

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 1:
Overcoming Challenges
Lesson 4

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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Secretary: Br. Armin A. Luistro FSC

Undersecretary: Dina S. Ocampo, PhD

Development Team of the Learner's Material

Consultants: Dr. Edizon A. Fermin and Prof. Marla C. Papango

Authors: Liza R. Almonte, Lerma L. Flandez, Angelina Lourdes A. Hermosa, Nedia Lagustan, Liberty A. Mangaluz, Elenita R. Miranda, Paul Anthony B. Mendoza, Lito A. Palomar, Grace B. Annette Barradas-Soriano, and Karen B. Villanueva

Reviewers: Ruth Alido, Mara Angelie Banares, Jonalyn T. De la Cruz, Benjamin Hanson S. Juan, Jennifer E. Lopez, Carlo Erba Manalo – Pacinos, Dr. Sterling Plata, Jeanette M. Romblon, Leilani T. Señires, and Dr. Roderick Tadeo

Language Editor: Dr. Ma. Antoinette Montealegre

Management Team: Dir. Jocelyn DR. Andaya, Dr. Melinda P. Rivera, Mr. Ricardo G. Ador Dionisio, and Ms. Anna Marie B. San Diego

Illustrators: Angielyn G. Bariñan, Eric S. De Guia, and Jayson M. Gaduena

Layout Artists: Matthew Leysa, Camille Francesca Mondejar, and Jerby Mariano

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Department of Education-Instructional Materials Council Secretariat (DepEd-IMCS)

Office Address: 5th Floor Mabini Bldg., DepEd Complex
Meralco Avenue, Pasig City
Philippines 1600

Telefax: (02) 634-1054 or 634-1072

E-mail Address: imcsetd@yahoo.com

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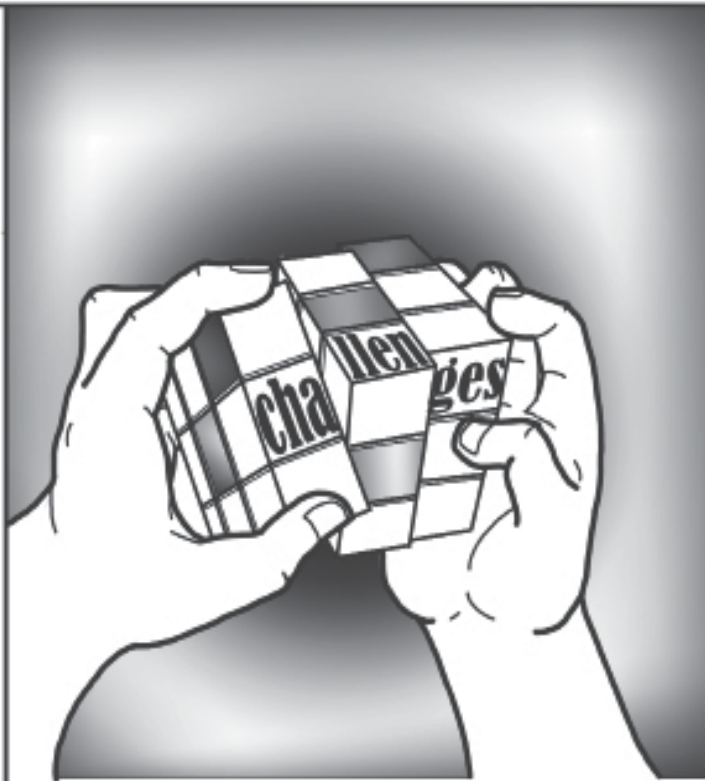
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MY TREASURE

Module **1**



Overcoming Challenges

Module 1

LESSON 4

Dealing with Personal Challenges

YOUR JOURNEY

How do you deal with personal challenges? Most likely at this point, you have already acquired the positive attitude of facing challenges no matter how difficult they may seem. Problems, trials, disappointments, frustrations, or threats as challenges are normal in our day-to-day experiences.

Dealing with these personal challenges matters and your intention should be focused on achieving your goal through using positive ways. This is exactly the core of this lesson as you'll demonstrate your understanding of how to deal with personal challenges alongside the essential literary concepts and language communication skills. Doubtless, that will add a lot to make a better YOU!

YOUR OBJECTIVES

For this lesson, you are expected to:

- draw generalizations and conclusions based on the material viewed, and compare new insights with previous learnings
- make generalizations
- give meanings of words through using dictionary and / or context clues
- explain how tone and mood contribute to the theme of the myth
- use special words / expressions that emphasize points
- use factual and opinion-based statements as supports in persuasive writing
- employ examples as supports in public speaking
- select, organize, and produce visuals and graphics to complement and extend the meaning of a photo essay
- compose a short persuasive text expressing one's stand on an issue



Be reminded that your expected output is to present ***an impressive photo essay*** emphasizing how you can deal with personal challenges. The photo essay will be rated based on the following criteria: visuals / graphics, text representations / captions, organization, and impact.

YOUR INITIAL TASKS

Task 1 PICTURE PERFECT



“It’s our ability to deal with the challenges and not their absence that gives us true glory, comfort, and happiness in life.”

- Anonymous

- As you look closely at the drawing, try answering these questions.
 - ✓ Whose face flashed at the back of your mind?
 - ✓ How do you feel as you look at it?
 - ✓ What are its aspects / details that relate to, or show the importance of dealing with personal challenges in life?
- Now, read the quotation and relate it to the message in the picture.
- Form groups of five, and talk about what the picture and the quote have in common.

Task 2 A PUZZLING TRIAL

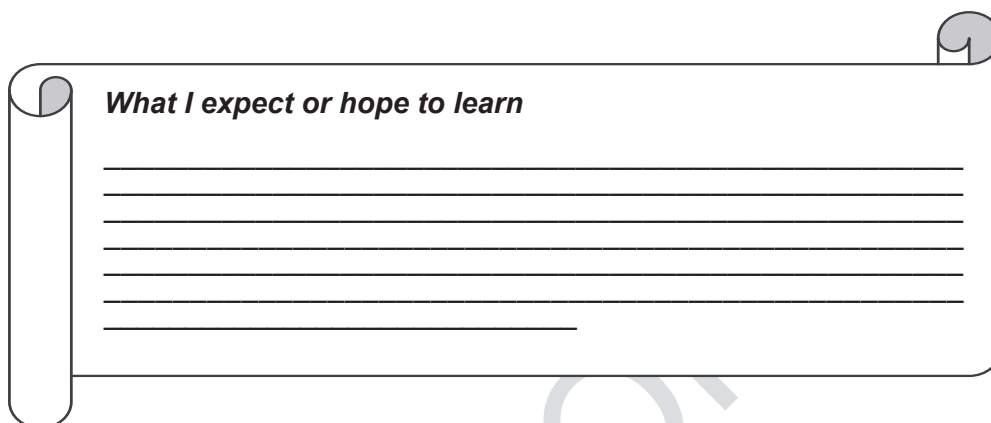
- Think about a puzzling problem, a trial, or a challenge you have experienced.
- Find a partner, and take turns in explaining what happened.
- Tell what you like / dislike about it.
- Use these guide questions:
 - ✓ How did you feel about it?
 - ✓ How did you deal with it?
 - ✓ What are the things about it that you’d like to change / improve?
 - ✓ What’s your next move?
- Share your experiences with others.

Task 3 THREE CONTROLS

- Form triads, and list at least three questions about personal challenges that you hope to answer in this lesson.
- Take turns in sharing these questions, and find out what they have in common.
- Check them against this essential question: ***How do I deal with personal challenges?***

Task 4 SETTING EXPECTATIONS

- Using the essential question as a focal point, reflect. Try to answer this question:
What do I expect or hope to learn?
- Write your targets on what you expect or hope to learn in this lesson.



What I expect or hope to learn

You are now ready for the next phase of the lesson.

YOUR TEXT

When you think of myths, you can't help but remember that they highlight significant truths about human experiences you can rely on for you to understand yourself better. Remember that they start from the examples of human desires, intuitions, and motives that make them as reliable, self-tested guides for people who are following their destiny and searching for meaning in life.

With these valuable ideas in mind, read "Arachne," a myth from Ancient Greece, as retold by Olivia Coolidge. Find out how human desires, intuitions, and motives lead to dealing with personal challenges.

ARACHNE

Retold by Olivia Coolidge

Arachne was a maiden who became famous throughout Greece, though she was neither well-born nor beautiful and came from no great city. She lived in an obscure little village, and her father was a humble dyer of wool. In this he was very skillful, producing many varied shades, while above all he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colors used in ancient Greece. Even more skillful than her father was Arachne. It was her task to spin the fleecy wool into a fine, soft thread and to weave it into cloth on the high, standing loom within the cottage. Arachne was small and pale from over-work. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to

follow their flickering movements. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

At last Arachne's fame became so great that people used to come from far and wide to watch her working. Even the graceful nymphs would steal in from stream or forest and peep shyly through the dark doorway, watching in wonder the white arms of Arachne as she stood at the loom and threw the shuttle from hand to hand between the hanging threads, or drew out the long wool, fine as a hair, from the distaff as she sat spinning. "Surely Athene herself must have taught her," people would murmur to one another. "Who else could know the secret of such marvelous skill?"

Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her. Praise was all she lived for, and it displeased her greatly that people should think anyone, even a goddess, could teach her anything. Therefore when she heard them murmur, she would stop her work and turn round indignantly to say, "With my own ten fingers I gained this skill, and by hard practice from early morning till night. I never had time to stand looking as you people do while another maiden worked. Nor if I had, would I give Athene credit because the girl was more skillful than I. As for Athene's weaving, how could there be finer cloth or more beautiful embroidery than mine? If Athene herself were to come down and compete with me, she could do no better than I."

One day when Arachne turned round with such words, an old woman answered her, a gray old woman, bent and very poor, who stood leaning on a staff and peering at Arachne amid the crowd of onlookers. "Reckless girl," she said, "how dare you claim to be equal to the immortal gods themselves? I am an old woman and have seen much. Take my advice and ask pardon of Athene for your words. Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld."

"Stupid old woman," said Arachne indignantly. "Who gave you a right to speak in this way to me? It is easy to see that you were never good for anything in your day, or you would not come here in poverty and rags to gaze at my skill. If Athene resents my words, let her answer them herself. I have challenged her to a contest, but she, of course, would not come. It is easy for the gods to avoid matching their skill with that of men."

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athene. Arachne herself flushed red for a moment, for she had never really believed that the goddess would hear her. Before the group that was gathered there she would not give in; so pressing her pale lips together in obstinacy and pride, she led the goddess to one of the great looms and set herself before the other. Without a word both began to thread the long woolen strands that hang from the rollers, and between which the shuttle moves back and forth. Many skeins lay heaped beside them to use, bleached white, and gold, and scarlet, and other shades, varied as the rainbow. Arachne had never thought of giving credit for her success to her father's skill in dyeing though in actual truth the colors were as remarkable as the cloth itself.

Soon there was no sound in the room but the breathing of the onlookers, the whirring of the shuttles, and the creaking of the wooden frames as each pressed the thread up into place or tightened the pegs by which the whole was held straight. The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two. A pattern of many pictures was growing on her loom. There was border of twined branches of the olive, Athene's favorite tree, while in the middle, figures began to appear. As they looked at the glowing colors, the spectators realized that Athene was weaving into her pattern a last warning to Arachne. The central figure was the goddess herself competing with Poseidon for possession of the city of Athens; but in the four corners were mortals who had tried to strive with gods and pictures of awful fate that had overtaken them. The goddess ended a little before Arachne and stood back from her marvelous work to see what the maiden was doing.

Never before had Arachne been matched against anyone whose skill was equal, or even nearly equal to her own. As she stole glances from time to time at Athene and saw the goddess working swiftly, calmly, and always a little faster than herself she became angry instead of frightened, and an evil thought came into her head. Thus, as Athene stepped back a pace to watch Arachne finishing her work, she saw that the maiden had taken for her design a pattern of scenes which showed evil or unworthy actions of the gods, how they had deceived fair maidens, resorted to trickery, and appeared on earth from time to time in the form of poor and humble people. When the goddess saw this insult glowing in bright colors on Arachne's loom, she did not wait while the cloth was judged, but stepped forward, her gray eyes blazing with anger, and tore Arachne's work across. Then she struck Arachne across the face. Arachne stood there a moment, struggling with anger, fear, and pride. "I will not live under this insult," she cried, and seizing a rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden. "Live on, wicked girl," she said. "Live on a spin, both of you and your descendants. When men look at you, they may remember that it is not wise to strive with Athene." At that the body of Arachne shriveled up, and her legs grew tiny, spindly, and distorted. There, before the eyes of the spectators hung a little dusty brown spider on a slender thread.

All spiders descend from Arachne, and as the Greeks watched them spinning their thread wonderfully fine, they remembered the contest with Athene and thought that it was not right for even the best of men to claim equality with the gods.

Task 5 SMALL GROUP DIFFERENTIATED ACTIVITIES (SGDA) - THE GOLDEN DOOR

- Form four groups, and work on your assigned task.
- Remember to share your ideas, thoughts, and experiences with the class.

Group 1 Word Finder

Find difficult/unfamiliar words in the selection, and look up the meaning of each through the use of a dictionary or context clues.

Group 2 Image Makers

Discuss the answers to these questions:

1. What caused Arachne's fears and failures?
2. How did Arachne try to fight her fear and carry out the conditions of the challenge?
3. How does she feel about her weaving skill?
4. What prevailing mood is conveyed in "Arachne"? Find words/phrases in the selection that convey that mood clearly.
5. What tone is used in the selection? Cite paragraph/s that support your contention.
6. Describe how the mood and the tone contribute to the total effect of the story.

Group 3 Justifiers

Discuss the answers to these questions:

1. What is the nature of the conflict in Arachne?
2. What does Arachne do that makes it difficult for her to solve her problem?
3. What happens to her as she lives through her experience?
4. What character trait is clearly shown by Arachne?
5. What are some details in the story that will prove that Arachne's pride is the reason for her downfall?
6. What is your opinion on the characteristics of the following based on their words and actions, especially in dealing with challenges?
 - a. Arachne
 - b. the old woman (Athene)

Group 4 Theme Builders

Discuss your answers to these questions:

1. Is the use of poetic justice (a happy ending where a virtue is rewarded and the vice/wrong doing is punished) as a literary device effective in "Arachne"? Explain.
2. Had Arachne changed her attitude, do you think the old woman would have punished her? Explain.
3. Does the story help you understand the value of dealing with challenges? Explain.
4. What generalization or statement about human experience (theme) does the story make?
5. Ponder on the title "Arachne." In what way does it relate to the theme (general truth or observation about human experience/message) of the selection?
6. Is it used as a symbol to clarify the theme? Explain.

Task 6 LANGUAGE WATCH

A. Which Is Which

Classify the words inside the box, and tell which of them is a conjunction, parenthetical expression, or adverb/conjunctive adverb.

exactly	apparently	however
still	to illustrate	most importantly
on the contrary	in most cases	in like manner
in my opinion	to reiterate	supposing
provided that	on the condition that	differently
as long as	as such	
provided that	such that	

B. Giving Emphasis

Read the following sentences from “Arachne,” and think about the italicized words / phrases:

1. “I have challenged her to a contest, but she, *of course*, will not come.”
2. They were *terribly* afraid as they realized that they stood in the presence of Athene.
3. “*Surely*, Athene herself must have taught her.”
4. “*Therefore*, when she heard them murmur, she would stop her work and turn around indignantly.”
5. Arachne was *immensely* proud of her skill.

- Work in small groups of five (5), and answer the following questions.
 1. What do the italicized words / phrases have in common?
 2. Do they help in giving emphasis to the action? Prove your point.
- List other examples of these special expressions that signal emphasis.
- Revisit the box entries in Task 6A.
- Check the words / expressions in your list against these special words and expressions (that emphasize points) inside the box.

C. Blissful

- Pair up and take turns in answering these questions:
 1. Are you confident about your ability to deal with trials and obstacles to your personal goals?
 2. How do you overcome your fear when dealing with a difficult challenge?
 3. Have you discovered or realized something or felt blissful after you dealt with the challenge?

- Prove your point by citing examples.
- Use special expressions to emphasize your point and to clarify your stand.

D. Comfort Zone

- Think about this question: *Do you believe that sticking to your comfort zone instead of taking risks when you face a challenge is a better decision all the time?*
- For five minutes, think and jot down the reasons why you say so. Include examples to prove your point.
- Use special expressions to emphasize your point and to clarify your stand.

At this stage, you should have several ideas on why you need to deal with challenges positively. Eventually, you are ready to prove your understanding of how to deal positively with personal challenges and this can be realized by getting involved in real-life tasks.

YOUR DISCOVERY TASKS

Task 7 SMALL GROUP DIFFERENTIATED ACTIVITIES (SGDA) BEYOND TEXT-REAL-LIFE EXTENSION

- Form four groups and draw lots for a task to work on.
- Share your ideas, thoughts, and experiences with the class.

Group 1 Thematic Funny Home Videos

- Recall examples of funny movies or videos you have watched or viewed.
- Relate “Arachne” to the movies or videos.
- Discuss how these movies and selection influence your views on life’s challenging events and circumstances.
- Report back to class and share your thoughts with other groups.

Group 2 The Best Advice

- Retain your groupings and list problems that young people like you encounter in dealing with challenges.
- Pose as guidance counsellors, and think of the advice you would give students on how to manage the problems.
- Write a short script to illustrate your conversation with your advisees.
- Use a dialog format and include stage direction.
- Enact the script.
- Choose one member to play the role of a guidance counselor and the rest as troubled young people.

Group 3 Power Play

- Identify a controversial issue (subject in the news or in personal life) that is related to a personal challenge that you and your groupmates feel strongly about.
- Discuss how this can be dealt with.
- Talk about how people might argue against your ideas or how you would defend your point of view.
- Share and consolidate your ideas.

Group 4 Fact + Opinion = The Best Way to Deal with Challenges

- Imagine you are living in a world where there are lots of challenges that you're constantly learning to cope with.
- Write a reflective journal about the challenges you are facing now and clarify the effects.
- Present them with factual recounts of incidents to support your ideas.
- Explain what challenges you will expect to find and will try to resolve successfully.
- Share and consolidate your ideas.

You have finished the enabling activities/tasks at this point. Think about how you can apply or demonstrate your understanding of these ideas and concepts, literary, and language communication skills. What will you do next? Here's your challenge!

YOUR FINAL TASK

Obviously, you are now ready for the major task for this lesson. With your classmates, you will create an impressive photo essay. Remember, you have everything you need to come up with a very impressive photo essay where you'll use graphics or visuals and text representation / captions. This is another concept that uses comic book format to present information in new ways to make learning fun. For you to make it as the best, you must follow some steps.

Here are some ideas for the production of your photo essay. Study the tips before you plunge into it. Keep these points in mind as you go through the process of creating your photo essay.

Task 8 FOR A VIP (VERY IMPRESSIVE PHOTO) ESSAY

Form small groups of five (5) and do the following tasks.

A. Connect and Decide

- Think about the five top strategies you would do when dealing with personal challenges.
- Make a ranked list of these ideas, and the reasons for your ranking.
- Discuss the choices and decide on the top three.

- Choose one literary selection (from those you have explored in class) that interests the majority of the group members.
 - ✓ Which is most liked?
 - ✓ Which do you feel a close connection with?
 - ✓ Which do you want to read more and enjoy reading in public?
- Decide which selection is the best for the core or main idea of your photo essay.
- Make a stand on which of the ways of dealing with these challenges you will use as **your photo essay's main or controlling idea**.
- Choose a surprising incident, interesting question, or character from your chosen literary selections.
- Use this for your introduction.

B. Scout for Remarkable/Influential Figures

- From the literary selections you have explored in class, choose at least three characters (e.g., in mythology, classics, or oral tradition) who have made a great impression on you about resolving personal conflicts or who have influenced your outlook in life.
- Rank them according to your preference.
- Do a character inventory of the qualities, attitude, or traits of your chosen characters.
- Highlight three (3) outstanding or dominant traits of these characters that helped them resolve personal conflict.
- Consider what they have in common and how they differ.
- Use these to support your ideas.

C. Unlimited

- Take a closer look at these samples of photo essay (to be provided by your teacher) and find out how each establishes the **tone, mood, and theme** of the essay through **visuals and text**.
- Since visuals are keys to the meaning of your work, collect photos, pictures (from magazines, newspapers, print ads, commercial ads, journals, etc.), drawings, video segment (if possible), or illustrations that show and relate to the theme or the message of your chosen literary selections.
- Display these pictures, drawings, illustrations, or video segments. Use the visuals / graphics to highlight the incidents and examples which are used as support and evidences for impact. Remember to explain the significance of each illustration or drawing. The text should be serious and straightforward. Your opinion (personal feelings or beliefs) about the characters and the incidents must support the drawing or illustration.
- Organize these visuals and text according to your preference, and establish the connection between and among your visuals, texts, and main idea. Do not forget to show how the visuals and text convey your main idea, then use them to prove your stand about how one can deal with personal challenges.
- Summarize the ideas you have presented, restate your position or stand,

and invite your audience to deal with personal challenges positively. Provide a catchy and meaningful title of your photo essay.

- Edit, refine, and polish your work.
- Use the following rubric as your guide.

Criteria	5	4	3	2	1	TOTAL
Creativity (presents original or unique style to make it interesting)						
Visual Graphics (uses sound, color, content of photos and graphics that represent the argument and convey persuasive messages)						
Text Representation Captions (uses words and phrases that call up strong feeling; uses logical and emotional appeal; examples, statistics to prove one's stand; has convincing tone)						
Organization (has logically organized arguments, facts, and reasons around a particular point)						
Impact (convinces the audience to accept the ideas and moves them to action)						
Total						

Legend:

Rating – Description

- 5 - Excellent
- 4 - Very Impressive
- 3 - Impressive
- 2 - Needs Revision
- 1 - Inadequate

- Be open to comments and suggestions.

MY TREASURE

This is just the right time for you to think back, reflect, and focus on the essential points of the lesson that you enjoyed, found helpful, and would like to work on further. Keep a record of all of these.

Then, add your answers to the following questions:

1. What part of the lesson did you find most difficult/most challenging?
2. Write at least three possible ways/steps you can adopt to overcome this difficulty.
3. Which skills do you hope to strengthen in the next lesson/s?
 - Write your responses in your journal.

The image shows a journal template. It has a header bar with the text "My Journal". Below the header is a large, empty rectangular box for writing. The box is framed by a thick black line. There are decorative elements: a small grey semi-circle at the top left corner of the box, a small grey semi-circle at the bottom left corner of the box, and a small grey semi-circle at the top right corner of the box. A large, faint "COPY" watermark is visible across the middle of the page.