

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 1:
Overcoming Challenges
Lesson 3

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.

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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TABLE OF CONTENTS

Lesson 3: Capitalizing on Strengths and Recognizing our Weaknesses

YOUR JOURNEY

YOUR OBJECTIVES

YOUR INITIAL TASKS

Task 1: Boy-Girl Power!	53
Task 2: Let It Go!	53
Task 3: What Are You Made Of?	54

YOUR TEXT

<i>Orpheus</i> by Alice Low	
Task 4: Mystery Words	54
Task 5: From Page to Page	55
Task 6: Element-Array	58
Task 7: Alice Low	58

YOUR DISCOVERY TASKS

Task 8: Piece of Pi	59
Task 8.1 Thin Line	59
Task 8.2 A Quote On Quote	60
Task 9: Modal Modes	61
Task 9.1 Units of Measurement	62
Task 9.2 Classifying Things	62
Task 9.3 Market! Market!	63
Task 10: The Confrontation	63
Task 11: A Gift of Change	64
Task 12: A Letter Later	64
Task 13: Best Magic Ever	64

YOUR FINAL TASK

Task 14: Ad Typecast	65
Task 15: Ask a Professional	65
Task 16: Past Forward	65
Task 17: Thanks for the Ad!	66

MY TREASURE

Module **1**



Overcoming Challenges

Module 1

LESSON 3

Capitalizing on Strengths and Recognizing our Weaknesses

YOUR JOURNEY

None of us is created perfect. All of us are endowed with strengths. At the same time, we also have weaknesses. Being positive allows us to be better persons as we capitalize on our strengths and as we address our weaknesses to improve ourselves.

This lesson allows you to discover how to make the most of your strengths and improve your weaknesses. How far would you go to know the real you? What risks are you willing to take to successfully overcome the hurdles of life?

YOUR OBJECTIVES

In this lesson, you should be able to accomplish the following:

- determine how textual aids like advance organizers help in understanding of a text
- determine the implicit and explicit signals — verbal and non verbal — used by the speaker to highlight significant points
- express insights based on ideas presented in the material viewed
- differentiate formal from informal definitions of words
- explain how the elements specific to a genre contribute to the theme of a particular literary selection
- formulate a statement of opinion or assertion
- describe helpful techniques in effective public speaking
- use words and expressions that emphasize a point

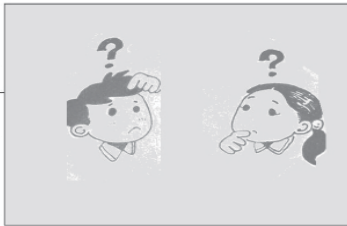


Be reminded that your expected output in this lesson is a quality **Information Ad** (TV, radio, or print) that would campaign for capitalizing on strengths and dealing with weaknesses. The criteria for assessment are: concept, design, and visuals and copy quality.

YOUR INITIAL TASKS

Task 1 BOY-GIRL POWER!

Joaquin and Cristina are trapped in a magic box. They want to be free! Using the chart below, list down the individual strengths that Joaquin and Cristina could use to free themselves from the box.

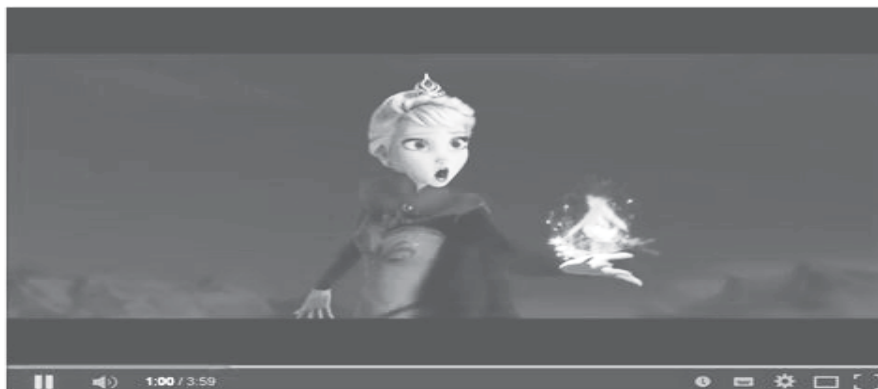
Joaquin		Cristina
		

Processing Questions:

1. What qualities of Joaquin have you identified? How about Cristina's?
2. In what way could these qualities help them escape from the box?
3. Does the chart help you sort boys' and girls' characteristics? Could you think of other organizers that would best fit the purpose?
4. Do you think we could interchange the qualities of Joaquin and Cristina? What would interchanging their qualities imply?

Task 2 LET IT GO!

Listen to the song entitled "Let It Go" from the movie *Frozen*. Determine implicit and explicit signals from the lyrics that are used by the composer to highlight significant points.



Source: Let It Go. Disney's FROZEN as interpreted by Idina Menzel. <http://www.youtube.com/watch?v=iEKLFS-aKcw>. Published December 13, 2011. Retrieved March 7, 2014.

Processing Questions:

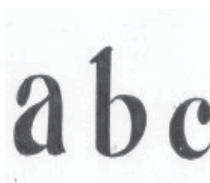
1. What is the song all about?
2. What explicit and implicit signals were used by the singer to highlight significant points?
3. How do these signals add value to the lyrics and overall meaning of the song?

Task 3 WHAT ARE YOU MADE OF?

Below are materials that symbolize certain levels of your expectations at the moment. Considering the objectives of the lesson, share everything that you know about capitalizing on strengths or weaknesses on the stone tablet – all that you are not sure of in the quill, and all that you still want to know in the pencil.







YOUR TEXT

Task 4 MYSTERY WORDS

Knowing the following words will help you as you read "Orpheus." Remember how these words are defined.

- | | |
|----------------|--|
| 1. Inspiration | A. something that brings on creative activity
B. motivation |
| 2. Lyre | A. a small stringed musical instrument
B. similar to a harp |
| 3. Entranced | A. to put somebody into a trance
B. charmed |
| 4. Condemned | A. to express an unfavorable or adverse judgment
B. doomed |
| 5. Summoned | A. sent for
B. called forth |

Processing Questions:

1. What did you notice in the way these words are defined?
2. How do you differentiate definition A from B?
3. Which is a better way to define a word?

Task 5 FROM PAGE TO PAGE



Myths are stories about gods, goddesses, and heroes passed from one generation to another. Many Greek myths have a great deal of influence on our culture. For ages, writers, artists, and musicians have used mythological characters as their inspiration.

To what extent would you use your strengths to save the person you love?

ORPHEUS

Alice Low

There were nine goddesses called Muses. Born out of Zeus and a Titaness named Mnemosyne, each muse presided over a different art or science.

Calliope, one of these sisters, was the inspiration of poets and musicians. She was the mother of Orpheus (a mortal because his father was one) and gave to her son a remarkable talent for music.

Orpheus played his lyre so sweetly that he charmed all things on earth. Men and women forgot their cares when gathered around him to listen. Wild beasts lay down as they gathered around him as if they were tame, entranced by his soothing notes. Even rocks and trees followed him, and the rivers changed their direction to hear him play.

Orpheus loved a young woman named Eurydice, and when they were married, they looked forward to many years of happiness together. But soon after, Eurydice stepped on a poisonous snake and died.



Orpheus roamed the earth, singing sad melodies to try to overcome his grief. But it was no use. He longed for Eurydice so deeply that he decided to follow her to the underworld. He said to himself, “No mortal has ever been there before, but I must try to bring back my beloved Eurydice. I will charm Persephone and Hades with my music and win Eurydice’s release.”

He climbed into a cave and through a dark passage that led to the underworld. When he reached the river Styx, he plucked his lyre again, and Cerberus, the fierce three-headed dog who guarded the gates, heard the sweet music and lay still to let him pass.

Orpheus continued to play his lyre tenderly as he made his way through the gloomy underworld. The ghosts cried when they heard his sad music. Sisyphus, who had been condemned to roll a rock uphill forever, stopped his fruitless work to listen. Tantalus, who had been sentenced to stand in a pool of receding water, stopped trying to quench his thirst. And even the wheel to which Ixion was tied as punishment stopped turning for one moment.

At last Orpheus came to the palace of Hades and Persephone, King and Queen of the underworld. Before they could order him to leave, he began his gentle song, pleading for Eurydice.

When stern Hades heard Orpheus’ song, he began to weep. Cold Persephone was so moved that, for the first time in all her months in the underworld, her heart melted.



What words can be used to describe Orpheus’ gift?

“Oh, please, my husband,” she said to Hades, “let Eurydice be reunited with Orpheus.”

And Hades replied, “I, too, feel the sadness of Orpheus. I cannot refuse him.”

They summoned Eurydice, and the two lovers clasped each other and turned to leave.

"Wait!" said Hades to Orpheus. "Eurydice is yours to take back to earth on one condition."

"What is that?" asked Orpheus

"She must follow you, and you must not look back at her until you are on earth again."

"I understand," said Orpheus, "and I am forever grateful."

Orpheus and Eurydice left the underworld and made their way through the dark passage that led to the upper world. At last they reached the cave through which Orpheus had descended.

"I can see daylight ahead" called Orpheus to Eurydice. "We are almost there." But Eurydice had not heard him, and so she did not answer.

Orpheus turned to make sure that she was still following him. He caught one last glimpse of her arms stretched out to him. And then she disappeared, swallowed by darkness.

"Farewell," he heard her cry as she was carried back to the underworld.



If you were Orpheus, would you have looked back to see if Eurydice was following? Why or why not?

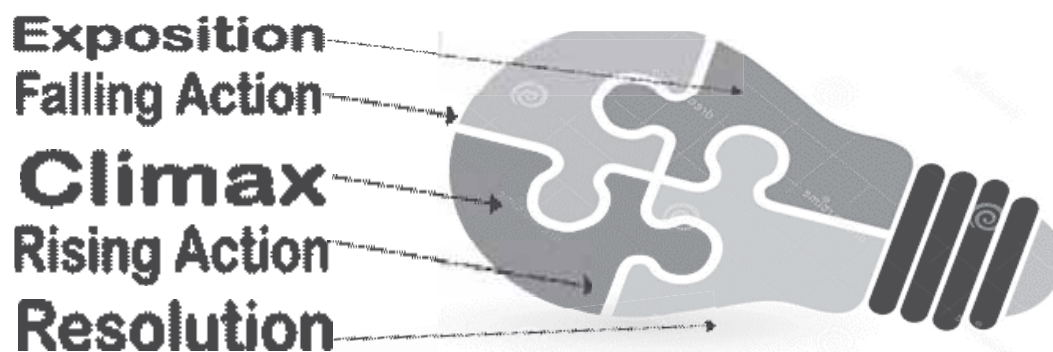
Orpheus tried to follow her, but this time the gods would not allow it. And so he wandered the earth alone. He sang his sad songs to the trees and longed for the time when he, too, would die and be reunited with his beloved Eurydice in the underworld.

Processing Questions:

1. What was the greatest strength of Orpheus? What was his weakness?
2. What effect did Orpheus' music have on people and gods? Cite two examples of this.
3. Why did Orpheus decide to rescue his wife from the underworld?
4. Why did Orpheus look back to see if Eurydice was following him?
5. What reasons might the gods have for allowing Orpheus and Eurydice to be reunited?
6. Explain why the gods gave a condition to Orpheus and to his bride to return to earth.
7. What main characteristic of this text makes it a myth?
8. To whom does Orpheus owe his talent? Why was he able to win the sympathy of the gods?
9. In what situations were the gods willing to help humans?
10. Does the story reveal certain realities about Greeks? What are these?
11. What does the story reveal about the concept of gods in Greek mythology?

Task 6 ELEMENT-ARRAY

Study the bulb puzzle below. Supply each part of the puzzle given the plot of the story "Orpheus".



Processing Questions:


1. How do the elements help you understand the flow of the story?
2. What is the theme of the story?
3. In what way do the elements contribute to your understanding of the selection's overall theme?

Task 7 ALICE LOW

Read the story "Orpheus" once again. Determine the tone, mood, technique, and purpose of the author in writing the text.

Tone of my story...

Mood of my story...



Alice Low

Technique of my story...

My purpose in writing is...

Photo Source:

Summer Sunset Series. <http://www.writerscenter.org/fritzlowlow.html>. Retrieved March 7, 2014

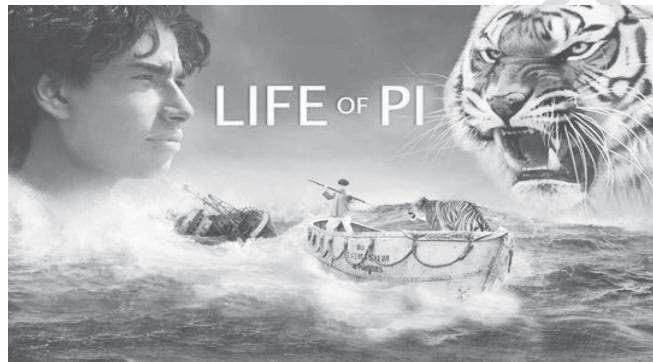
YOUR DISCOVERY TASKS



Movie Adaptations — This is the transfer of written work, in whole or in part, to a feature film. It is a type of derivative work. The movie *Life of Pi* by Yann Martel, is an example of a film adapted from a novel.

Task 8 PIECE OF PI

You will be watching the 2012 film adaptation of *Life of Pi* by Yann Martel. While watching, take note of the important details in the movie. Be ready to answer the succeeding questions.



Task 8.1 THIN LINE

Create a timeline of events for the movie *Life of Pi*.

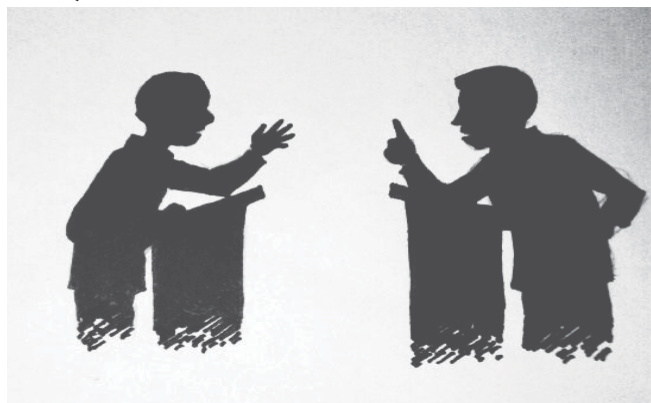
How did the connected events contribute to the totality of the movie?

Processing Questions:

1. In his introductory note Yann Martel says, "This book was born as I was hungry." What sort of emotional nourishment might *Life of Pi* have given to its author?
2. Pondicherry is described as an anomaly, the former capital of what was once French India. In terms of storytelling, what makes this town an appropriate choice for Pi's upbringing?
3. Yann Martel recalls that many Pondicherry residents provided him with stories, but he was most intrigued by this tale because Mr. Adirubasamy said it would make him believe in God. Did Pi's tale alter your beliefs about God? In what way?
4. Early in the novel, we discover that the narrator majored in religious studies and zoology, with particular interests in a sixteenth-century Kabbalist and the admirable three-toed sloth. In subsequent chapters, he explains ways in which religions and zoos are both steeped in illusion. Discuss

- some of the other ways in which these two fields find unlikely compatibility.
5. Pi's full name, Piscine Molitor Patel, was inspired by a Parisian swimming pool that "the gods would have delighted to swim in." The shortened form refers to the ratio of a circle's circumference divided by its diameter. What is the significance of Pi's unusual name?
 6. How would the novel's flavor be different if Pi's sole surviving animal had been the zebra or Orange Juice? (We assume that if the hyena had been the only surviving animal, Pi would not have lived to tell us his story.)
 7. Pi sparks a lively debate when all three of his spiritual advisors try to claim him. At the heart of this confrontation is Pi's insistence that he cannot accept an exclusively Hindu, Christian, or Muslim faith; he can only be content with all three. What is Pi seeking that can solely be attained by this apparent contradiction?
 8. What do you make of Pi's assertion that we are all "in limbo, without religion, until some figure introduces us to God"? Do you believe that Pi's piousness was a response to his father's atheism?
 9. Among Yann Martel's gifts is a rich descriptive palette. Regarding religion, he observes the green elements that represent Islam and the orange tones of Hinduism. What color would Christianity be, according to Pi's perspective?
 10. How do the human beings in your world reflect the animal behavior observed by Pi? What do Pi's strategies in dealing with Richard Parker teach us about confronting the fearsome creatures in our lives?
 11. Besides the loss of his family and possessions, what else did Pi lose when the *Tsimtsum* sank? What did he gain?
 12. Nearly everyone experiences a turning point that represents the transition from youth to adulthood, albeit seldom as traumatic as Pi's. What event marks your coming of age?
 13. How does Mr. Patel's zoo-keeping abilities compare to his parenting skills? Discuss the scene in which he tries to teach his children a lesson in survival by arranging them to watch a tiger devour a goat. Did this in any way prepare Pi for the most dangerous experience of his life?
 14. Pi imagines that his brother would have teasingly called him Noah. How does Pi's voyage compare to the biblical story of Noah, who was spared from the flood while God washed away the sinners?

Task 8.2 A QUOTE ON QUOTE



Below are notable quotations from the movie. Get a partner and make a dialogue using the quotations. Employ the techniques in effective speaking taught by your teacher.

- “I suppose in the end, the whole world of life becomes an act of letting go, but what always hurts the most is not taking a moment to say goodbye.”
- “Faith is a house with many rooms.”
- “Doubt is useful; it keeps faith a living thing. After all, you cannot know the strength of your faith until it is tested.”
- “No one has seen that island since, and you’d never read about those trees in any book. And yet, if I hadn’t found those shores I would have died, if I hadn’t discovered that tooth I would have been lost alone forever.”
- “Even when God seemed to have abandoned me, He was watching. Even when he seemed indifferent to my suffering, He was watching and when I was beyond all hope saving, He gave me rest and gave me a sign to continue my journey.”
- “It happened, it happened. Why should it have to mean anything?”
- “For castaways, who must share their lifeboats with large, dangerous carnivores, it is advisable to establish a territory as your own.”

Processing Questions:

1. Describe the effective speaking techniques used by your partner for each of the quotations above.
2. How can these techniques help you in persuading your partner?

Task 9 MODAL MODES

Below are selected scenes from the movie. Create a sentence using modals that express probability.









Task 9.1 UNITS OF MEASUREMENT

Survival after a shipwreck is a challenge. To survive hunger and thirst, you have to be accurate with all your actions or movements. Imagine you are Pi Patel and you need to measure things to survive famine and thirst in the Pacific.

How would you measure your survival must-haves? Give the units of measurement for each of the products below. Use appropriate modals that express “ability” in writing your answers.

1. water _____
2. vegetables _____
3. powdered milk _____
4. rice _____
5. fish _____

Task 9.2 CLASSIFYING THINGS

You will be working in pairs. Remember the animals found in Patel’s zoo. In how many different ways can you classify them? Use modals expressing possibility in classifying them.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 9.3 MARKET! MARKET!

The Patels are basically businesspeople. In exploring the possibility of selling the zoo, the following marketing concepts will help them sell such a property with ease.

Establish the relationship of each of the paired marketing concepts below. Use modals expressing probability in your answers.

1. Packaging and purchasing

2. Packaging and pricing

3. Pricing and shopping behavior

4. Advertising and pricing

5. Advertising and patronizing products

Task 10 THE CONFRONTATION

Imagine Orpheus, Pi Patel, and Queen Elsa sitting together in a conference discussing how they capitalized on their strengths and recognized their weaknesses to overcome their individual challenges. What would be their response? Which of these strategies would you adopt and why?



Task 11 A GIFT OF CHANGE

Remember the gifts of Orpheus, Pi, and Queen Elsa. If you possessed all the gifts they have, how would use them in improving/resolving each of the following social issues?

Issue	Gift to Use	Ways to Improve
1.Risk Reduction and Disaster Management		
2.Corruption		
3.Bullying		
4.Reproductive Health Issues		
5.Violence against Women and Children		

Task 12 A LETTER LATER

Write a letter to yourself that you will only open 20 years from now. Highlight in your letter how you were able to capitalize on your strengths and recognize your weaknesses to become a better person. Use statements expressing opinions or strong assertions in your letter.

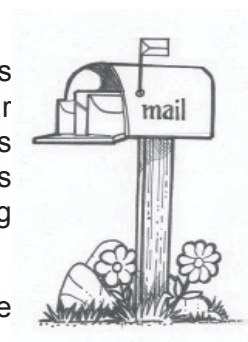
Your teacher will provide you with further instructions.

Task 13 BEST MAGIC EVER

Overcoming individual challenges is a difficult task. But it is not that difficult to require magic and dissolve them at a snap of our fingers. The best way to address them is to have the willingness to change. The best magic ever is the recognition of our strengths and weaknesses. This magic will play an important role in making one a better person.

How would you overcome the following personal conflicts? (Choose whatever is applicable.)

1. Depression
2. Anger
3. Discrimination
4. Intimidation
5. Health issues
6. Jealousy



YOUR FINAL TASK

Remember that at the end of the quarter, you are to compose a short persuasive text using a variety of persuasive techniques and devices. In this particular module, you will create an Information Ad Campaign. The succeeding tasks will walk you through the process of making the Info Ad Campaign.

Task 14 AD TYPECAST

Recall as many TV commercials as you can. Then, analyze the commercials using the following questions:

1. Who plays with action toys?
2. Who stars in the kitchen, the laundry, or the market?
3. Who seems to be given more active, dynamic role?

Processing Questions:

1. Which ad is the most sexist? Least sexist?
2. What implication does it have on capitalizing on one's strengths and recognizing one's weaknesses?
3. How would the analysis of advertisement help you craft your own information ad campaign?

Task 15 ASK A PROFESSIONAL

Speak to the school nurse/doctor/dentist about some advertising claims. Sample questions could be: Is generic medicine better than the branded one? Are there toothpaste brands that make teeth whiter?

Processing Questions:

1. What do these claims reveal about advertising?
2. How would this information help you craft your own information ad campaign?

Task 16 PAST FORWARD

Research on a person or group of people whose advocacies are to make people self-reliant. Be sure to include responses to the following questions:


- What was this person's or group's advocacy?
- What were some of the efforts they used to achieve social justice?
- Were these efforts successful? Why or why not?
- How was this success measured?
- Are they still pursuing these ideals? If not, has someone else or another organization taken over to pursue their work?

Task 17 THANKS FOR THE AD!

Draw inspiration from Task 14. Make your own Information Ad (TV, radio, or print) that would campaign for capitalizing on your strengths and recognizing your weaknesses. The rubric shall be used for evaluating your work.

Acceptable/Unacceptable			
Concept	Concept surprises and delights the audience. Concept is aligned with the creative brief (i.e., fits the target market, product, positioning)	Yes/No	Concept is predictable or obvious. Information in the creative brief (target market, product, etc.) does not appear to have been taken into consideration in developing the concept. Audience may not understand the concept, or concept seems unrelated to the product.
Design & Visuals	Design and choice of visual components (including type) all support and convey the concept. Principles of design (balance, contrast, dominance, etc.) are all used to convey a clear message to the audience. All three ads in the series are clearly different, yet visually unified.	Yes/No	Brand logo may be missing, obscured, or altered. Viewer may be confused about the message due to unclear hierarchy, or inappropriate choices of visuals, color, type, or other elements.
Copy	Words are imaginative, well crafted, and tailored to the product. Each word is necessary. Headline, subhead, and body copy all work together to convey a message that complements the visuals.	Yes/No	Tone may be inappropriate to audience. Copy may sound like it is trying to sell something or trying to explain the visuals. Copy may be too verbose, or too cryptic to convey the message. Copy may try to convey too many ideas at once. Proofreading errors, awkward wording, incorrect uses of idiom and language interfere with the impact of the ads.
Risk-taking & response to feedback	Author clearly and judiciously incorporates feedback into drafts. Substantial development of project from week to week shows evidence of risk taking, while maintaining an awareness of the assignment parameters.	Yes/No	Minimal evidence that writer considered feedback in revisions, or minimal risk taking. Adjustments and revisions may be mechanical ("I did exactly what the teacher told me to do.")

MY TREASURE



In order to capitalize on your strengths, you first have to know them and your purpose for using them. Recognizing your weaknesses will give more meaning to your strengths. If you can transform your weaknesses into strengths and opportunities, you can never go wrong.

My journey through this lesson enabled me to learn _____

It made me realize that _____

I, therefore, commit to _____
