopedia.
- ❖ Like primary sources, secondary materials can be written or non-written (sound, pictures, movies, etc.).

Examples of secondary sources:

1. Bibliographies
2. Biographical works
3. Reference books, including dictionaries, encyclopedias, and atlases
4. Articles from magazines, journals, and newspapers after the event
5. Literature reviews and review articles (e.g., movie reviews, book reviews)
6. History books and other popular or scholarly books
7. Works of criticism and interpretation
8. Commentaries and treatises
9. Textbooks
10. Indexes and abstracts

Source: <https://www.sccollege.edu/Library/Pages/primarysources.aspx>

To further your knowledge about primary and secondary sources of information, click the links below:

Link 1: <http://ithacalibrary.com/sp/subjects/primary>

This site shows information about different types of primary and secondary sources of information

Link 2: <http://lib1.bmcc.cuny.edu/help/sources/>

This site shows examples of primary of secondary sources

ACTIVITY 14 IDENTIFY ME: PRIMARY OR SECONDARY?

To check whether you have mastered the topic on primary and secondary sources, answer the worksheet below.

Directions:

Determine if the source would be a Primary Source(P) or a secondary Source(S). On the space provided before each item, write P if the source is Primary and S if the source is Secondary.

- ___ 1) A play showing how Benjamin Franklin flew a kite during a lightning storm.
- ___ 2) A short story describing Thomas Edison and Nikola Tesla's 'electrical' battle.
- ___ 3) Anne Frank's diary describing her life during World War 2.
- ___ 4) A cartoon showing how Pocahontas met John Smith.
- ___ 5) A text book describing the civil rights movement.
- ___ 6) A news report about the opening of a power plant.
- ___ 7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon.
- ___ 8) A YouTube video describing how the pyramids were built.

- ___ 9) An interview with Alexander Graham Bell about how he invented the telephone.
- ___ 10) A radio broadcast from the day the Soviet Union launched Sputnik.
- ___ 11) An autobiography about the 40th president, Ronald Reagan.
- ___ 12) A book describing Christopher Columbus sailing to America.
- ___ 13) A famous artist's painting of what cowboy life was probably like.
- ___ 14) A journal by a cowboy about the cattle drives from Texas to Kansas.
- ___ 15) The United States Constitution

Click the link below to view the key to correction of the quiz above.

<http://www.commoncoresheets.com/Social%20Studies/Primary%20&%20Secondary%20Sources/Identifying%20Sources/English/1.pdf>

ACTIVITY 15 SOURCE SCENARIOS

With a partner, discuss the content of the following cards whether they are Secondary Source or Primary Source. Consider the questions in the cards. Write your answers in the ribbon.

I was watching ESPN and one of the reporters said **he had heard good reviews** about a new sports movie. When he talks about the movie, what is he?



I found a **letter** to one of my friends in the locker room after school the other day. I know it's private, but I want to read it! What is the letter?



My friends and I found an old **wedding dress** in our attic. My father said it belonged to my grandmother. What is the dress?



At school we use **textbooks** to learn about the history of the United States. When we use textbooks, what are we using?



I like to read People magazine. I really like the **articles** written by others about Hollywood actors. When I read these stories, what am I reading?

My mom has CDs of my grandparents telling **stories** about when they were kids. We love to listen to these at family gatherings. What are we listening to?

Process Questions:

1. How did you find the activity?
2. How do primary and secondary sources help you in writing your research effectively?
3. How do you know if a source is primary? How about secondary sources?
4. **What makes for effective research on socio-cultural issues?**

ACTIVITY 16 PRIMARY AND SECONDARY SOURCES IN A NUTSHELL

To sum up the previous activities about primary and secondary sources, accomplish the **EXIT TICKETS** below:

Your ticket out the door!

140704130208

140704130208

What is an example of a Primary Source that you used for your research?

EXIT TICKET

140704130208

140704130208

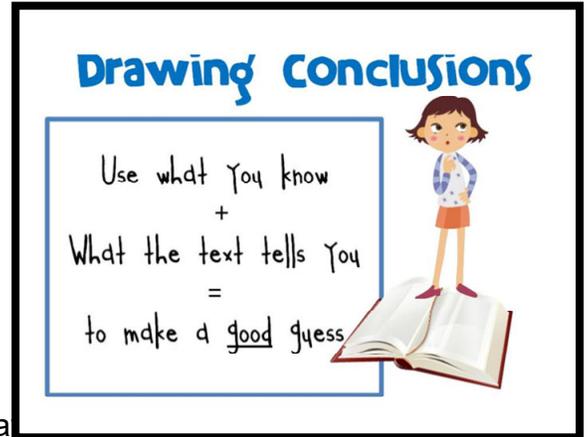
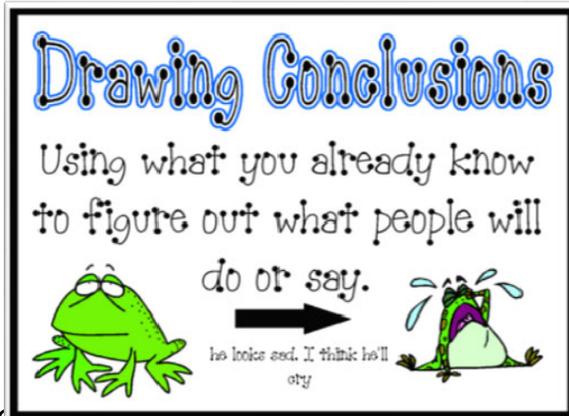
What is an example of a Secondary Source that you used for your research?

NAME: _____

TEACHER: _____

ACTIVITY 17 DRAWING CONCLUSIONS

In writing your research paper, you have to make conclusions later based on the analysis and interpretation of the data gathered. The following activities will help you in drawing conclusions soon in your research. Have fun!



Click the links below for you to gain some information on drawing conclusions based on given facts and practice answering the exercises.

Link 1: <http://www.k12reader.com/worksheet/what-conclusion-can-you-make/>
This link provides a worksheet on drawing conclusions

Link 2: <http://www.k12reader.com/worksheet/what-is-it/>
This site presents a worksheet on drawing conclusions but the focus is more on clues/details

Link 3: https://www.risd.k12.nm.us/assessment_evaluation/Drawing%20Conclusions.pdf
This link provides different exercises on drawing conclusions with graphic organizer

Read and understand once again the excerpt of the speech of Martin Luther King, Jr. entitled “**I Have a Dream**”. Then, accomplish the graphic organizer below by writing two facts and give your conclusion.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

Drawing Conclusions		
Text Clues	What I Already Know	My Conclusion

Process Questions:

1. How did you find the activity? Were you able to conclude something in the text based on the set of details you have given? If not, how would you like to be helped?
2. How does conclusion help you come up with an effective research on socio-cultural issues?
3. **What makes for an effective research on socio-cultural issues?**

ACTIVITY 18 GENERAL VS. SPECIFIC STATEMENTS

Writing your research is crucial. All sentences, specifically supporting details/supporting statements should be connected to the main topic of the research. This activity will help you distinguish between general and specific statements for you to have coherent paragraph in your research. Good luck and enjoy this segment!

General ideas and the statements that express them are kind of like umbrellas. They cover broad categories or groups of people or things and usually express the overall aspects, characteristics, or elements of these categories or groups. General ideas tend to communicate broad topics that need to be explained further if readers are to understand them in depth.

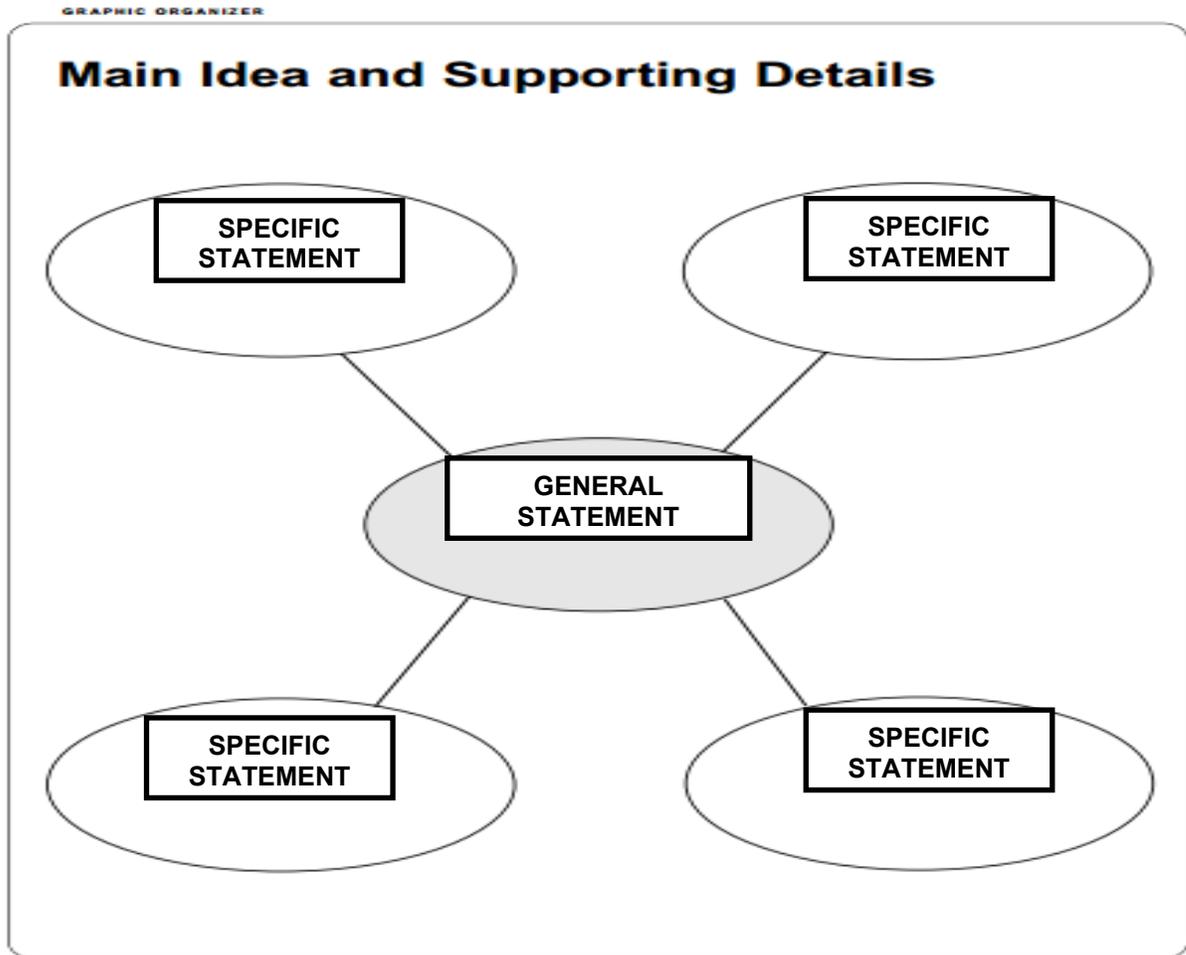
Specific ideas and statements offer that support. They usually clarify, explain, and illustrate general ideas and statements by referring to particular individuals, ideas, or things. They also tend to express distinct characteristics that define those individuals, ideas, and things.

Read and understand an excerpt of an essay below about poverty in the Philippines, a major social issue in our country today. Then, complete the graphic organizer below.

Poverty affects everyone; globally, regionally, and locally. To be living in poverty is a horrible state to be in, for the individual will be lacking in essential aspects needed for life. Half of the world’s population survives on a dollar a day, and while 10% of the Philippines population controls all its wealth and land, 50% are living below the poverty line. There is no such thing as a perfect world, hence, society can never be equal. But to have a child die every 3.5 seconds so that the ‘fortunate’ can live as they please is simply unfair. People deserve to have equal human rights, yet why does half of the world still live without a home, education, healthcare, or food? Poverty is caused by three main things; corruption (lack of good governance), lack of (poor quality) education, and low wages (a poor economy).

Source: http://www.teenink.com/opinion/social_issues_civics/article/215549/Poverty-in-the-Philippines-should-be-abolished/

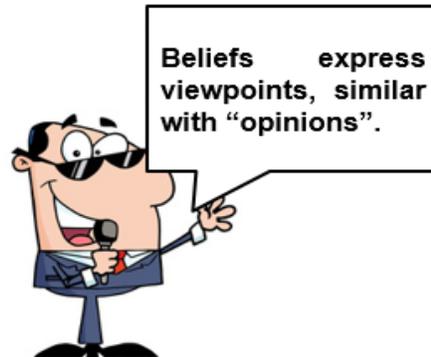
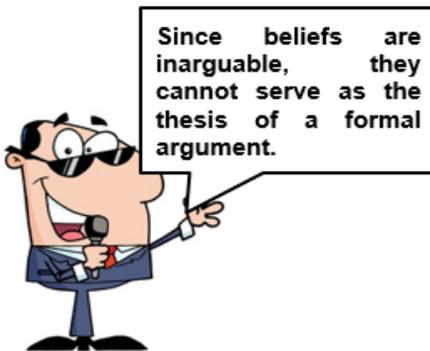
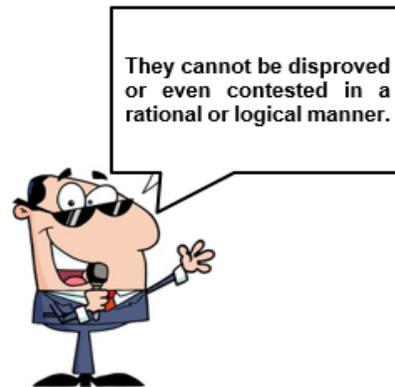
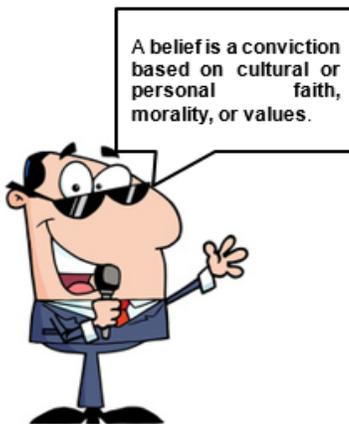
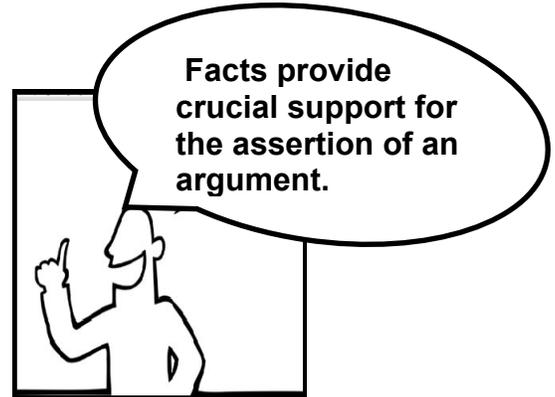
GENERAL AND SPECIFIC STATEMENTS



ACTIVITY 19 BELIEFS VS. FACTS

As a researcher, you should know how to distinguish facts from beliefs. This will help you in looking for sources as a support to the analysis and interpretation of data in your research.

Also, by knowing how to distinguish facts from beliefs you will be able to support your assertion in your research with facts rather than merely opinions without any basis. This activity will help you not to interpret factual evidence in your research through the filter of our values, feelings, tastes, and past experiences.



Now, it's time for you to answer the following exercises. Click the link below:

Link : <http://www.ereadingworksheets.com/free-reading-worksheets/fact-and-opinion-worksheets/>

This link provides exercises for fact and opinion

PROCESS QUESTIONS:

1. Did you do well in the activity? How did the activity help you in your research?

2. What is the significance of knowing facts vs. beliefs in conducting a research?
- 3. What makes for an effective research on socio-cultural issues?**

How are you doing so far? Aware your teacher on how you feel regarding the previous activities. Click the appropriate smiley about how you feel and write your message in the box next to the smileys.

 <p>I understand fully I'm okay without help</p> <small>Miss Murtooh</small>	Your Message Here
 <p>I'm not quite sure I need a little help And I have asked the person next to me</p> <small>Miss Murtooh</small>	Your Message Here
 <p>I'm stuck I need some extra help</p> <small>Miss Murtooh</small>	Your Message Here

Submit

Scientific writing especially research papers requires that the structure of sentences cue the readers to important information. If you, as a researcher structure your sentences carefully and meaningfully, you encourage readers to interpret your ideas correctly. First, you can structure sentences for emphasis, drawing attention to the most important part of the sentence. Second, you can structure your sentences and paragraphs to *flow* — that's what cohesion and coherence are all about. Enjoy the next activities prepared especially for you.

ACTIVITY 20 COHESION AND COHERENCE

Visit the link given below to have a further understanding about what is cohesion and coherence.

- Link 1: <http://gordonscruton.blogspot.com/2011/08/what-is-cohesion-coherence-cambridge.html>
This link provides ideas about cohesion and coherence
- Link 2: <https://takeielts.britishcouncil.org/sites/default/files/IELTS%20Writing%20Coherence%20&%20Cohesion.pdf>
This link provides examples of cohesive devices, its types and uses
- Link 3: <http://grammar.about.com/od/developingparagraphs/a/cohsignals.htm>
This site provides cohesion strategies in writing sentences and paragraphs

Link 4: <http://web.calstatela.edu/faculty/jgarret/paragraphs.htm#p4>
This link provides ideas on how to write effective paragraph with cohesion and coherence

Now that you have a head start about cohesion and coherence, do the writing activity below:

Directions: Supply what is being asked to complete the paragraph given below to practice writing with cohesion and coherence.

A woman (*say something about her*) was in her little jewellery shop in the main square (*state where the shop was*)
It was almost lunch time and she was getting ready to (*state what she was going to do*)
when two men (*say what they looked like and what they did*)
She had seen no customers throughout the morning and so she opened the door (*say how she felt*).
But when the men came in, she was shocked: (*say what she saw*) and threatened to kill her if she (*state what they wanted her to do*)
There was nothing in the till so (*write what you think they said*)
She went to the safe; she tried and tried, but she couldn't remember how (*complete the idea*)
The two thieves (*state how they felt*) but it was obvious they couldn't do much.
Then, all of a sudden, one of the men shouted: "The police!"
(*Say where the policemen were and what the two men did*).
The two men went out trying to look as normal as they could (*Say what happened when they went out*).
The trouble was that, days later, the woman was still unable to remember the combination of her safe.

To further your knowledge about writing with cohesion and coherence click the links below:

Link: <http://papyr.com/hypertextbooks/comp1/101lab6a.htm>
This link provides an exercise on cohesion and coherence

Link: <http://papyr.com/hypertextbooks/comp1/101lab7.htm>
This link gives mapping patterns of coherence in your writing

ACTIVITY 21 WRITING A BIBLIOGRAPHY

A research needs resources to support your ideas and claims and to expound your topic further. As a researcher, you must need to respect the intellectual property rights. Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce. Thus, these sources that you have cited in your research should be acknowledged and given proper citation in giving due to respect to the owner. This lesson teaches you how to properly cite sources. Click the given links below to learn more on this.

Link: <http://www.bibme.org/citation-guide/apa/book>
This link provides a guide for APA Bibliography format

Link: <https://owl.english.purdue.edu/owl/resource/560/01>
This link provides samples on how to annotate resources using APA style

Link: http://www2.eit.ac.nz/library/lis_guides_apareferencingquiz.html
This links provides for APA interactive exercises

How are you doing so far? Accomplish the checklist below to assess if you have already mastered the skills in this unit of the module.

Directions: Check the appropriate column to evaluate if you have mastered the skills in this lesson. In case you have some clarifications, message your teacher. Write your message in the box below.

COMPETENCIES	Yes	No	I need some clarifications
1. Use locational skills to gather information from primary and secondary sources of information			
2. Distinguish facts from beliefs			
3. Draw conclusions from the set of details			
4. Distinguish between general and specific statements			
5. Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies			
6. Expand ideas using principles of cohesion and coherence			
7. Acknowledge sources by preparing a bibliography			
8. Use writing conventions to acknowledge sources			

Your message here:

Good job! Now that you have already acquired some of the basic lessons/topics in this lesson, it is time for you to write your research in a scholarly manner. Good luck and focus on writing your research paper!

END OF FIRM UP

In this section, the discussion was about the preparation of writing our research paper on socio cultural issues. Also, you were able to familiarize yourself regarding the terms used in writing a research paper. I hope that you have learned lots of things from the previous activities for you to come up with an effective research on socio-cultural issues.

It's time for you to revisit your answer in the IRF Worksheet. 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?

Revisit your **Initial Answer** to the **Essential Question** in this lesson and see how you can revise your ideas using the IRF Worksheet that follows. Copy and paste your Initial **Answer** in the space provided. Then write your **Revised Answer** in the next box.

What makes for effective research on socio-cultural issues?

Initial Answer

Revised Answer

Final Answer



DEEPEN

Your goal in this section is to take a closer look at some aspects of the scientific writing of a research paper on socio-cultural issues. Recall and keep in mind this question as you proceed:

What makes for an effective research on socio-cultural issues?

In the first part of your module, you were able to identify and apply the different concepts that make a research paper on socio-cultural issues effective. In this section of the module, you are going to formally write your research paper.

ACTIVITY 22 **COMBINING IDEAS FROM THREE REFERENCES**

This activity will help you form generalizations on an issue and prepare you to write your research. Read the 3 texts on an issue. After reading, answer the organizer that follows.



TEXT 1

Why Students Should Avoid Plagiarism: What Students Say *By Dr. Mark Stoner*

Communication Studies

The question posed in the title seems like one we really shouldn't have to ask, but we all know the problem exists, so we have to ask it anyway. The answer could be an entire book grounded in moral and ethical theory. However, you and your friends already know some compelling reasons.

In the Fall semester, 2003, I asked about 25 students in the course, Critical Analysis of Messages, what reasons they had for not plagiarizing, and they all had reasons to give. The reasons boiled down to two: 1) plagiarism is stealing from another person and 2) it hurts you. Here's what some of them had to say in response to my question: Why should you avoid plagiarism?

Its Stealing from Another

“It is unethical to plagiarize because someone else has worked hard and should receive credit.”

“You wouldn’t want someone else to steal your work!”

[Plagiarism is] “taking property owned by someone else and by not citing the source, the person is stealing and everyone understands what it means to steal.”

It Hurts You

“Your most important investment is yourself, so if you plagiarize, you are cheating yourself.”

“You don’t learn anything when you plagiarize.”

“It is unethical to steal the work of others. We all know the difference between right and wrong.”

“Plagiarism prevents you from establishing your own ideas and opinions on a topic.”

“You can’t expect to cheat and plagiarize forever because you’ll get caught the consequences will be bad.”

In conclusion, these seem to be good, practical reasons why no one should plagiarize. If you’d like to know more about the problem, you may want to visit this interesting [site:](http://www.salc.wsu.edu/freshman/plagiarism/images/photoshopped/happy/firstpage2.html)
<http://www.salc.wsu.edu/freshman/plagiarism/images/photoshopped/happy/firstpage2.html>

Retrieved from: <http://library.csus.edu/content2.asp%3FpageID=354.html>



TEXT 2

Why Fighting Plagiarism is Important

It’s a story that I hear all-too-often. A professor, in this case Panagiotis G. Ipeirotis, an Associate Professor at Stern School of Business of New York University, cracks down on plagiarism in his classroom and makes a push to catch and report cheaters.

Ipeirotis’ efforts definitely produced results. Over the semester, he found that some 20 percent of his class had plagiarized to one degree or another and began taking action against them. His reward, however, wasn’t a promotion or praise, but rather, him having his raise reduced to the lowest amount he’d seen.

The reason, according to both Ipeiritis and the justification he received for the small raise, was that his students, many of which he had caught and reported for plagiarism, had rated him poorly.

What made Ipeiritis' case unique was not that he fought plagiarism and was punished, but that he spoke out about it on a now-removed blog post. Behind the scenes, teachers have long been boiling over with concerns that their schools are not taking plagiarism issues with weight and, sometimes, are actively discouraging addressing the problem.

For that to change, schools need to take plagiarism seriously and begin rewarding teachers, the ones on the front lines, for addressing this issue. This means both taking the detection and discipline side of fighting plagiarism seriously as well as looking to alternative solutions that could render the problem moot.

Why Schools Turn a Blind Eye

To be blunt, it's a difficult time for schools, especially in the U.S. At all levels and both public and private, money is tight and resources are very limited. Dollars for plagiarism fighting are a low priority in the big scheme of things, especially as issues that could impact the safety of students and faculty are growing in number and priority.

The truth is that fighting plagiarism doesn't help test scores, improve graduation rates, bring in new students or improve the school's reputation. As important as it is, a school can turn a blind eye to plagiarism and still function.

To make matters worse, fighting plagiarism often times hurts the schools in meeting benchmarks. Disciplined students often drop out, lowering graduation rates, and students that fail classes due to plagiarism lower the overall GPA.

Image-conscious schools have also become wary of the reputation issues that come from actively pursuing plagiarists. Dealing with a large amount of it earn a school a reputation for being a plagiarism haven, even though the amount found actually proves the opposite.

This is then compounded by plagiarists who use social media to bash schools online. Smaller, lesser-known schools are especially vulnerable to these kinds of attacks.

These challenges have led to an atmosphere where many instructors feel that students are treated more like customers, to be pleased and cared for, rather than students who need to be educated and graded.

That problem doesn't just impact plagiarism, but all areas of academic unpleasantness. From homework, to grade curves and more, the relationship between teacher and student is changing, likely not for the better.

Getting Serious About Plagiarism

If schools want to provide the best education they can to their students, this attitude must change and soon.

For one, if there to be any merit to the idea that college is meant to prepare students for later occupations, plagiarism must be dealt with and strongly.

While it's true that those who plagiarize an assignment successfully located the needed information, which is a part of any assignment (both in and out of school), it's a part that is almost trivial with the birth of the Internet and the student still skipped on many of the most important elements.

Academic assignments, at least good ones, do far more than teach students how to find and spit back information. They teach critical thinking, including how to challenge ideas. They teach students how to spot connections and trends among bits of data they have and they even help improve writing skills, a necessary tool just about anywhere one goes.

Students who plagiarize an assignment miss most of the education that could have come from it. That, in the long run, means a lower quality education, which means a lower-quality graduate if they go that far.

But before one walks away thinking plagiarists only cheat themselves. consider the following issues:

Good students, sensing or knowing that their peers are cheating to get good grades, often better than theirs, will either start cheating as well, reduce their efforts or simply leave.

Good instructors, detecting plagiarism but unable to effectively respond to it, will often reduce their efforts or leave, once again reducing the quality of education for all students, cheaters or not.

Students who cheat are, generally, less dedicated to their education. They make poorer graduates that not only are less likely to become active alumni, but also will reflect badly on the school in other ways after graduation.

This isn't to say that every plagiarist is a doomed failure that will sink your school, but plagiarism as an epidemic will, over time, erode the quality of education for everyone there and hurt the school's reputation.

However, since most of the dire impacts take years to show up, many schools are happy to kick the can down the road and hope for a better solution to the plagiarism problem later.

Retrieved from: <https://www.plagiarismtoday.com/2011/08/15/why-fighting-plagiarism-is-important/>



TEXT 3

DOJ Issues Advisory on Plagiarism

The Department of Justice ("DOJ") issued Advisory Opinion No. 02, Series of 2012 explaining the meaning of plagiarism in the context of Philippine law and cases.

Consistent with the proactive stand of the DOJ, the Advisory Opinion addresses a recurring issue in the criminal justice system and lays out the scope of protection of authors under the country's intellectual property laws and sets out the liabilities for infringers.

"Plagiarism is a concept more understood in academic circles as an offense against academic integrity anathema to the strict standards of originality of scholarly works which members of the academic community subscribe to. However, recent events brought to fore the importance of knowing exactly what plagiarism is and to clarify the misconception that there is no crime of plagiarism under our laws," said Secretary of Justice Leila M. de Lima.

As the Advisory Opinion points out, plagiarism, which the Supreme Court has described as the "deliberate and knowing presentation of another person's original ideas or creative expressions as one's own", if committed under certain circumstances, can amount to criminal violation of the Intellectual Property Code, the E-Commerce Act or the Cybercrime Prevention Act.

The Advisory provides guidance on how to avoid, prevent and resolve plagiarism as it is recognized as an undesirable act that breaches the standards of propriety by depriving another person of the fruits of creativity.

The highlights are as follows:

1. Plagiarism should be avoided, regardless of the presence of sanctions against it.
2. Cultivate the habit of attribution. When in doubt, cite.
3. Everyone can be a victim of plagiarism.
4. Always be vigilant in detecting cases of plagiarism.
5. Encourage institutions to adopt anti-plagiarism measures.

With this Advisory Opinion, the DOJ hopes to continue to build community awareness and increase social trust for a peaceful and just Republic.

Retrieve from:

<http://www.doj.gov.ph/news.html?title=DOJ%20issues%20Advisory%20on%20Plagiarism&newsid=133>

It's time to evaluate what you have learned from the three texts. Accomplish the generalization table given below.

	TEXT 1 “Why Students Should Avoid Plagiarism: What Students Say”	TEXT 2 “Why Fighting Plagiarism is Important”	TEXT 3 “DOJ Issues Advisory on Plagiarism”
Essential Question: <i>What makes for an effective research on socio-cultural issues?</i>	Supporting Texts:	Supporting Texts:	Supporting Texts:
	Reason	Reason	Reason
Enduring Understanding	Common Ideas in Reasons:		

Process Questions:

1. Look at your answers to the essential question in the above table. What do all the answers have in common?
2. Did all the sample texts provide information about the essential question? What new ideas do the texts share?
3. How is each text different from the other? What do the texts have in common?

ACTIVITY 23

GETTING READY FOR MY RESEARCH PAPER (APA FORMAT)

A research paper should be presented in a scholarly manner. This will help your target audience to have a better understanding of the problem in your research and the results of the data that you have gathered. Click the links below to study the APA format for research.

LINK 1: <http://mypages.valdosta.edu/mwhatley/3600/APAStyle6th.pdf>

This link provides an overview of the APA research paper format

LINK 2: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

This link provides explanations regarding the different parts of APA research paper format

LINK 3: <http://my.ilstu.edu/~jkhahn/APAsample.pdf>

This link gives a sample research paper using APA research format

Now that you have learned the different parts of the APA research format, it's time for you to write a draft of your research. Good luck and enjoy your new tasks ahead!

Process Questions:

1. How did you find the activity?
2. Were you able to familiarize yourself regarding the format of a research paper using the APA style? If not, how would you like to do it?
3. **What makes for effective research paper on socio-cultural issues?**

ACTIVITY 24

WRITING THE TITLE PAGE

Now, it is time for you to begin writing the title page of your research paper. Check first the sample title page given below:

Click the link below to view all the sample research paper (APA Style)

<http://www.thewritesource.com/apa/apa.pdf>

Sample APA Research Paper

Sample Title Page

Place manuscript page headers one-half inch from the top. Put five spaces between the page header and the page number.

Running on Empty 1

Full title, authors, and school name are centered on the page, typed in uppercase and lowercase.

Running on Empty:
The Effects of Food Deprivation on
Concentration and Perseverance
Thomas Delancy and Adam Solberg
Dordt College

Write your title page here.

ACTIVITY 25 RESEARCH TIME!

Now that you have already acquired skills and learned terms about research, I guess you are ready to write your own research on a socio-cultural issue. Go back to the previous topics and activities for you have done to be able to this. Also, refer to the sample research in Activity 5 for you to have basis.

Research Title

Research Question/s:

(Refer to Activity

- 1.
- 2.
- 3.

Review of Literature:

(Use the primary and secondary sources you have researched based on your research topic)

Analysis:

Methodology:

(Include surveys and questionnaires here)

Conclusion:

References:

(Include the bibliography you created here)

ACTIVITY 26 WRITING THE ABSTRACT

Abstract is the summary of the problem, participants in your research, hypotheses, methods used, results, and conclusions. Click the link below to have a better understanding on the process of formatting the abstract page (APA format).

1. <http://writingcommons.org/index.php/open-text/writing-processes/format/apa-format/1100-formatting-the-abstract-page-apa-sp-770492217>
This link shows the ways on how to format the abstract page
2. <http://writingcommons.org/index.php/open-text/writing-processes/format/apa-format/670-abstract-template-apa>
This link gives a sample of abstract template (APA)

Sample Abstract

Running on Empty 2

Abstract

The abstract summarizes the problem, participants, hypotheses, methods used, results, and conclusions.

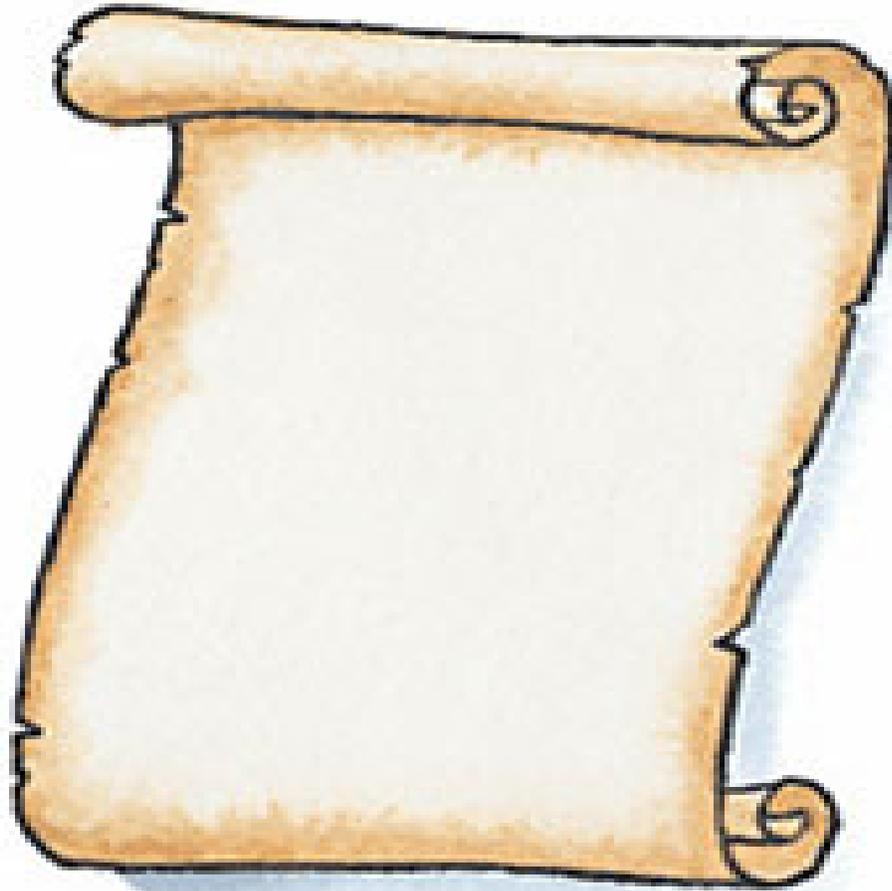
This study examined the effects of short-term food deprivation on two cognitive abilities—concentration and perseverance. Undergraduate students (N=51) were tested on both a concentration task and a perseverance task after one of three levels of food deprivation: none, 12 hours, or 24 hours. We predicted that food deprivation would impair both concentration scores and perseverance time. Food deprivation had no significant effect on concentration scores, which is consistent with recent research on the effects of food deprivation (Green et al., 1995; Green et al., 1997). However, participants in the 12-hour deprivation group spent significantly less time on the perseverance task than those in both the control and 24-hour deprivation groups, suggesting that short-term deprivation may affect some aspects of cognition and not others.

Write your abstract here.

End of DEEPEN

In this section, the discussion was about the importance of primary and secondary sources and why it is important to cite the sources.

What new realizations do you have about the topic? What new connections have you made for yourself? Write your realizations in the scroll below.





TRANSFER

Your goal in this section is to apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding of expressing and resolving internal conflicts. As this is the last phase of this lesson, keep in mind this essential question:

What makes for an effective research on socio-cultural issues?

TRANSFER GOAL: <i>The students on their own will produce research reports that can be used for the advocacy of and campaign for relevant socio-cultural issues.</i>			
TRANSFER TASK SCENARIO GOAL: <i>Produce research reports for the advocacy of and campaign to solve socio-cultural issues.</i>			
ROLE 1 <i>Advocate</i>	ROLE 2 <i>Congressman</i>	ROLE 3 <i>Newspaper Reporter</i>	ROLE 4 <i>Journalist (Documentary Film)</i>
AUDIENCE <i>Businessmen</i>	<i>Lawmakers Committee Hearing of the Lower House</i>	<i>Newspaper readers</i>	<i>Televiewers</i>
SITUATION <i>Conduct a research to effectively support an advocacy campaign on the accessibility of establishments (e.g. fast food chain) to the PWDs. Use your knowledge in research to present the advocacy campaign to resolve socio-cultural issues.</i>	<i>To be an effective law maker, conduct a research supporting a bill that supports the rights of the persons with disabilities (PWDs). Use your knowledge in research to be able to craft a bill that supports the PWDs.</i>	<i>As a columnist in a newspaper, present a result of a research you conducted about the present situation of the PWDs in our present time so that the people will be more aware of the issues and concerns of the PWDs and lessen conflict.</i>	<i>You are a journalist who wishes to resolve the discrimination of PWDs to gain employment. Present the research you have conducted through a 20-minute documentary film so that the viewers will be informed on the rights of the PWDs.</i>
PRODUCT 1 <i>Research for an advocacy campaign</i>	PRODUCT 2 <i>Research for a bill</i>	PRODUCT 3 <i>Research for a column</i>	PRODUCT 4 <i>Research for a documentary film</i>
STANDARDS <i>Your socio-cultural research should be relevant, accurate, well-organized, and effective.</i>			

The rubric below will be used to in grading your practical task

**RUBRICS FOR CONDUCTING A RESEARCH REPORT FOR ADVOCACY
CAMPAIGN FOR PWDs**

Criteria	Score	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	SCORE
Accuracy and Relevance of Information		The research contains accurate and updated information about the issues on PWDs. All details are related to the issue and appropriate to the audience.	The research contains accurate information about the issues on PWDs. Details are related to the issue and are appropriate to the audience.	The research contains partially accurate information about the issues on PWDs, but more is needed. Some details are irrelevant to the issue and to the audience.	The research contains inaccurate information about the issues on PWDs. All the details are irrelevant to the issue and inappropriate to the audience.	
Originality		The research is bold, inspiring and contains original ideas and it grabs the audience's attention.	The research contains standard or required ideas.	The research contains ideas borrowed from other sources.	The research is sloppy, contains ideas copied from other sources.	
Effectiveness		The research is compelling and skillfully utilizes persuasion techniques or approaches to advocate its position.	The research properly utilizes persuasion techniques to advocate its position.	The research partially utilizes some persuasion techniques and has confusing parts.	The research is either fails to utilize persuasion to advocate its position or does not communicate a clear position.	
Conventions (Grammar, Usage, mechanics, and Spelling)		There are no errors in mechanics, usage, grammar, and spelling. Word choice is vivid and distinct.	Mechanics, usage, grammar, or spelling are taken into consideration. Word choice is usually careful and precise.	There are few errors in mechanics, usage, grammar, and spelling. Word choice is often general or vague.	There are plenty of errors in mechanics, usage, grammar, or spelling may thwart comprehension. Word choice is incorrect.	

Congratulations! You have just completed your performance task in this unit lesson module. Going back to the IRF Worksheet, review your **Initial** and **Revised Answers** to the essential question in this unit lesson module and see how you can finalize your ideas using the **I-R-F Worksheet**. Copy and paste your **Initial and Revised Answers** in the respective space provided. Then write your **Final Answer** in the last box.

What makes for effective socio-cultural research?
Initial Answer
Revised Answer
Final Answer

End of TRANSFER:

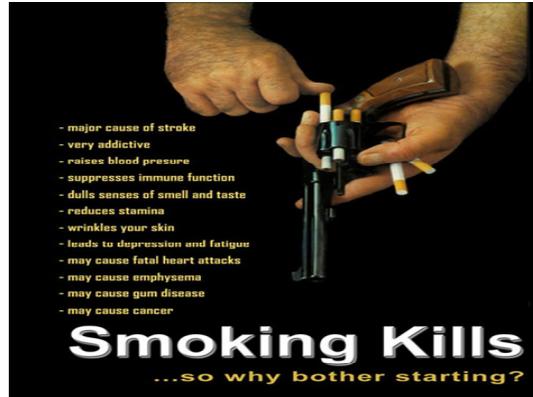
In this section, your task was to apply your learning to real life situations. You were given a performance task which helped to demonstrate your understanding what makes for effective socio cultural research.

How did you find the performance task? How did the task help you see the real world scenario? To experience real life experiences?

Job well done! Congratulations!

POST-ASSESSMENT

Refer to the advertisement below, then, answer the question that follows.



1. What persuasive technique is used in the advertisement above?
 - A. ethos
 - B. pathos
 - C. logos
 - D. testimonial

2. The following statements are good conclusions in the text below **EXCEPT**?

Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.

- E. The paragraph takes place in the evening because the character uses a candle.
 - F. The paragraph takes place during the olden times because of the clock that is chiming, chalkboard, and the candle which signify traditional things.
 - G. The paragraph tells that Sarah is studious girl.
 - H. The paragraph shows that the teacher is a being feared by all students.

3. Which of the following sentences is a **specific idea or a supporting detail**?
 - E. There are three kinds of love.
 - F. There are many reasons why pollution in the cities is rampant.
 - G. To be an effective researcher requires certain characteristics.
 - H. A researcher must be patient and resourceful.

4. Which of the following statements **BEST** describes a secondary source that can be used in a research?

- E. A source provides direct or firsthand evidence about an event, object, person, or work of art.
 - F. It is a published material and come from the time period that is being discussed, and were written or produced by someone with firsthand experience of the event.
 - G. It is any source about an event, period, or issue in history that was produced after that event, period or issue has passed.
 - H. It reflects the individual viewpoint of a participant or observer.
5. The following are good examples of **primary sources** that can be used in a research EXCEPT?
- E. Public opinion polls
 - F. Magazine article about 20th century female photographers
 - G. Original documents (birth certificates, property deeds, trial transcripts)
 - H. Diary of Anne Frank
6. A research needs resources to support the claims of the research. These sources need to be cited so you will not be charged of plagiarism. As a researcher, what should you consider in your research to avoid this?
- E. Title of the research
 - F. Related Literature and Studies
 - G. Bibliography
 - H. Statement of the Problem

Refer to the excerpt of Steve Jobs' Commencement speech at Stanford University, then answer the questions that follow.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. *And like any great relationship, it just gets better and better as the years roll on. So*

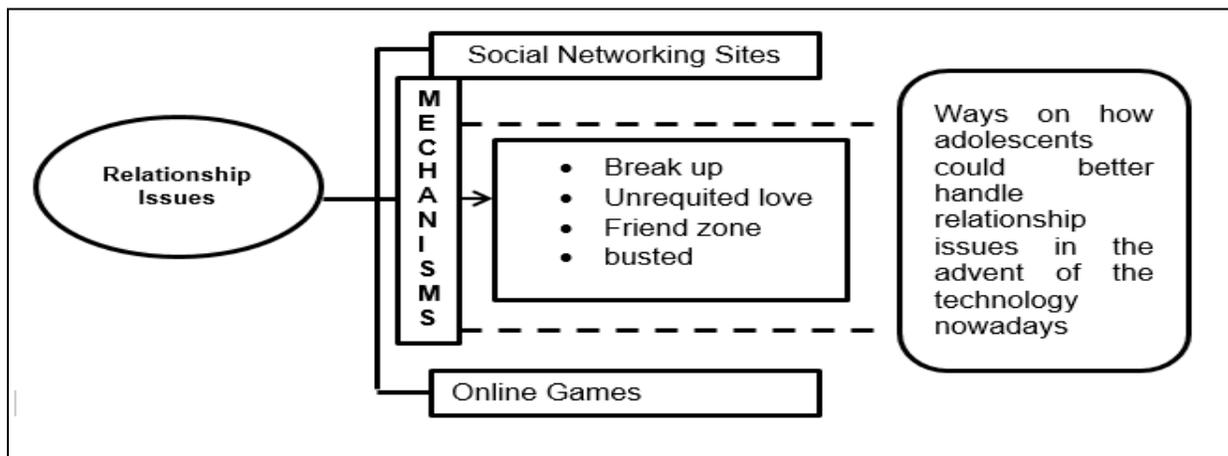
7. Based on the excerpt above, what is the tone of the speaker?
- A. angry
 - B. hopeful
 - C. afraid
 - D. disappointed
8. Which among the sentences below is the purpose of the speaker in delivering the excerpt of the speech above?
- E. The speaker's purpose is to recount.
 - F. The speaker's purpose is to entertain
 - G. The speaker's purpose is to inform.

- H. The speaker's purpose is to persuade
4. Read and understand the sample research given below, then answer the questions that follow.

The relationship issues are highly prominent in the adolescent students. In such light, the researcher delved into the different perspectives to support assertions thus this research aims to answer the inquiries in subsequence:

1. Which is prominently used as a coping mechanism in relationship issues of the respondents?
2. What is the connection of the gender differences of the respondents on their coping mechanism preference with regard to their relationship issues?
3. What are the ways on how adolescents could better handle relationship issues in the advent of the technology nowadays?

9. What part of a research is the above example?
- A. Introduction
 - B. Review of Related Literature
 - C. Research Question
 - D. Results



10. The above diagram is what part of a research?
- A. Review of Related Literature and Studies
 - B. Introduction
 - C. Definition of Terms
 - D. Research Paradigm
11. The following statements best describe Review of Related Literature and Studies
- EXCEPT:**
- A. It is an evaluative report of information found in the literature related to your selected area of study
 - B. The *review* should describe, summarize, evaluate and clarify this *literature*

- C. It should give a theoretical base for the research and help you (the author) determine the nature of your research.
 - D. It includes literary texts such as short stories, poems, and drama.
- For number 12, refer to the table below and answer the question that follows:

Table 2
Coping Mechanisms of the Students

Statement	Average	Verbal Indicators
1	4.35	Very much true
2	2.4	Slightly true
3	3.9	Much true
4	2.95	Moderately true
5	2.9	Moderately true
6	3.2	Moderately true
7	3.3	Much true
8	3.5	Much true
9	3.5	Much true
10	3.5	Much true

The table shows that for statement 1 “I turn to work or other substitute activities to take my mind of things.” got the total average of 4.35 (very much true). Further, statement 2 “I let my emotions out through posting on my social media account”, got 2.4 (slightly true) of the total average, statement 3 “I am an active user of Facebook, Twitter, and Instagram.” got 3.9 (much true) as an average, statement 4 “I spend my time playing computer games to think about it less.” Got the average of 2.95 (moderately true), statement 6 “I am comforted whenever I play computer games.” Got the average of 3.2 (moderately true), statement 7 “I try to get emotional support from friends and relatives.” got the average of 3.3 (moderately true), statement 8 “I talk to someone about how I feel.” Got the average of 3.5 (much true), statement 9 “I try to see it in a different light, to make it seem more positive.” got the average of 3.5 (much true) and lastly, statement 10 “I pray more than usual.” got the average of 3.5 (much true).

12. The above example is what part of a research?
- A. References
 - B. Results
 - C. Review of Related Literature
 - D. Research Questions
13. Which of the following statements **BEST** describes a research?
- A. It is a systematic study of a certain phenomenon that requires investigation, analysis and interpretation of data.

- B. It contains solely the problem and the resolution of the problem.
 C. It follows a step by step process but one is allowed to deviate from the process.
 D. It must be long and thick.
14. Which of the following statements **BEST** describes a research on social issues?
 A. It contains the social problems that does not entail the need for immediate solutions.
 B. It contains persuasion and arguments that call people to make an action.
 C. It contains results and recommendations that help resolve an issue between man and the society.
 D. It contains the references and sources that help one in making advocacies.
15. In writing a persuasive essay about an **advocacy campaign**, the writer must bear in mind the following **EXCEPT**?
 A. The design and the theme of the advocacy campaign on a result of a research on socio-cultural issue.
 B. The message and the intended audience.
 C. The techniques in persuasion are evident.
 D. The opinions and suggestions of the editors of the essay.
16. Which is **NOT** true about an advocacy campaign speech?
 E. Advocacy campaign speech is active promotion of a cause or principle based exclusively on one's opinion.
 F. Advocacy campaign speech involves actions that lead to a selected goal reinforced by facts results from a research.
 G. Advocacy campaign speech is one of many possible strategies, or ways to approach a problem based on a research.
 H. Advocacy campaign speech does not necessarily involve confrontation or conflict by the writer.
17. An advocacy campaign speech is persuasive by nature. Which of the following should be prioritized by the writer/speaker?
 A. Audience
 B. Body Language
 C. Words and Ideas
 D. Appearance
18. Which of the following pictures present a **BEST** advocacy campaign?

E.



F.



G.



H.



19. In writing a speech for an advocacy campaign, the writer should observe the cohesion of the paragraphs to make the paragraph become strong and effective. Which of the following paragraphs is **cohesive**?
- E. Antigone's motivation is family duty, even if it means death. She must rebel which will cause an uproar - the consequences don't matter to her. This would also explain why she rejects Ismene's support later in the play. They both have different motivations - Ismene has nothing left to lose and wants to go out with a glorious bang.
 - F. As one can see, early in the history of the Philippines, most pollution was created without regard to the environment. However, different private groups today have taken steps towards preserving nature, including conservationists and environmentalists.
 - G. Aristophanes exaggerates Socrates' intelligence in a humorous way. Aristophanes portrays Socrates' intelligence as a tool of humor. He makes Socrates use his intelligence to make a mockery of people. Aristophanes makes Socrates appear very brash in the use of his intelligence.
 - H. The detective tried to gather more evidence by going to the store to ask Mr. De la Cruz what he knew about the murder. He did this because when he had asked the Davidson's maid what she saw at the scene of the crime, she mentioned Mr. De la Cruz.
20. What makes an effective research on socio-cultural issue?
- A. An effective socio-cultural research depends on the relevance of selected data, depth of analysis and interpretation of data results, and

insight into the ways various socio-cultural factors involved in the issue affect and influence each other.

- B. An effective socio-cultural research depends on the urgency of the issue to be addressed.
- C. An effective socio-cultural research depends on the relevance of the issue, accuracy of information gathered, organization of ideas, and reliability of the interpretation and analysis of data.
- D. An effective socio-cultural research depends on how the respondents answer the questionnaire regarding a social issue.

Congratulations! You are done with the module! Write our name in the certificate for your achievement.



GLOSSARY OF TERMS USED IN THIS LESSON:

Abstract- is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose.

APA Style- is the official style of the American Psychological Association (APA) and is commonly used to cite sources in psychology, education, and the social sciences.

Bibliography- a list of the books referred to in a scholarly work, usually printed as an appendix.

Research- the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

Socio Cultural – of, pertaining to, or signifying the combination or interaction of social and cultural elements.

Social Issues- A social issue (also called a social problem, social conflict, or social illness) is a problem that influences a considerable number of the individuals within a society.

Survey- A method of sociological investigation that uses question based or statistical surveys to collect information about how people think and act.

PWD- (Persons with Disabilities) refers to any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment."

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

<https://www.youtube.com/watch?v=EEuul8hBip8>

Link that presents ideas about a research

<https://www.esc.edu/online-writing-center/resources/research/research-paper/>

This link provides information about what research is

http://www.cod.edu/people/faculty/bobtam/website/what_iexpect.htm

This link provides further readings about research

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/example_paper.pdf

Sample Research

<https://www.umflint.edu/library/how-select-research-topic>

This link provides information on how to choose a research title

<http://caspian.switchinc.org/~tutorials/mod2/quiz/quiz.html>

This link provides an on-line quiz on how to choose for a research title

<http://libguides.usc.edu/c.php?g=235034&p=1561836>

This link shows how to narrow down a research topic

http://ocw.usu.edu/English/intermediate-writing/english-2010/-2010/narrowing-topics-__skinless_view.html

This link shows how to narrow down a research topic

https://www.youtube.com/watch?v=EcYgNV_nQjk

This link shows the steps on how to narrow down a research title

<http://www.library.arizona.edu/help/tutorials/narrowyourtopic/>

This link shows how to narrow down a research topic

<http://www.slideshare.net/gbeeler/how-to-narrow-a-research-topic-13621801>

This link shows a presentation on how to narrow down a research topic

<https://www.trentu.ca/academicskills/thinkingitthrough/documents/EXERCISEONEnarrowingthetopic.pdf>

This link provides activity and examples on how to narrow down a research title

http://twp.duke.edu/uploads/media_items/research-questions.original.pdf

This link provides an overview on how to formulate good research questions

<https://www.esc.edu/online-writing-center/resources/research/research-paper-steps/developing-questions/>

This link provides inputs on how to write research questions

<http://vanderbilt.edu/writing/manage/wpcontent/uploads/2013/06/Formulating%20Your%20Research%20Question.pdf>

This link gives steps and examples on how to formulate good research questions

<https://www.esc.edu/online-writing-center/exercise-room/can-topic-be-researched/>

This link provides an exercise whether the topic questions are researchable

<https://www.esc.edu/online-writing-center/exercise-room/research-question-broad-or-narrow/>

This link gives an on line test whether the questions are broad or too narrow

<http://ithacalibrary.com/sp/subjects/primary>

This site shows information about different types of primary and secondary sources of information

<http://lib1.bmcc.cuny.edu/help/sources/>

This site shows examples of primary of secondary sources

<http://www.commoncoresheets.com/Social%20Studies/Primary%20&%20Secondary%20Sources/Identifying%20Sources/English/1.pdf>

Quiz on primary and secondary sources

<http://www.k12reader.com/worksheet/what-conclusion-can-you-make/>

This link provides a worksheet on drawing conclusions

<http://www.k12reader.com/worksheet/what-is-it/>

This site presents a worksheet on drawing conclusions but the focus is more on clues/details

https://www.risd.k12.nm.us/assessment_evaluation/Drawing%20Conclusions.pdf

Link on Drawing Conclusions

<http://www.ereadingworksheets.com/free-reading-worksheets/fact-and-opinion-worksheets/>

This link provides exercises for fact and opinion

<http://gordonscruton.blogspot.com/2011/08/what-is-cohesion-coherence-cambridge.html>

This link provides ideas about cohesion and coherence

<https://takeielts.britishcouncil.org/sites/default/files/IELTS%20Writing%20Coherence%20&%20Cohesion.pdf>

This link provides examples of cohesive devices, its types and uses

<http://grammar.about.com/od/developingparagraphs/a/cohsignals.htm>

This site provides cohesion strategies in writing sentences and paragraphs

<http://web.calstatela.edu/faculty/jgarret/paragraphs.htm#p4>

This link provides ideas on how to write effective paragraph with cohesion and coherence

<http://papyr.com/hypertextbooks/comp1/101lab6a.htm>

This link provides an exercise on cohesion and coherence

<http://papyr.com/hypertextbooks/comp1/101lab7.htm>

This link gives mapping patterns of coherence in your writing

<http://www.bibme.org/citation-guide/apa/book>

This link provides a guide for APA Bibliography format

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

This link provides samples on how to annotate resources using APA style

http://www2.eit.ac.nz/library/lis_guides_apareferencingquiz.html

This link provides for APA interactive exercises

<http://library.csus.edu/content2.asp%3FpageID=354.html>

Link on why students should avoid plagiarism

<https://www.plagiarismtoday.com/2011/08/15/why-fighting-plagiarism-is-important/>

Why Fight Plagiarism

<http://www.doj.gov.ph/news.html?title=DOJ%20issues%20Advisory%20on%20Plagiarism&newsid=133>

Link on DOJ issues Advisory on Plagiarism

<http://mypages.valdosta.edu/mwhatley/3600/APAStyle6th.pdf>

This link provides an overview of the APA research paper format

https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

This link provides explanations regarding the different parts of APA research paper format

<http://my.ilstu.edu/~jhkahn/APAsample.pdf>

This link gives a sample research paper using APA research format

<http://writingcommons.org/index.php/open-text/writing-processes/format/apa-format/1100-formatting-the-abstract-page-apa-sp-770492217>

This link shows the ways on how to format the abstract page

<http://writingcommons.org/index.php/open-text/writing-processes/format/apa-format/670-abstract-template-apa>

This link gives a sample of abstract template (APA)

Answer Key for the Pre-Test

1. The answer is letter is B. It attacks the emotions of the audience.
2. The answer is letter is A. The speaker is firm in her stand to resolve the conflict presented in the text.
3. The answer is letter A. The speaker is encouraging UN to resolve the conflict as soon as possible.
4. The answer is letter D because of the phrase ***“I am pretty sure”*** signals belief or opinion. Letters A, B, and C are all facts and are proven to be true.
5. The answer is letter A because it can still be expounded.
6. The answer is letter B. Items A, C, D refer to secondary sources.
7. The answer is letter A. All other items are types of primary sources.
items are types of primary sources.
8. The correct answer is letter A.
9. The correct answer is letter A since all the other items boil down to such situation.
10. The correct answer is letter B since the texts respectively deal about social conflicts and the different ways the characters resolve the conflict.
11. The correct answer is letter C. Letters A, B, and D are all misconceptions about conflict.
12. The correct answer is letter B because all the details in the texts pertain to this.
13. The correct answer is A. The remaining items are important contents of a research but the latter revolves around a problem.
14. The correct answer is letter A. The other paragraphs are weak.

15. The correct answer is letter A because an advocacy campaign should have a goal in order to achieve its purpose. The other items are also important things to consider, however, they are more on technical aspects.
16. The correct answer is D. Reference materials come last in the process.
17. The correct answer is A. All the other statements are misconceptions about a research.
18. The correct answer is C because the language of a research title should be easily to understand and direct to the point. The title for novel, short story, and poetry is literary.
19. The correct answer is letter B since research focuses on a problem to be given an immediate action.
20. The correct answer is letter A because the features of an advocacy campaign speech are presented in items B, C, and D.

Answer Key for the Post Test

1. The correct answer is letter is B. It attacks the emotions of the audience.
2. The correct answer is letter D. All the other items are beliefs or opinions based on the word “I believe”.
3. The correct answer is letter D. The remaining items are all general ideas.
4. The correct answer is letter D. Letters A, B, and C pertain about primary sources.
5. The correct answer is letter B. There are no details in the speech that support the items A, C, and D.
6. The correct answer is letter D because the speech is persuasive in nature.
7. The correct answer is letter D because all the characters are facing social conflict.
8. The correct answer is letter A. The details to support this can be found in the last paragraph.
9. The correct answer is letter A. It is more on man vs. man conflict.
10. The correct answer is letter C. Items A and C are more on man vs. man or group. Item D is more on man vs. nature.
11. The correct answer is letter C. Other pictures are more on commercials/advertisements.
12. The correct answer is letter B because a magazine article is considered as a secondary source.
13. The correct answer is D because there are no details in the text that support this conclusion.
14. The correct answer is letter C because it is where the references are properly cited.
15. The correct answer is letter D. Though this is important but it is a part of the writing process.
16. The correct answer is letter A. Items B, C and D are correct concepts of an advocacy campaign.
17. The correct answer is B. A transition word, “however,” announces the contrasting relationship for the reader, avoiding the stop and start

- rollercoaster effect and creating cohesion. “Today” moves the reader from “early history.” Letter A, in this paragraph, two sentences are far too separate. The first two sentences talk about Antigone’s motivations and how far they will drive her. The focus is then redirected to Ismene, and the paragraph focus is not clear. It lacks cohesion. Letter C is too similar and there are unnecessary repetitions. Letter D, the flow is not smooth because without links or logic, the reader has to do a little bit of mental rearranging.
18. The correct answer is letter C because a socio cultural research entails an immediate resolution of a conflict between man and the society.
 19. The correct answer is D because research objectives are part of a research and not a research tool.
 20. The correct answer is D. This is not somehow considered the most but the advocacy campaign speech and delivery are given emphasis.