

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 1:  
Overcoming Challenges  
Lesson 2

This book was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

We value your feedback and recommendations.

Department of Education  
Republic of the Philippines

*Celebrating Diversity through World Literature – Grade 10*

English - Learner's Material

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*The Gorgon's Head* by Anne Terry White

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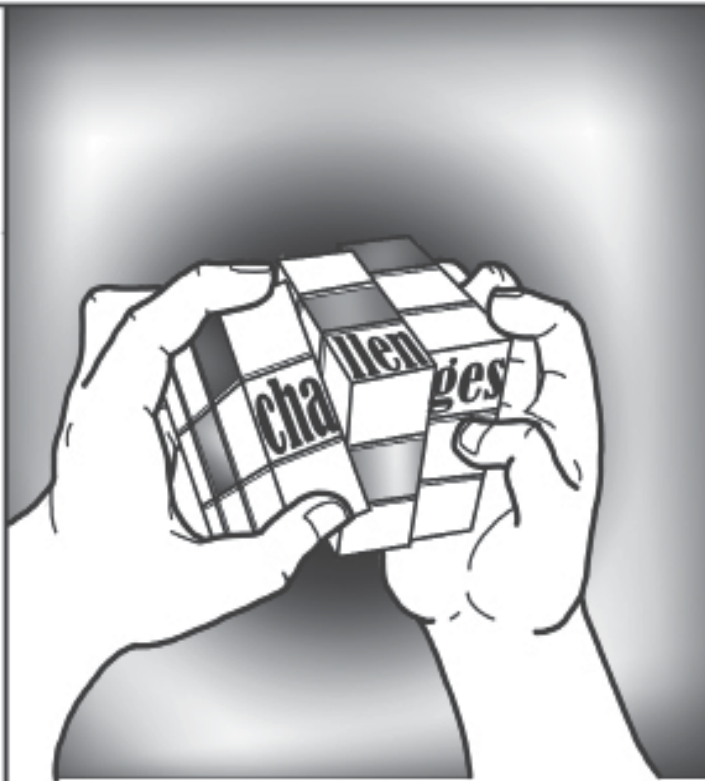
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#### **MY TREASURE**

# *Module* **1**



## Overcoming Challenges

## Module 1

### LESSON 2

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#### *Building Up Defenses*

#### YOUR JOURNEY

The most important component of defense is awareness. In the previous lesson, you have been made aware of your personal challenges and that is your initial step into building a defense against life's inevitable challenges.

In this lesson, you will perform a lot of activities that will help you to be strong amid discrimination. Specifically, you will be asked to answer the important question, ***How do I build the best defenses against challenges to achieve the best quality of life?***

#### YOUR OBJECTIVES

In charting the course of your journey in this lesson, you are expected to:

- determine the effect of textual aids on the understanding of a text
- get information from various text types that can be used in everyday life
- determine how connected events contribute to the totality of a material viewed
- explain how the elements specific to a genre contribute to a theme of a particular literary selection
- express appreciation for sensory images used
- use intensive pronouns in meaningful discourse



Be reminded that your expected output in this lesson is a quality ***brochure on building defenses against discrimination*** and the criteria for assessment are: organization, graphics, relevance of content, and conventions.

## YOUR INITIAL TASKS

### Task 1 WHAT AM I?

Read each statement closely, and identify what is suggested by each statement.

1. I am a vitamin you need if you have colds. What am I?
2. I am what you use when it's raining. What am I?
3. I am what you wear when the sun is at its peak. What am I?
4. I once protected China from invaders, now I am a wonder for visitors. What am I?

Answers:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Make sense of all your answers together to come up with the answer to this riddle.

***What "D" is built for protection?***



The first one to give the correct answer wins.

### Task 2 DISCRIMINATION CHECK

You probably have experienced, observed, or learned about a lot of discrimination at home, in school, or among your peers.

List down the different forms of discrimination in the table below.

DISCRIMINATION		
Family	School	Peers

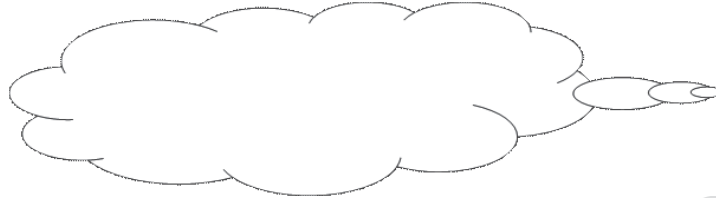
- Share and compare your list with a partner.
- Add items from people's lists to yours.

### Task 3 MIRROR, MIRROR

You must have known people who have successfully overcome discrimination. Pair up, and reflect on the question below:

Think of a person who gave you inspiration in dealing with discrimination.

How does he/she inspire you? Write your answers in the balloon.



- Share your answer with your classmates.



### Task 4 REFLECTION

Watch/listen to the song "Reflection" from the movie Mulan and answer the questions that follow.



Source: [http://www.youtube.com/watch?v=GWooGBya\\_nk](http://www.youtube.com/watch?v=GWooGBya_nk)

Processing Questions:

1. What is the song all about?
2. What type of discrimination was underscored in the song?
3. Does this kind of discrimination against women still exist these days? How or in what way?
4. Pick out your favorite lines from the song and explain why you picked those lines.

Share your answers with a partner. Your teacher will ask the class to sing the song aloud.

## Task 5 ENDURING AND ESSENTIAL

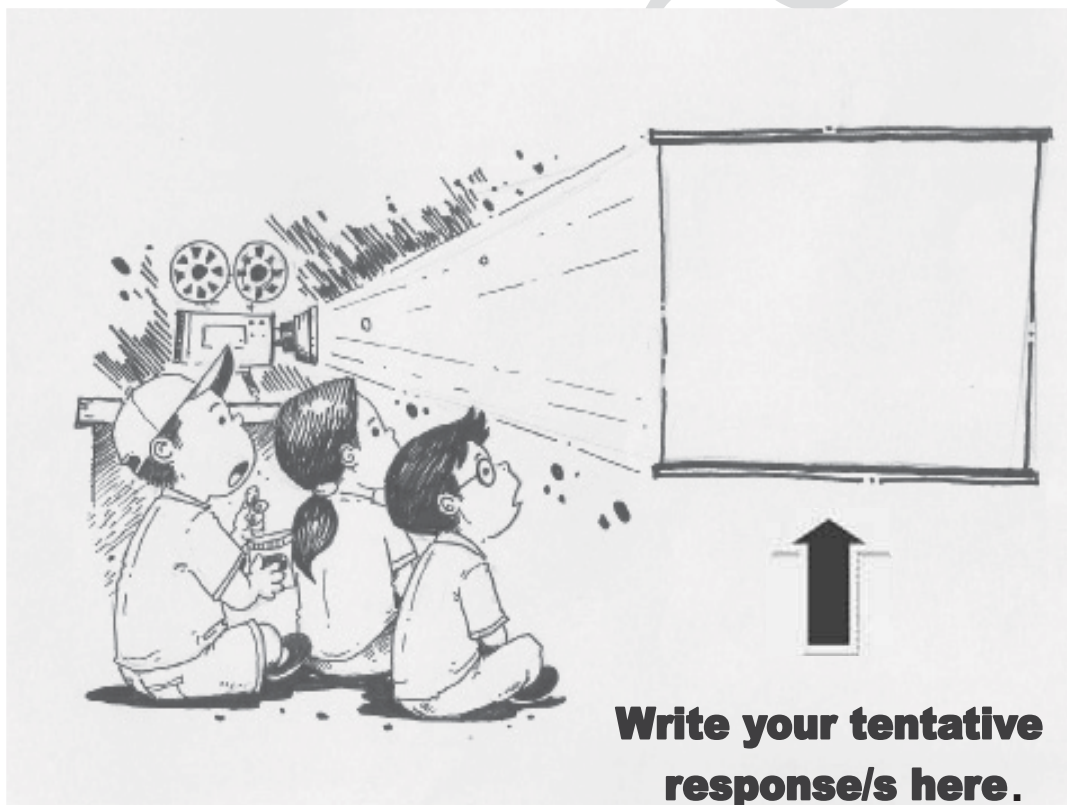
As you embark on this journey, the tasks / activities you're engaged in will help you answer this enduring and essential question:



***How do I build the best defenses against challenges to acquire the best quality of life?***

Remember this question as you work on the different parts of this lesson.


- List your initial answers to the enduring question. Write your responses in the box below.





## Task 6 SETTING EXPECTATIONS

What do you expect to learn from this lesson? Write your targets in the box.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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As you explore this lesson, you can add targets to the list you made and consider how the tasks will help you become better prepared for life.

## YOUR TEXT

### Task 7 GUIDE FOR READING



Read the following text carefully. Note the following background information as you read the text.

The Author	<b>Anne Terry White</b> (1896), who was born in Russia, had worked as a teacher, a social worker, and a translator of Russian literature. Amongst her most-loved tales is the "Gorgon's Head."
Oral Tradition	<p>An <b>oral tradition</b> is the manner in which information is passed from one generation to the next in the absence of writing or a recording medium. In the days before near-universal literacy, bards would sing or chant their people's stories.</p> <p>They employed various techniques to aid in their own memory and to help their listeners keep track of the story. This oral tradition was a way to keep the history or culture of the people alive, and since it was a form of story-telling, it was a popular entertainment.</p>

Look For	As you read the myth, look for the heroic qualities of Perseus and the personal challenges he has to overcome to acquire “the Gorgon’s head”.
----------	---

Accomplish the Story Anticipation Guide below:

1. Before reading, mark the checklist with (/) if you agree or (x) if you disagree with the statement.
2. After reading, fill in the column with the page number of the text where you found the correct answer for each statement.
3. Reflection: Are you correct? If not, what did you learn?

	Agree/Disagree	Page No.	Reflection
A Gorgon is a monster.			
Perseus is a hero.			
Perseus could be successful in killing Medusa without the help of the gods.			
None may look upon the Gorgon and live. The sight of them turns men to stone.			
Andromeda is killed by a monster.			

### Task 8 MYSTERY WORD

Study the definitions and word forms. Then, rearrange the letters in bold to form the correct word for each item below. Write the word in the box.

1. *to escape or avoid (verb)*
2. *dangerous (adjective)*
3. *poisonous (adjective)*
4. *ashamed (verb)*
5. *satisfy, gratify (verb)*
6. *brave (adjective)*

**eveda** -   
**erpisulo** -   
**vsmuoneo** -   
**aeadhbs** -   
**peeapsa** -   
**vorlsaou** -



How do I build the best defenses against challenges to acquire the best quality of life possible for me?

## THE GORGON'S HEAD

From Ancient Greece

Anne Terry White

Acrisius, King of Argos, came home from Delphi with a heavy heart, for he had received a dreadful oracle.

"No sons shall be born to you," the priestess had told him. "But you shall have a grandson, and by his hand you shall die."

Now the King had an only daughter, who was yet a maiden. So in his distress he thought: "I will evade my fate. I will shut Danae up away from the sight of men in a house of bronze all sunk underground." And he carried out his cruel plan.

But Acrisius forgot to take the gods into account. Part of the roof of the house was open to the sky. And one day, as lovely Danae sat sadly looking up at the passing clouds, Zeus beheld the maiden. Changing himself into a shower of gold, he stormed into her chamber.



When afterwards a son was born to Danae, she hid him from her father's sight. Nevertheless, the King discovered the baby and was more than ever filled with fear. He dared not kill little Perseus directly lest the gods avenge the murder. Instead, he had a great chest built, placed Danae and her boy in it, and set them adrift upon the sea.

All day and all night the chest tossed upon the waves. Danae lulled her child with song, and he slept. But when dawn came, a great wave picked up the chest and carried it close to the tiny island of Seraphos.

It happened that a fisherman, Dictys by name, saw the chest bobbing on the waves close to the shore. He dragged the box to land and opened it. When he beheld the pitiful mother with the helpless little child, his heart was moved. He took them both to his wife, for Dictys was childless, and there in the kindly fisherfolk's humble home Perseus grew up.

Now Danae had been a beautiful maiden. And when Perseus has grown into a fine tall youth, she was still beautiful. So it was not strange that King Polydectes, who was Dictys' brother, fell in love with her and made her his wife. But the King hated the youth-just because Danae doted on him and sought some way to get rid of him.

At last Polydectes said to his stepson, "The time has come, Perseus, for you to win glory for yourself in some bold adventure."

Young Perseus thought so, too. But what should the adventure be?

"I think," the wily Polydectes said, "It would be a good idea for you to cut off the Medusa's head. That would bring you to the greatest fame."

All unsuspecting, Perseus set off to find Medusa, not knowing in the least how perilous an adventure he had undertaken. For Medusa was one of the three Gorgons, terrible winged monsters who lived alone on an island. They had teeth like the tusks of a boar, hands of brass, and snakes instead of hair. Perseus did not know where to look for the Gorgons. Nor did he know which of them was Medusa. And this was important, for Medusa was the only one of the three that could be slain.

From place to place the prince went on in his quest, getting more and more discouraged. Then one day he beheld a young man of great beauty, wearing winged sandals and a winged cap, and carrying in his hand a wand around which two golden serpents twined. Perseus knew at once that this was Hermes and was overjoyed when the god said:

"Perseus, I approved the high adventure you have in mind. But you must be properly equipped for it. Without the winged sandals, the magic wallet, and the helmet of invisibility, but I will take you to the Gray women. You can find out from them."

"And will they indeed tell me?" Perseus asked.

"Not willingly," Hermes replied. "But you can make them do it. They have but one eye shared among the three. Snatch it from them as they pass it from one to another and none can see. And do not give it back till they tell you what you want to know."

With that, Hermes gave Perseus a magnificent curved sword. "You will need it," he said, "for Medusa's scales are hard as metal."

Perseus had just taken the sword when there was a sudden brightness in the sky, and he beheld the goddess Athene descending toward them.

"Of what use will be your sword, my brother," she said to Hermes, "when none may look the Gorgons and live? The sight of them as you well know, turns men into stone. Take my bright shield, Perseus. Look into it instead of at the monster as you approach to do battle, and you will see the Medusa reflected as in a mirror."

So saying, the goddess disappeared, and the brightness with her.

On and on with god-companion, Perseus journeyed, farther than man had ever been. At last they came to the end of the earth. There the weird Gray Women sat, passing their eye from one to another just as Hermes had said. Danae's son knew what to do. He left the god and crept quietly toward them, waited till one had taken the eye from her forehead, and snatched it away as she passed it to her sister.

The Gray Women raised a fearful clamor when they realized that a stranger had their eye. They howled and they threatened. But without the eye they were helpless, and in the end they grudgingly told Perseus the way to the Nymphs of the North.

So again Perseus went on, this time to find the happy beings who possessed the three priceless things he needed. And when the Nymphs heard the reason he

wanted them, they were willing to give him the winged shoes, the helmet that would make him invisible, and the magic wallet that would become the right size for whatever he wish to carry.

Fully equipped now, Perseus lightly sped through the air over land and over sea to the fearful island of the Gorgons. As he approached, he could see, scattered in the fields and along the roads, statues of men and beasts whom the sight of the Gorgons had turned stone. And, at last, from high above, he beheld the monsters themselves reflected in his shield. Their scale-covered bodies glistened in the sun, their great wings were folded, the snakes that were their hair lay hideously coiled and intertwined. The Gorgons were asleep.



Do you think Perseus can slay the Gorgon by his own hands?

But which of the three was Medusa? Perseus could see no difference among them.

Suddenly he heard Athena's voice:

"Descend, Perseus, and strike! The Gorgon nearest the shore is Medusa."

Perseus swept down, and still gazing into the shield, boldly swung his blade. With one stroke he cut off the grisly head. Then, springing into the air, he thrust his prize, all writhing and hissing, into the magic wallet.



Up leaped the Gorgon sisters, for they heard the rattle of Medusa's scales as the severed body thrashed about. They turned their snaky heads and when they saw Perseus, they roared with fury. Flapping their great wings, they set off in pursuit. But they could not outstrip the winged sandals.

Over lands and peoples the hero flew, on and on. He had lost his way now, for Hermes had left him. Below, the Lybian desert stretched endlessly. Perseus did not know what those sands were, nor did he guess that the ruby drops falling from Medusa's head were turning into venomous snakes that would inhabit the desert forever. But now he saw a sight that made his heart beat fast with excitement and wonder.

Fastened by chains to a cliff by the sea was a beautiful maiden. Had it not been that a slight breeze stirred her hair and that tears flowed from her eyes, he would have thought her a statue. Perseus almost forgot to keep his winged sandals moving, so struck was he by her rare beauty.

"Lovely maiden, you should not wear such chains as these," he stammered "but rather those which bind the hearts of lovers. I pray, you, tell me your name and why you are bound like this."



At first the girl made no reply, so abashed was she before the youth. But when he urged her again and again to speak, she told him all her story.

"I am Andromeda," she said, "Daughter of Cepheus, King of the Ethiopians. The beautiful Cassiopeia is my mother. It is her beauty that has chained me here for the gods are jealous, and in nothing may we mortal surpass them. Woe, woe the day my mother vaunted herself fairer than the daughters of Nereus! The sea god has sent a serpent to prey upon our people, and my death alone can appease his anger. So, says the oracle."

She had scarcely finished speaking when the loud roaring of the waves announced that the monster was on his way. Andromeda shrieked. At her cry, her frantic father and mother came running. They clung to their daughter and lamented.

"Enough of tears!" Perseus said to them sternly. "I am Perseus, son of Zeus and Danae. Now I will make this contract with you – that Andromeda shall be mine if I save her from the serpent."



How do you think would Andromeda react to this offer if this happens in our time?

"Indeed, indeed, valorous youth, she shall be yours! Only save her from the monster, and you shall have our Kingdom as well as our daughter."

The monster was coming on, his breast parting the waves like a swift ship. Suddenly Perseus sprang into the air and shot high up in the clouds. Seeing the youth's shadow upon the sea, the monster attacked it in fury. Then Perseus swooped like an eagle from the sky and buried his sword up to the hilt in the beast's right shoulder. The creature reared upright, then plunged beneath the water, and turned around and around like some fierce wild boar in the midst of baying hounds.

Nimble avoiding the snapping jaws, Perseus dealt blow after blow wherever he had the chance to strike. Red blood poured from the monster's mouth. The air was so filled with spray that the hero's winged sandals grew heavy. He dared not trust himself to them longer. Spying a rock over which the waves were breaking, he braced himself against it with his left hand, and four times he drove his sword into the monster's side.

As the creature sank to its death, Perseus heard shouts of joy from the shore. And when he looked, Andromeda already stood free beside her parents.

"I will take fair maiden without dowry," Perseus said.

And that very day the wedding was celebrated. Torches were tossed in the air, incense was thrown on the flames. Garlands were hung from the palace's roof. And everywhere the sound of lyres and pipes and singing was heard.

Now while the marriage feast was at its height, the door of the banquet hall was suddenly flung open, and in burst a mob of shouting, riotous men. Foremost stood Andromeda's uncle, Phineas, javelin in hand.

"Behold, I am here!" he cried. "I have come to avenge the theft of my promised bride."

“What are you doing, Brother?” the father cried. “Do you, who stood by and watched while Andromeda was put in chains and did nothing to help her, dare to be indignant because another has snatched the prize? Let the man who rescued her have the reward he was promised! He has not been chosen in preference to you, but in preference to certain death.”

Phineas said not a word. He looked from the King to Perseus, undecided at which to aim his weapon, then hurled it at the hero. The spear stuck in Perseus’ couch.

Perseus leaped up from the cushions, wrenched out the spear, and hurled it back at his foe. Had Phineas not taken refuge behind the altar, he would have perished. As it was, one of his followers received the weapon full in his forehead.

Then the rioters went wild. Weapons were hurled, and the feast turned into a battle. Thick as hail, javelins sped by Perseus’ ears. He set his shoulders against a great stone column and struck down one man after another. But at last he realized that valor could not withstand the numbers against him.



Do you think that Perseus’ extraordinary ability is a gift? Why or why not?

“If I have any friends here, let them hide their faces!” he shouted.

With this he drew Medusa’s head out of the wallet. One of the attackers was just preparing to cast his javelin, but before he could cast it, he was turned to stone. Another, who was about to thrust his sword through Perseus, stood frozen with it in his hand. A third was turned to stone even as he uttered a taunt. Two hundred men became stony statues before Phineas yielded, crying:

“Put away your horrible weapon. Hide it! Grant me only my life and may the rest be yours!”

“What I can give you, most cowardly Phineas, I will!” Perseus replied. “You shall be a lasting monument here in the palace of my father-in-law.”

The unhappy Phineas tried to turn away his eyes, but even as he did so, his flesh turned to stone.

When at the year’s end, Perseus sailed home with Andromeda, Polydectes’ hatred had in no way lessened. The King was furious that his stepson had returned, and refused to believe that he had actually slain Medusa. With scornful taunts, he upbraided the young man for having come home empty-handed.

It was more than Perseus could bear.

“I shall prove to you that what I say is true!” he cried, “hide your eyes, all of you who are my friends!” and he showed the Gorgon’s head to cruel Polydectes.

That was the last time Perseus ever used the horrible head. He gave it most willingly to Athene, who kept it ever after.

Now that Polydectes was dead, Danae yearned to go home again and be reconciled with her father. So Perseus made the fisherman Dictys King of island and sailed with his mother and Andromeda to Greece.

But it happened that when they came to Argos, King Acrisius was away from home. Games were being held in Larissa, and Perseus, hearing of them, decided to go there and take part. And there at the game it was that the oracle which Acrisius had received at Delphi was strangely fulfilled. For when it came for Perseus' turn to throw the discus, he threw it so that it swerved to one side. It landed among the spectators and killed an old man. That old man was King Acrisius, who had gone to such cruel lengths to avoid the fate which the gods had ordained.

### **Task 9 DISSECTING THE TEXT**

1. What is the "dreadful oracle" that was delivered to King Acrisius?
2. What adventure does Polydectes suggest that Perseus undertake?
3. List three perilous encounters that Perseus experienced during his adventure.
4. Explain how the oracle given to King Acrisius is fulfilled.
5. What is Polydectes' true motive in sending Perseus to kill Medusa?
6. Medusa was beheaded by Perseus, yet her head continued to have power. Explain how the evil Gorgon's head is beneficial to Perseus.
7. What heroic characteristics does Perseus have?
8. What help does he get on his quest?
9. How does Perseus' quest enable him to prove himself a hero?

### **Task 10 VISUALIZING THE TEXT**

Your teacher will group you into five. Each group will be given a specific task to work on.

**Group 1:** Create a timeline of events in the story. Why are these significant events?

**Group 2:** Create a Venn diagram that compares the characteristics of Perseus and Medusa. Provide evidence.

**Group 3:** Create a diagram that shows the challenges of Perseus in his quest to acquire the Gorgon's head. How did you choose them?

**Group 4:** Using the Gorgon's head as a diagram, point out at least five utterances of Perseus that strike your group the most. Explain why.

**Group 5:** Create a diagram that shows the relationship of all the characters in the myth. Cite the reasons for these relationships.

Processing Questions:

1. How did you feel about the activity?
2. What diagram was assigned to you?
3. Did you find diagramming difficult? Why or why not?
4. How do these textual aids help you in understanding the text?



### Task 11 ACT AND COUNTERACT

Examine all the group outputs from the previous task. Note down your observations about the outputs of the other groups. Don't write anything about your own group's output.

Group	Observations
1	
2	
3	
4	

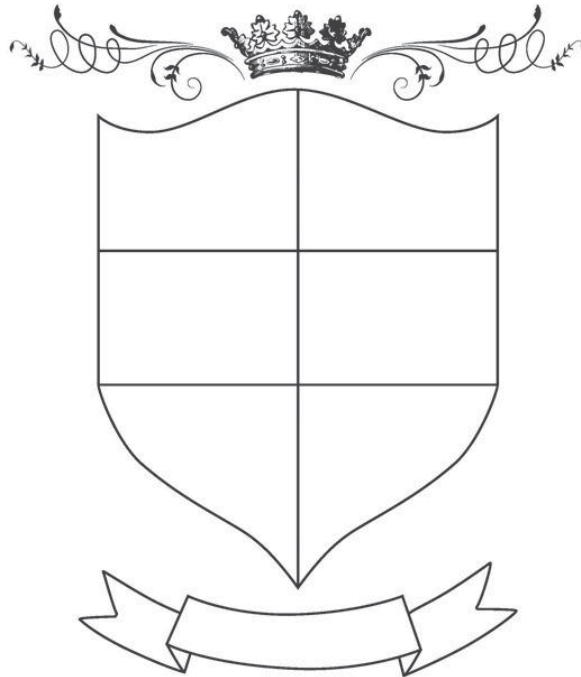
Processing Questions:

1. What specific characteristics does each diagram have?
2. Are there notable similarities or differences among the diagrams?
3. How would these diagrams help you in understanding the text as a whole?

### Task 12 MY COAT OF ARMS

To be able to kill the Gorgon, Perseus built a line of defenses. Identify what these defenses are through the coat of arms diagram on the next page. Explain the value of each of those defenses as Perseus faced his challenges.

PERSONAL COAT OF ARMS



**Task 13 MAKES SENSE TO ME**

Pick out at least ten sentences from the myth “The Gorgon’s Head” that shows sensory images. Identify the senses to which these statements appeal.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

#### Task 14 TRIPLE TREAT

Below are paragraphs lifted from "The Gorgon's Head."

**Task A.** Circle all the pronouns from the paragraph.

That was the last time Perseus ever used the horrible head. (1-2) He gave it most willingly to Athene, who kept it ever after.

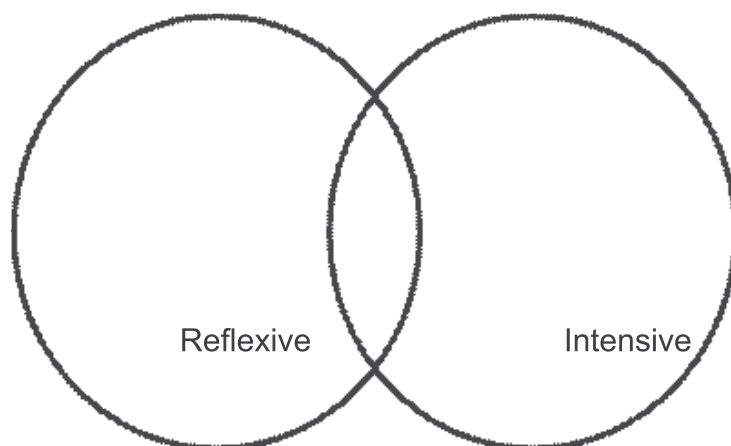
(3) Now that Polydectes was dead, Danae yearned to go home again and be reconciled to her father. (4) So Perseus made the fisherman Dictys king of the island and sailed with his mother and Andromeda to Greece.

(5-6) But it happened that when they came to Argos, King Acrisius was away from home. (7) Games were being held in Larissa, and Perseus, hearing of them, decided to go there and take part. (8) And there at the game it was that the oracle which Acrisius had received at Delphi was strangely fulfilled. (9) For when it came to Perseus' turn to throw the discus, (10-11) he threw it so that it swerved to one side. (12) It landed among the spectators and killed an old man. That old man was King Acrisius, who had gone to such cruel lengths to avoid the fate which the gods had ordained.

**Task B.** Paraphrase at least five sentences by transforming the circled pronouns into reflexive or intensive pronouns **IF APPLICABLE**. Write **R** on the blank before each item if the pronoun is Reflexive or **I** if intensive.

- \_\_\_\_\_ 1. \_\_\_\_\_
- \_\_\_\_\_ 2. \_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_
- \_\_\_\_\_ 4. \_\_\_\_\_
- \_\_\_\_\_ 5. \_\_\_\_\_



**Task C.** Using the previous examples of reflexive and intensive pronouns, compare and contrast the two kinds of pronouns.



### Task 15 A HERO IN ME

A hero saves the day. Saving people and saving lives could take any form.

Complete the chart below by answering the questions that follow:

	
<p>List down all the acts of heroism done by Perseus...</p>	<p>List down all the little acts of heroism that you did lately...</p>
<p>What personal challenges does Perseus have to overcome to fulfill acts of heroism?</p>	<p>What personal challenges have you overcome to fulfill acts of heroism?</p>

What realizations about heroism have you made from this comparison?

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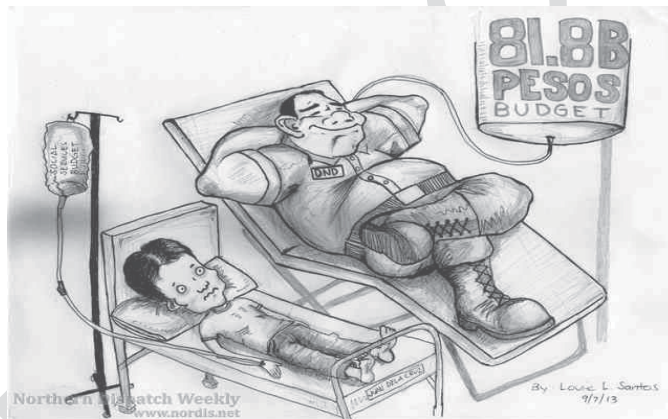
## YOUR DISCOVERY TASKS



Discrimination is the unequal treatment provided to one or more parties on the basis of a mutual accord or some other logical or illogical reasons.

### Task 16 AWARD IN THE WARD

Examine the editorial cartoon below and answer the questions that follow.



Source: [www.nordis.net](http://www.nordis.net)

Processing Questions:

1. What is the cartoon all about?
2. What kind of discrimination is shown in the cartoon?
3. What would you do if you were in the shoes of the one discriminated against?

### Task 17 DIFFERENT AND SINGLED OUT

In this activity, your teacher will ask you to work in groups. As a group, you will identify specific scenarios where discrimination is present or evident. Accomplish the chart on the next page.

Discrimination	Examples	How do we build a defense?
Age		
Gender		
Marital Status		
Physical Appearance		
Religious Affiliation		
Nationality		

### Task 18 CAPS LOCKED

Many situations would require you to make use of your strengths. Each cap below represents a characteristic you need to use in deciding how to go about the situation described in the task context. Examine the situation and complete the colored caps chart that follow.

**White cap** – is the optimistic cap that sees all the positive and bright side of the situation.

**Black cap** – is the pessimist cap and sees nothing but the disadvantages of the situation.

**Yellow Cap** – is the creative cap and sees the creative and out-of-this-world side of the situation.

**Red Cap** – is the emotional cap and expresses feelings about an issue.

**Blue Cap** – is the rational cap and judges situations based on facts and obvious evidence.

## SITUATION:

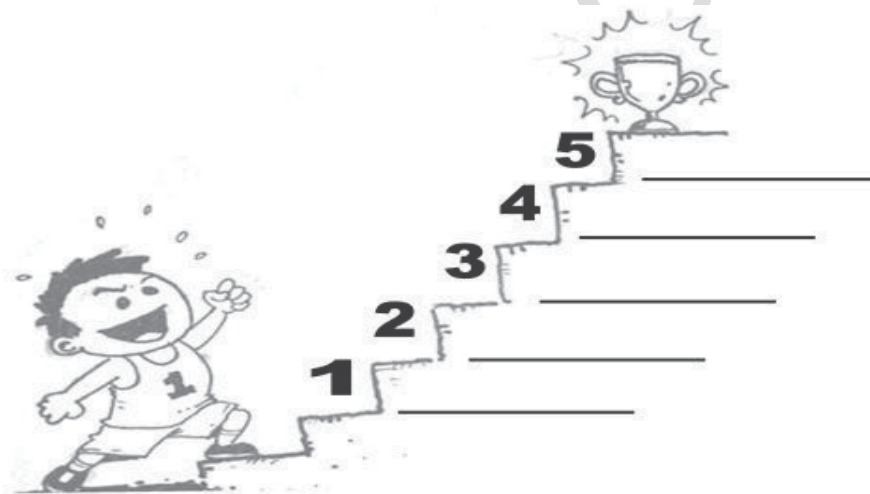
The local tourism office of your community finally launched your barangay as a tourism spot exclusively inviting foreign clients. However, the office has issued a memorandum that only those who are at least 5'7" in height for girls and 5'9" for boys could seek employment in the tourism office. It also required applicants to have competitive English communication skills.

CAPS	YOUR RESPONSES
White	
Green	
Red	
Black	
Yellow	
Blue	

### Task 19 CREATING A PERSONAL GOAL

Building up defenses is like creating strategies to help you reach your personal goal. Each defense is critical in achieving success.

Using the organizer below, create a personal goal for the next five years.



What strategies will you develop to reach your personal goals? Explain why you chose them.

Processing:

Go back to our motive question before reading “The Gorgon’s Head.” Now is the time to answer the question: *How do I build the best defenses against challenges to achieve the best quality of life possible for me?* \_\_\_\_\_

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## YOUR FINAL TASK

### Task 20 YOUR BROCHURE

You were informed at the beginning of the lesson that you are to create a quality brochure that will feature your own defenses against discrimination.

You can now start planning for your brochure. You can make use of internet sources for important information to make your work substantial.

Your brochure will be graded using the following rubric:

### Travel Brochure Rubrics

	4	3	2	1
<b>Organization</b>	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
<b>Ideas</b>	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
<b>Conventions</b>	All of the writing is done in complete sentences.  Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences.  Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences.  Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences.  Most of the capitalization and punctuation are not correct throughout the brochure.
<b>Graphics</b>	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.

Source: [www.rubrics4teachers.com](http://www.rubrics4teachers.com)



## MY TREASURE



“When you build defenses, you are minimizing the risk of encountering future problems. Through these strategies, you learn how to cope with the changing times and how to turn each challenge into something beneficial.”

My journey through this lesson enabled me to learn \_\_\_\_\_

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It made me realize that \_\_\_\_\_

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I, therefore, commit to \_\_\_\_\_

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Reference:

Imagine. [http://www.youtube.com/watch?v=t\\_YXSHkAahE](http://www.youtube.com/watch?v=t_YXSHkAahE) retrieved October 24, 2013