

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 2:
Establishing Solidarity
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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by Giovanni Boccaccio

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MY TREASURE

Module 2

LESSON 4

Empathizing with Others

YOUR JOURNEY

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

– Leo Buscaglia

In this lesson, you will work on exercises to hone your skills in analyzing problems and finding solutions based on factual information and data.

You will also get to read a literary piece that talks about love that is willing to endure everything even without assurance of fulfillment. This week, get the chance to be inspired by famous persons and their ideals that helped shape society.



(Photo from the movie, "A Knight's Tale")

All of these will culminate in the sharing of ideas through a personal testimony.

Finally, the encompassing theme of concern for one another and a deep sense of empathy toward each other is highlighted throughout the lesson.

YOUR OBJECTIVES

Here are the objectives that will guide you in going through the different tasks in this lesson. This is also intended for your self-assessment to discover which competencies you need to develop more.

- employ analytical listening in problem solving
- detect bias and prejudice in the material viewed
- read closely to get author's purpose
- give technical and operational definitions
- explain how the elements specific to a genre contribute to the theme of a particular literary selection
- determine tone, mood, technique, and purpose of the author
- use words or expressions that affirm or negate
- use writing conventions to indicate acknowledgment of resources
- observe correct stance and proper stage behavior as deemed necessary, e.g., in a personal testimony
- establish eye contact, e.g., when delivering a personal testimony

Take note that at the end of this module, you will deliver an argumentative speech, and in preparation for that you will convey a personal testimony as a final task of this lesson.

YOUR INITIAL TASKS

Task 1 GREAT NAMES TO NAME

Let's begin this week with a quiz on naming the world famous personalities and how they have touched the lives of many people.

Read about these personalities and be ready to name each one. Write the name of the personality in the space provided.

To help you in identifying these personalities, their photos are provided here.



- a. This person devoted herself to working among the poorest of the poor in the slums of Calcutta. Although without funds, she depended on Divine Providence and started an open-air school for slum children. Later on, she founded the order "Missionaries of Charity" to help the poor, the needy, and the sick.

- b. He fought against racial discrimination (apartheid) in South Africa. He was imprisoned for 27 years for his radical but peaceful move to abolish apartheid, poverty, and inequality in South Africa. He was also the country's first black chief executive.

- c. A very good author, this person was well travelled and outspoken in her convictions. She campaigned for women's right to vote, labor rights, socialism, and other causes. Her being blind, deaf, and mute did not stop her from helping people and pursuing her cause.

- d. She is known as the first woman elected as President in her country and in Asia. Her administration led to the promulgation of the 1987 Constitution, which limited the powers of the presidency and re-established the bicameral congress. Her leadership focused on concern

for civil liberties, human rights, and peace talks to end political unrest in the country.

Task 2 BIAS DETECTIVES 2

Here are signs found in different places in the world. Read each one carefully and find out its message. In your group, answer the questions that follow.



All French and English words have disappeared from the shop fronts, and it is considered unpatriotic even to use them in conversation. Among the words banned which were formerly in common use are "robes," "manteaux," "tailor-made," "manicure," and "English clothing." All menus appear in German and are called "Speisekarte." The well-known buffet "Queen's Bar" has become "Hoch Deutschland," and "La Bohème" has been renamed "Germania."



Source: http://en.wikipedia.org/wiki/Nelson_Mandela

In your group, answer the questions about the signage that will be assigned to you.

Discussion Points:

1. What helped you in the task?
2. Do you also have biases? What are they?
3. Have you experienced fighting for something or defending yourself against other people's biases? How did you react to it?
4. Do you think it is right to have biases? Why?

Task 3 READ FOR BIAS

Read the following articles and rate the level of bias in each of them. Use the rating scale that follows each article. Cite examples of bias to support your answer. Do this activity with a partner.

I think that calling this summer hot would be an incredible understatement. It has, in fact, been quite unbearable with the heat driving everyone indoors and some even collapsing (and a few dying) from the sweltering and dizzying temperatures. It truly comes as a welcome relief for many that the rains have begun to quench our parched population. As everyone knows, water is the most important commodity in life. Our own bodies are made up of 80% water. We can all live without so many things — electricity, Internet, and even food for a few days, but we won't last without water.

<http://www.philstar.com/opinion/2014/06/18/1336011/rain-rain-dont-go-away>

	High	Moderate	Low	None
Exaggerated language				
Unbalanced information				
Prejudice (for or against)				
Product sales				
My emotional response				

Culture change is what this country badly needs. We want to be rid of corrupt politicians but we are not aware of the role we play in breeding one. For instance, in our neighborhood, where one of the local officials resides, our folks would always expect the local official to give financial help every time one of the neighbors dies. When another gets sick or gives birth, financial help is immediately sought from that local official. During weddings, baptisms, birthdays, and all sorts of celebration, the same is expected from him/her.

Considering that these local officials receive a meager allowance, isn't it a wonder where they get the "funds" to satisfy the needs of their constituents? It's about time we become aware of the real job description of our officials. Let's help them concentrate on doing their job by not asking too much financial help from them. We can do a lot in helping our country. Let's begin with ourselves.

	High	Moderate	Low	None
Exaggerated language				
Unbalanced information				
Prejudice (for or against)				
Product sales				
My emotional response				

In Indonesia, where earthquakes and tsunami are common, how can Panasonic deliver a solution even when disaster strikes? Panasonic is committed to creating a better life and a better world, continuously contributing to the evolution of society and to the happiness of people around the globe. Through its wide range of business solutions, Panasonic is looking to create a “new Panasonic,” which can truly achieve “A Better Life, A Better World.”

http://news.panasonic.net/stories/2014/0421_26946.html

	High	Moderate	Low	None
Exaggerated language				
Unbalanced information				
Prejudice (for or against)				
Product sales				
My emotional response				

Task 4 THINK TO SOLVE

- A. Listen to the news broadcast and analyze the content. Then with your partner, answer what is asked for in the table below.

News in Two Minutes

<http://www.youtube.com/watch?v=usxKWu4D31Y>

What is the news about?	When did it happen?	What issue(s) was/were presented?

- B. Brainstorm with your group and discuss the following points:

What are issues presented in the news?	What possible solution can you offer?	Is the issue presented also happening in our country? Give an example.

- C. You have offered a possible solution to the issue presented in the news report. How were you able to come up with a solution to the problem? What strategy did you use?
-
-

YOUR TEXT

Task 5 BACKGROUND CHECK

The story you are about to read will also present an issue. Find out what solution you could give to the characters in the story. But before you do that, read first the background information about the story.



The Decameron was written by Giovanni Boccaccio (1313-1375), an Italian poet and Renaissance Humanist.

Source: <https://www.google.com.ph/search?q=pictures+of+decameron&tbm=isch&tbo=u&source=univ&sa=X&ei=R6u-U6WDKYjHkAXWooFo&ved=0CBkQsAQ&biw=1024&bih=499>



It comprises 100 novellas told by 10 men and women over a 10-day journey away from plague-infested Florence. The Decameron is said to be a portrayal of everyday life, including wit, and mockery following a framed structure. The title comes from the two Greek words déka (meaning “ten”) and hēméra, or “day.”

Source: <https://www.google.com.ph/search?q=pictures+of+decameron&tbm=isch&tbo=u&source=univ&sa=X&ei=R6u-U6WDKYjHkAXWooFo&ved=0CBkQsAQ&biw=1024&bih=499>

This map of Europe shows the countries affected by plague. Around 80% of Europe was hit by the plague.

This setting was used by the author in creating a band of youthful boys and girls who shared different stories to forget the horrors of the plague even for a while.



G.H. McWilliam, known translator of the Decameron, writes that the women probably represent the four cardinal virtues (Prudence, Justice, Temperance, and Fortitude) and the three theological virtues (Faith, Hope, and Love). The three men could represent the tripartite division of the soul into Reason, Anger, and Lust.

The author, Boccaccio, writes in the Introduction that he has withheld the true names of the members of the Brigata, because he doesn't want them to "feel embarrassed, at any time in the future, on account of the ensuing stories, all of which they either listened to or narrated themselves. The translations of the Italian names of the members of the Brigata, with their possible allegorical roles, are as follows:

Pampinea - full of vigor (Prudence)

Fiammetta - little flame (Temperance)

Filomena - the beloved, or lover of song (Fortitude)

Emilia - she who allures (Faith)

Elissa - an Italian variant of Dido (Hope)

Neifile - newly enamored, possibly a reference to the *dolce stil novo* and Dante (Love)

Lauretta - a diminutive of Petrarch's Laura (Justice)

Panfilo - all-loving (Reason)

Filostrato - defeated by love (Anger)

Dioneo - an italianized version of Dionysus (Lust)

What image does this background create in your mind? What issue is presented here?

What does the background reveal about the Renaissance?

As you read this story, think of a similar story in Philippine Literature.



Our featured text from the Decameron is told by Filomena on the last day of their 10-day journey away from plague-stricken Florence.

**"Federigo's Falcon"
from The Decameron
Giovanni Boccaccio
translated by G. H.
McWilliam**



Once Filomena had finished, the queen, finding that there was no one left to speak apart from herself (Dioneo being excluded from the reckoning because of his privilege) smiled cheerfully and said:

It is now my own turn to address you and I shall gladly do so, dearest ladies, with a story similar in some respects to the one we have just heard. This I have chosen, not only to acquaint you with the power of your beauty over men of noble spirit, but so that you may learn to choose for yourselves, whenever necessary, the person on whom to bestow your largesse, instead of always leaving these matters to be decided for you by Fortune, who, as it happens, nearly always scatters her gifts with more abundance than discretion.

What is Filomena's purpose in telling this story?

What is meant by largesse?

You are to know, then, that Coppo di Borghese Domenichi, who once used to live in our city and possibly lives there still, one of the most highly respected men of our century, a person worthy of eternal fame, who achieved his position of pre-eminence by dint of his character and abilities rather than by his noble lineage, frequently took pleasure during his declining years in discussing incidents from the past with his neighbors and other folk.

In this past time he excelled all others, for he was more coherent, possessed a superior memory, and spoke with greater eloquence. He had a fine repertoire, including a tale he frequently told concerning a young Florentine called Federigo, the son of Messer Filippo Alberighi, who for his deeds of chivalry and courtly manners was more highly spoken of than any other squire in Tuscany. In the manner of most young men of gentle breeding, Federigo lost his heart to a noble lady, whose name was Monna Giovanna, and who in her time was considered one of the loveliest and most adorable women to be found in Florence. And with the object of winning her love, he rode at the ring, tilted, gave sumptuous banquets, and distributed a large number of gifts, spending money without any restraint whatsoever. But since she was no less chaste than she was fair, the lady took no notice, either of the things that were done in her honor, or of the person who did them.

From whom did the queen learn this story?

Who are the main personalities in this story? How are they related?

In this way, spending far more than he could afford and deriving no profit in return, Federigo lost his entire fortune (as can easily happen) and reduced himself to

poverty, being left with nothing other than a tiny little farm, which produced an income just sufficient for him to live very frugally, and one falcon of the finest breed in the whole world. Since he was as deeply in love as ever, and felt unable to go on living the sort of life in Florence to which he aspired, he moved out to Campi, where his little farm happened to be situated. Having settled in the country, he went hunting as often as possible with his falcon, and, without seeking assistance from anyone, he patiently resigned himself to a life of poverty.

What happened to Federigo?

Now one day, while Federigo was living in these straitened circumstances, the husband of Monna Giovanna happened to fall ill, and, realizing that he was about to die, he drew up his will. He was a very rich man, and in his will, he left everything to his son, who was just growing up, further stipulating that, if his son should die without legitimate issue, his estate should go to Monna Giovanna, to whom he had always been deeply devoted.

Shortly afterward he died, leaving Monna Giovanna a widow, and every summer, in accordance with Florentine custom, she went away with her son to a country estate of theirs, which was very near Federigo's farm. Consequently, this lad of hers happened to become friendly with Federigo, acquiring a passion for birds and dogs; and, having often seen Federigo's falcon in flight, he became fascinated by it and longed to own it, but since he could see that Federigo was deeply attached to the bird, he never ventured to ask him for it.

And there the matter rested, when, to the consternation of his mother, the boy happened to be taken ill. Being her only child, he was the apple of his mother's eye, and she sat beside his bed the whole day long, never ceasing to comfort him. Every so often she asked him whether there was anything he wanted, imploring him to tell her what it was, because if it were possible to acquire it, she would move heaven and earth to obtain it for him.

After hearing this offer repeated for the umpteenth time, the boy said: "Mother, if you could arrange for me to have Federigo's falcon, I believe I should soon get better."

On hearing this request, the lady was somewhat taken aback, and began to consider what she could do about it. Knowing that Federigo had been in love with her for a long time, and that she had never deigned to cast so much as a single glance in his direction, she said to herself: "How can I possibly go to him, or even send anyone, to ask him for this falcon, which to judge from all I have heard is the finest that ever flew, as well as being the only thing that keeps him alive? And how can I be so heartless as to deprive so noble a man of his one remaining pleasure?"

What befell Monna's husband and son?

What was the son's request to his mother?

Her mind filled with reflections of this sort, she remained silent, not knowing what answer to make to her son's request, and even though she was quite certain that the falcon was hers for the asking.

At length, however, her maternal instincts gained the upper hand, and she resolved, come what may, to satisfy the child by going in person to Federigo to collect the bird, and bring it back to him. And so she replied:

"Bear up, my son, and see whether you can start feeling any better. I give you my word that I shall go and fetch it for you first thing tomorrow morning."

Next morning, taking another lady with her for company, his mother left the house as though intending to go for a walk, made her way to Federigo's little cottage, and asked to see him. For several days, the weather had been unsuitable for hawking, so Federigo was attending to one or two little jobs in his garden, and when he heard, to his utter astonishment, that Monna Giovanna was at the front door and wished to speak to him, he happily rushed there to greet her.

When she saw him coming, she advanced with womanly grace to meet him. Federigo received her with a deep bow, whereupon she said:

"Greetings, Federigo!" Then she continued: "I have come to make amends for the harm you have suffered on my account, by loving me more than you ought to have done. As a token of my esteem, I should like to take breakfast with you this morning, together with my companion here, but you must not put yourself to any trouble."

"My lady," replied Federigo in all humility, "I cannot recall ever having suffered any harm on your account. On the contrary, I have gained so much that if ever attained any kind of excellence, it was entirely because of your own great worth and the love I bore you. Moreover, I can assure you that this visit which you have been generous enough to pay me is worth more to me than all the money I ever possessed, though I fear that my hospitality will not amount to very much."

So saying, he led her unassumingly into the house and thence into his garden, where, since there was no one else he could call upon to chaperon her, he said:

"My lady, as there is nobody else available, this good woman, who is the wife of the farmer here will keep you company whilst I go and see about setting the table."

Though his poverty was acute, the extent to which he had squandered his wealth had not yet been fully borne home to Federigo; but on this particular morning, finding that he had nothing to set before the lady whose love he had entertained so lavishly in the past, his eyes were well and truly opened to the fact. Distressed beyond all measure, he silently cursed his bad luck and rushed all over the house like one possessed, but could find no trace of either money or valuables. By now the morning was well advanced, he was still determined to entertain the gentlewoman to some sort of meal, and, not wishing to beg assistance from his own father (or from anyone else, for that matter), his gaze alighted on his precious falcon, which was sitting on its perch in the little room where it was kept. And having discovered, on picking it up, that it was nice and plump, he decided that since he had nowhere else to turn, it

would make a worthy dish for such a lady as this. So without thinking twice about it he wrung the bird's neck and promptly handed it over to his housekeeper to be plucked, dressed, and roasted carefully on a spit. Then he covered the table with spotless linen, of which he still had a certain amount in his possession, and returned in high spirits to the garden, where he announced to his lady that the meal, such as had been able to prepare, was now ready.

Where did Monna go one morning?

How was she received by Federigo?

The lady and her companion rose from where they were sitting and made their way to the table. And together with Federigo, who waited on them with the utmost deference, they made a meal of the prized falcon without knowing what they were eating.

On leaving the table they engaged their host in pleasant conversation for a while, and when the lady thought it time to broach the subject she had gone there to discuss, she turned to Federigo and addressed him affably as follows:

"I do not doubt for a moment, Federigo, that you will be astonished at my impertinence when you discover my principal reason for coming here, especially when you recall your former mode of living and my virtue, which you possibly mistook for harshness and cruelty. But if you had ever had any children to make you appreciate the power of parental love, I should think it certain that you would to some extent forgive me.

"However, the fact that you have no children of your own does not exempt me, a mother, from the laws common to all other mothers. And being bound to obey those laws, I am forced, contrary to my own wishes and to all the rules of decorum and propriety, to ask you for something to which I know you are very deeply attached—which is only natural, seeing that it is the only consolation, the only pleasure, the only recreation remaining to you in your present extremity of fortune.

The gift I am seeking is your falcon, to which my son has taken so powerful a liking, that if I fail to take it to him I fear that he will succumb to the illness from which he is suffering, and consequently I shall lose him. In imploring you to give me this falcon, I appeal, not to your love, for you are under no obligation to me on that account, but rather to your noble heart, whereby you have proved yourself superior to all others in the practice of courtesy. Do me this favor, then, so that I may claim that through your generosity I have saved my son's life, thus placing him forever in your debt."

When he heard what it was that she wanted, and realized that he could not oblige her because he had given her the falcon to eat, Federigo burst into tears in her presence before being able to utter a single word in reply. At first the lady thought his tears stemmed more from his grief at having to part with his fine falcon than from any other motive, and was on the point of telling him that she would prefer not to have it. But on second thought she said nothing, and waited for Federigo to stop crying and give her his answer, which eventually he did.

What was the purpose of Monna's visit to Federigo?

How did Federigo feel after knowing Monna's purpose for the visit?

"My lady," he said, "ever since God decreed that you should become the object of my love, I have repeatedly had cause to complain of Fortune's hostility towards me. But all her previous blows were slight by comparison with the one she has dealt me now. Nor shall I ever be able to forgive her, when I reflect that you have come to my poor dwelling, which you never deigned to visit when it was rich, and that you desire from me a trifling favor which she has made it impossible for me to concede. The reason is simple, and I shall explain it in few words.

"When you did me the kindness of telling me that you wished to breakfast with me, I considered it right and proper, having regard to your excellence and merit, to do everything within my power to prepare a more sumptuous dish than those I would offer to my ordinary guests. My thoughts therefore turned to the falcon you have asked me for and knowing its quality, I reputed it a worthy dish to set before you. So, I had it roasted and served to you on the trencher this morning, and I could not have wished for a better way of disposing of it. But now that I discover that you wanted it in a different form, I am so distressed by my inability to grant your request that I shall never forgive myself for as long as I live."

In confirmation of his words, Federigo caused the feathers, talons, and beak to be cast on the table before her. On seeing and hearing all this, the lady reproached him at first for killing so fine a falcon, and serving it up for a woman to eat; but then she became lost in admiration for his magnanimity of spirit, which no amount of poverty had managed to diminish, nor ever would.

How did Monna and Federigo feel about the incident?

But now that her hopes of obtaining the falcon had vanished she began to feel seriously concerned for the health of her son, and after thanking Federigo for his hospitality and good intentions, she took her leave of him, looking all despondent, and returned to the child. And to his mother's indescribable sorrow within the space of a few days, whether through his disappointment in not being able to have the falcon, or because he was in any case suffering from a mortal illness, the child passed from this life.

After a period of bitter mourning and continued weeping, the lady was repeatedly urged by her brothers to remarry, since not only had she been left with a vast fortune but she was still a young woman. And though she would have preferred to remain a widow, they gave her so little peace in the end, recalling Federigo's high merits and his latest act of generosity, namely to have killed such a fine falcon in her honor, she said to her brothers:

"If only it were pleasing you, I should willingly remain as I am; but since you are so eager for me to take a husband, you may be certain that I shall never marry any other man except Federigo degli Alberighi."

Her brothers made fun of her, saying:

"Silly girl, don't talk such nonsense! How can you marry a man who hasn't a penny with which to bless himself?"

"My brothers," she replied, "I am well aware of that. But I would sooner have a gentleman without riches, than riches without a gentleman."

Seeing that her mind was made up, and knowing Federigo to be a gentleman of great merit even though he was poor, her brothers fell in with her wishes and handed her over to him, along with her immense fortune. Thenceforth, finding himself married to this great lady with whom he was so deeply in love, and very rich into the bargain, Federigo managed his affairs more prudently, and lived with her in happiness to the end of his days.

What happened to Monna's son?

What had become of Monna? Of Federigo?

Task 6 THINK TANK

In your group, discuss your answers to the following questions about the story. Write your answers on a separate sheet of paper.

Group 1 - What is the difference between saying that Monna "took no notice" of Federigo's love and saying that she did not notice it?

Is it important to explain this distinction? Why?

Group 2 - Federigo decided to kill his falcon. Is it in a way similar to Monna's decision to ask him for it?

Describe the sacrifice both of them had to make.

Group 3 - What social and moral problems came up when Monna Giovanna's son asked her to obtain Federigo's falcon?

In the end, what characteristic of a mother and a woman does Monna reveal?

Group 4 - Can we say that the two characters were models of behavior? In what way?

What faults, if any, did they have?

How did you feel when Monna decided to marry Federigo in the end?

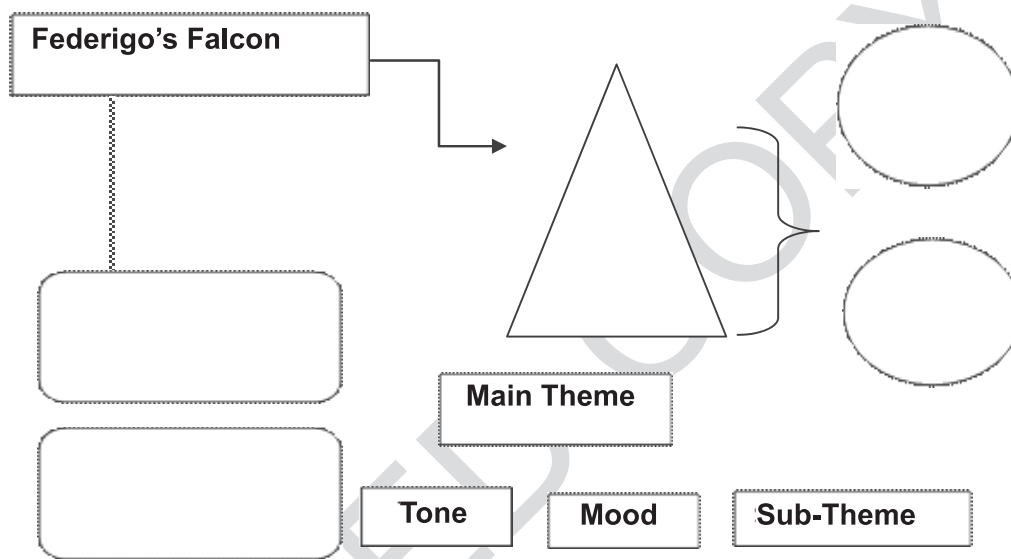
Group 5 - What is the theme of the story?

What was Federigo's attitude toward the falcon?

How does the falcon symbolize the central values of the story?

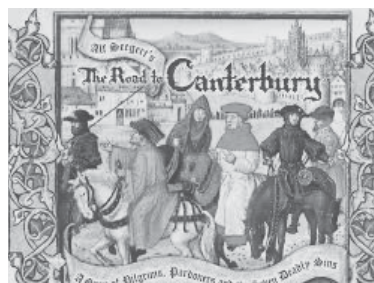
Task 7 TMT (Tone, Mood, Theme) Alert

Federigo's falcon builds on a theme. The theme of the story refers to the central topic of a text. Its tone and mood are also felt all over the story. Tone refers to the attitude of the author toward a subject while mood is the atmosphere of the story. It's the feeling you get while reading the story. Fill in the graphic organizer with the appropriate information about the story.



Task 8 LIKE THE OTHERS

It has been said that the theme of Boccaccio's tales has become a source of inspiration for different authors. Go through the synopses or excerpts of the stories listed below. Then, compare and contrast them with Decameron. Work on this with your group.



At the Tabard Inn, a tavern in Southwark, near London, the narrator joins a company of twenty-nine pilgrims. The pilgrims, like the narrator, are traveling to the shrine of the martyr Saint Thomas à Becket in Canterbury. The narrator gives a

descriptive account of twenty-seven of these pilgrims, including a Knight, Squire, Yeoman, Prioress, Monk, Friar, Merchant, Clerk, Man of Law, Franklin, Haberdasher, Carpenter, Weaver, Dyer, Tapestry-Weaver, Cook, Shipman, Physician, Wife, Parson, Plowman, Miller, Manciple, Reeve, Summoner, Pardoner, and Host. (He does not describe the Second Nun or Nun's Priest, although both characters appear later in the book).

The Host, whose name we find out in the Prologue to the Cook's Tale is Harry Bailey, suggests that the group ride together and entertain one another with stories. He decides that each pilgrim will tell two stories on the way to Canterbury and two on the way back. Whomever he judges to be the best storyteller will receive a meal at Bailey's.

Source: www.m.sparknotes.com/lit/canterbury/summary.html

	Similarities	Differences
Canterbury Tales of Geoffrey Chaucer and the Decameron		



Ibong Adarna is a mythical story, formed in narrative song and poetry called *corrido* and considered a major work in Philippine literature.

This amazing folklore is about love, sacrifice, and fantasy. *Ibong Adarna* literally means Adarna bird. The story centers is about catching the mythical bird that possesses magical powers. The Adarna bird, besides being exquisite, could assume many stunning forms. It is difficult to catch. It knows a total of seven songs, which could either enchant anyone to sleep, turn one into stone, or heal a deadly sickness. Which is why the ailing King Fernando of Berbania tasked his three sons to catch the magical bird. That's where the story begins.

Source: <http://twentyfive.hubpages.com/hub/Ibong-Adarna-Summary-English-and-Tagalog-Versions>

	Similarities	Differences
Ibong Adarna and Decameron		

YOUR DISCOVERY TASKS

Task 9 KNOW YOUR HEART!

Giovanni Boccaccio said that when he wrote Decameron, he wanted to document life during his time through various tales of love and lessons in life.

Authors have purposes when they write articles. Find out the purpose of the speech you are about to read. It is the Commencement Address of the late Mayor and DILG Secretary, Jesse Robredo, to the Ateneo De Manila University Class of 2003.

FOLLOW YOUR HEART; PURSUE YOUR DREAM

by **Jesse M. Robredo**
City Mayor, Naga City

(Greetings)

I am deeply honored to be your Commencement Speaker today.

I must confess I do not consider myself prominent enough to merit the invitation. I must also confess that I come from that other equally distinguished school along Taft Avenue. Nevertheless, like I always do when called upon, I will give it my best shot.

Humbly I stand before you today. Humbly I relish at the thought that perhaps one of the reasons why you have chosen me as your Commencement Speaker is that you want me to share with you the good things that we have accomplished in Naga City.

You, my dear graduates, might wonder why after six years in the private sector with a lucrative job, I finally decided to involve myself in local governance, which is otherwise known as the complex world of politics.

It is not common that we find young men and women, at their early stage, stake their future in politics. The old fashion way is for older or more seasoned men, especially those who have been successful in their profession and have nothing more to prove, to indulge in politics as a rewarding refuge. In my case, I simply wanted to go home and see what I can share to the city of my birth.

A STRONG HEART

Fifteen years ago, at age 29, when I first became Mayor of Naga, what I got into was a city in shambles.

The city had a huge budgetary deficit; City Hall employees were underpaid, their morale was low; and with a city council of ten members, only three of them belonged to my party.

I had a weak mandate, made even weaker by a system of political patronage. But I did not have an equally weak heart. I knew in my mind the kind of governance we would pursue. The options were clear. We either provide a leadership that was exclusive and authoritative or a leadership that was inclusive and consultative — a leadership that imposes its will on its constituency or a leadership that encourages people participation and engagement.

We understood that we did not have the monopoly of wisdom. We felt that we should know when to lead and when to be led.

We chose to take the side of our constituency. We fully wagered our political future on their response. To secure their confidence, we tackled long-standing problems that beset the city — vice, urban blight, red tape, graft and corruption, and poor tax collection. We organized and reached out to all the sectors of the city — the sidewalk vendors, drivers, urban poor, farmers, professional and business circles, nongovernment organizations and religious groups.

PARTICIPATORY GOVERNANCE

We viewed the poor, of which Naga had plenty, as our partners and assets. We launched *Kaantabay sa Kauswagan* (Partners in Development) Program which so far provided security of tenure to 5,000 squatter families. Today, they are proud owners of homelots in neighborhoods that speak of their dignity as empowered citizens of the city. Working with the poor, we resolved long-standing land tenure problems dating back to the 1950s. Such was our success that no less than the United Nations Center for Human Settlements made our program a model in the Habitat II Conference in Turkey in 1996.

Viewing our constituency as our partner and asset, we enacted a People Empowerment Ordinance, the first of its kind in the country, which instituted the Naga City People's Council. This Council represents over a hundred nongovernment and people's organizations who are empowered to propose legislations and vote at the committee level of the city council.

Today we engage ourselves in a program that looks at every Nagueno as the focal point of what government enterprise is all about. We call it the i-Governance Program. It not only recognizes the citizen's right to know but also encourages them to engage their government. It has two basic tools: the Naga City Citizen's Charter, the first of its kind in the country and the naga.gov.ph website. These tools are both designed to empower the citizen by promoting transparency and accountability. Because of transparent governance and accessibility of information, construction of

roads and purchases of supplies and medicines cost much less in Naga City than government standards.

DRAMATIC REBOUND

The People Empowerment Ordinance has resulted in a dramatic rebound for the City of Naga. By the end of my third term as city mayor in 1998, we have regained our stature as the premier city of the Bicol Region.

The rebound was described by Asiaweek Magazine as “more institutional than physical” even as it acclaimed Naga City as one of the 4 Most Improved Cities in Asia in 1999. For similar reasons, Naga City was presented the Dubai-UNCHS International Award for the 10 World’s Best Practices in Urban Governance and for its Participatory Planning Initiatives in 1998.

CHANGING PARADIGMS

Why am I relating to you all these, my dear graduates?

It is because in some Asian countries and even in our beloved country, people say that democratic principles cannot work, and that the Oriental model of “ruling with a hard hand” is the call of the hour.

We disagree. Our experience in Naga is our best argument against the traditional and authoritative ways in the management of people and governance.

Our experience, too, proves that our people are our best resource and our best hope. Our experience, and that of many others, have shown that if we cannot do it at the national level, we can begin at the local level. Collectively, successful local governments, driven by constituencies who are well-informed, constructively engaged, and willing to share the burden of community building, can build our country.

Despite all our problems, I know we shall overcome. It just might be a matter of changing course. It just might be a matter of leading from the bottom rather than being herded by the top.

Again, why am I relating to you all these, my dear graduates?

It is because many of you will be leaders of our country someday, or may even become President of this Republic. But is it not ironic that while many of our leaders have succeeded in achieving their personal goals, the country has lagged behind? Maybe it is because they have failed to make heroes out of the ordinary Filipino. Maybe it is because they have relied solely on their own capacities, rather than on the contributions of the ordinary people they are responsible for.

MAKING HEROES OUT OF THE ORDINARY

Not all of you will graduate with honors or with distinctions. Only a few — a very few — will be privileged to receive medals and honors. But all of you tonight will come up this stage and be honored with an Ateneo diploma.

Not that I am giving less importance to the honor graduates. We know that they

have significant roles to play. But that I would like to focus more on the majority of the graduates this year. I was just like one of you when I graduated from college in 1980. To you, I address my experience in Naga City — for it is our kind, the ordinary, regular kid on the block, who made the City of Naga rise over its difficulties.

Our political history has shown that we have put the burden of running this country to our “best” people for too long. And yet the gap between the rich and the poor has grown wider. For this country to succeed, we need to make heroes of the ordinary people. We need to make heroes of ourselves.

I must say that the ordinary employees and constituency have made the success of Naga possible. In Naga City, we have a woman street sweeper, who held on to her broom for twenty years. Literally, she had swept every square inch of the city’s business district. But through sheer determination, she was able to finish her secondary studies in a night school and graduated, at 54, with a bachelor’s degree, some 8 years after her own daughters had theirs. To her the City of Naga conferred the Mayoral Award for becoming an inspiration to ordinary citizens, one who despite overwhelming odds, has risen above them. Today her broom has become a diploma. The woman was not an honor graduate — but an ordinary citizen, struggling to make life better for her family.

Why am I relating this to you, my dear graduates, and my dear ladies and gentlemen?

It is because the world today lacks the values that used to mould the disposition and the character of the ordinary citizen.

The world today, despite the advances in science and technology, has yet to learn about how to live, what to do, and how to be. As one tired and retired government employee remarked, “One learns many things when one gets to be my age. But one has to unlearn many more things that one has gathered with age.”

In pre-school, as bestseller writer Robert Fulghum observed, we used to be taught these: “Share everything. Play fair. Do not cheat. Don’t hit people. Put things back where you find them. Clean up your own mess. Don’t take things that aren’t yours ... When you go out into the world, hold hands and stick together.”

How sad — after ten years in basic education and four years in higher education we seem to have forgotten the basic tenets learned in preschool.

When graduates go out into the world of business or politics or entertainment or government service, will they still “share everything,” “play fair,” “put things back where they find them,” and “clean their own mess?”

Our experience in governance in Naga City is nothing but our personal encounter with the necessity of returning to the basic governance — a return to the essential meaning of service — a return to what is simple and practical — a return to the values that our forefathers taught us: the value of honesty, hard work, of fairness and most all the holy fear of a just God.

SMALL FISH IN A BIG POND

This Address will not be complete without venturing to answer the question as to where will you go from here.

Should you choose to be a big fish in a small pond, or a small fish in a big pond? Whatever your doubts are, follow your heart. When I left San Miguel Corporation, in 1986, I knew that serving home was where my heart was. I must say that desire and commitment far outweigh knowledge and skill. The latter can be learned. Without the former, your life's work will be a profession and not a vocation. Find your own niche. Change careers if you must. But make sure you succeed.

You must always remember that you cannot give what you do not have. Measure success in terms of how pleased you are with what you have done and not as to how people define it, with its attendant perks.

Later on in life, you will realize that it is neither your successes nor your conquests that will give you satisfaction. It is your contribution that really matters – paying back what you owe the community that nurtured you.

THE CHILD IN US

Let me end by narrating to you the conversations I had with Grade 6 pupils of a public school in Panicuason, a mountain barangay in Naga City, some four years ago.

Some of these children had to walk 3 to 4 kilometers just to attend school. I asked them what their ambitions in life were?

A boy said he wanted to be a doctor because there was no doctor in the barangay. A girl said he wanted to be a teacher so that she would make sure that all the children in her barangay would go to school. Another boy said he wanted to be an engineer so he could improve the roads and provide irrigation systems for the farmers.

Like all of us, they too wanted to be somebody someday. But despite the deprivations and difficulties, they were all for a noble purpose – to be of service to others. Not one of them said that it was for fame, money or power. They were so young, yet they know what was good for their community and for others.

As you leave your beloved Alma Mater and pursue your own dreams, do not forget the child in you. Keep in your hearts always the Ateneo idealism of being men and women for others. Hold on to it. I am certain you will do no wrong if you keep that idealism as your guiding light.

Congratulations.

Source: <https://www.facebook.com/notes/gma-news/mayor-jesse-robredos-commencement-address-to-the-ateneo-de-manila-university-cla/10150977631067693>

Discussion Points:

Answer the questions to find out the author's purpose in writing the text you just read. Think about your own answers first. Then, pair with your classmates to validate your answers. Be ready to share them to the whole class as soon as you have come up with an agreement.

1. What kind of text is the material you just read?
2. Does the text provide a lot of facts and information?
3. List down some of the facts and information provided in the text.
4. What is the mood of the article? What emotion of the author is reflected in it? Explain.
5. Tone refers to a writer's or speaker's attitude toward a subject. Writers create tone through their choice of words and details. What is the tone of the speech? What words reveal the author's attitude toward following one's heart?
6. Is the author trying to convince you to do something? What is that?
7. What then is the author's purpose in writing this text?
8. Are you convinced by the author's manner of writing the text? Why?
9. Can you recall other texts you have read with the same purpose as this one? Name one.

Task 10 PURPOSE GALORE!

Read the descriptions of each item and determine the author's purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A pamphlet calling on people not to eat animals or use products made from animals because the author thinks that it is cruel and unnecessary

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

2. An arts craft book containing procedures for making scrapbook, origami, and other do-it-yourself arts novelty items

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

3. A book of over 1,000 believe-it-or-not stories

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

4. A politician's speech about how children in far-flung towns should be provided with quality education and medical help

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

5. An article which appears in the medical journal about the wonder drug that could treat dengue

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

6. An article comparing and contrasting Vietnamese and Philippine economic policies

Author's Purpose:

Explain Your Answer:

Write a sentence or two.

7. The Shakespearean tragedy “Romeo and Juliet,” in which two young lovers are forbidden from seeing one another due to centuries-old blood feud between their two families

Author’s Purpose:

Explain Your Answer:

Write a sentence or two.

8. A website describing a local dog leash ordinance, detailing its history and the penalties for walking around with one’s dog unleashed

Author’s Purpose:

Explain Your Answer:

Write a sentence or two.

Task 11 TO AFFIRM OR TO NEGATE

Below are lines taken from former Secretary Jesse Robredo’s speech. In your group, take turns sharing your agreement or disagreement to the ideas presented. Assign one member of the group to take note of expressions of agreement and disagreement used by the members of the group.

In preschool, as bestseller writer Robert Fulghum observed, we used to be taught these: “Share everything. Play fair. Do not cheat. Don’t hit people. Put things back where you find them. Clean up your own mess. Don’t take things that aren’t yours ... When you go out into the world, hold hands and stick together.”

How sad — after ten years in basic education and four years in higher education we seem to have forgotten the basic tenets learned in preschool.

When graduates go out into the world of business or politics or entertainment or government service, will they still “share everything,” “play fair,” “put things back where they find them,” and “clean their own mess?”

Think about this:

What did you notice about the exchange of ideas in the group?

How did your classmates give affirmative and negative comments?

What should you do when affirming or negating an idea or a situation?

Frequently Used Adverbs of Affirmation and Negation

Adverb of Affirmation:

It is an adverb used in a sentence to affirm it as true. Generally, these adverbs are used to answer the questions raised by others.

They are absolutely, affirmatively, all right (also adj), alright (also adj), assertedly, avowedly, aye (informal), certainly (also interjection), clearly, definitely, doubtlessly, exactly, obviously, positively, really (also interjection), surely, truly, undoubtedly.

Adverb of Negation:

It is an adverb used in a sentence to deny it as true. Generally, these adverbs are used to answer the questions raised by others like almost, contradictorily, invalidly, never, no (also an adj.), not, rarely.

Task 12 AFFIRM OR NEGATE FOR THE COUNTRY

Read the summary of the book “12 Little Things Every Filipino Can Do to Help Our Country” by Atty. Alexander Lacson. Comment on each of the following items. Use expressions that affirm or negate.

The 12 Little Things We Can Do For Our Country
Are Small Acts of Patriotism
Atty. Alexander Lacson

1st: Follow traffic rules. Follow the law.

- Traffic rules are the most basic of our country's laws. If we learn to follow them, it could be the lowest form of national discipline we can develop as a people. A culture of discipline is crucial to our destiny as a nation.
- Whenever we follow traffic rules, we show our love for our neighbor, our love for the Filipino.

Your comment: _____

2nd : Always ask for an official receipt or OR.

- Asking for ORs leads to higher tax collections, which means more funds for our government, which could strengthen our economy and lead us to progress.
- Whenever we help our government in helping our people, we show our love for our neighbor.

Your comment: _____

3rd: Don't buy smuggled goods. Buy local. Buy Filipino.

- Our money should support our economy, not the economy of other countries. Buying Filipino means supporting the Filipino.
- Whenever we support one another as Filipinos, we show our love for our neighbors.

Your comment: _____

4th: Speak positively about us and our country.

- Every Filipino is an ambassador of our country. Each one of us, wherever we may be, is a spokesperson of our country.
- Whenever we speak positively of our people, we show our love for our neighbors.

Your comment: _____

5th: Respect your traffic officer, policeman, and other public servants.

- Respect honors and dignifies a man. It compels him to do his job right.
- There is love of neighbor whenever we respect those in authority.

Your comment: _____

6th: Throw your garbage properly. Segregate. Recycle. Conserve.

- The Philippines is the country given to us as a people. It is the birthplace of our race. It is our home. We should keep it beautiful.
- When we keep our environment and our country clean, we show our love for our people.

Your comment: _____

7th: Support your church.

- When we help our church, we help our Creator in His works on earth.
- Whenever we help our church, we show love for our neighbor.

Your comment: _____

8th: During elections, do your solemn duty.

- When we fight for our votes, we fight for our right to make our own destiny, as a people and as a nation.
- There is love of neighbor when we elect good leaders for our country and people.

Your comment: _____

9th: Pay your employees well.

- A company must bring prosperity not only to its owners, but also to its employees. Blessings must be shared. It builds families. It builds our nation.
- There is love of neighbor when we value and pay our employees appropriately.

Your comment: _____

10th: Pay your taxes.

- Taxes are the lifeblood of our government. It is what builds our public schools, hospitals, and roads. It is what pays our teachers, soldiers, and other public servants.
- There is love of neighbor whenever we pay our taxes properly so our government can help more people.

Your comment: _____

11th: Adopt a scholar or a poor child.

- Investing on our youth is investing on our country's future. Every family who can afford should adopt one poor child as a scholar.
- There is love of neighbor whenever we help a child get an education.

Your comment: _____

12th: Be a good parent. Teach your kids to love our country.

- If we start planting seeds of patriotism in the hearts and minds of our youth today, they would become giant patriots of our country someday.
- There is love of neighbor whenever we teach and raise our children as patriots, by loving our country through loving our people.

Your comment: _____

Task 13 WATCH FOR CONVENTIONS

You may want to cite the two articles: “Follow Your Heart; Pursue Your Dream” and “12 Little Things Every Filipino Can Do to Help Our Country” in your reference list as in this example:

Lacson, A. (2005). *12 Little Things Every Filipino Can Do to Help Our Country*. Manila: Alay Pinoy Publishing House

Robredo, Jesse M. (March 29, 2003). *Follow Your Heart; Pursue Your Dream*. August 14, 2014. <https://www.facebook.com/notes/gma-news/mayor-jesse-robredos-commencement-address-to-the-ateneo-de-manila-university-cla/10150977631067693>

Discussion Points:

1. What type of bibliography is used in the given examples?
 2. What punctuation marks are used in the reference list?
 3. How does each punctuation mark function in the bibliographic entry?
 4. Are these punctuation marks important? Why or why not?
- A. Try working on this activity. Use correct punctuation marks following the APA format in the given information.
1. Topic: Using Words to Create Tone
Title of book: Elements of Literature

Authors: Holt, Rinehart and Winston, Inc.

Harcourt Brace Jovanovich, Inc

Printed in USA

Published by Holt, Rinehart and Winston, Inc.

Published on 1993, 1989

2. Author: Patricia Evangelista
Published: May 25, 2013

Title of Article: The Binay Republic

Date accessed: December 04, 2014

Url: <http://www.rappler.com/thought-leaders/29939-binay-republic>

3. Author: Harlow, H. F.
Published in 1983

Title of Article: Fundamentals for preparing psychology journal articles

Title of Magazine: Journal of Comparative and Physiological Psychology

Page Numbers: 55, 893-896.

- B. In your group, research on proper stage behavior when delivering a speech. Write the bibliography to cite your sources. Use the APA style.

YOUR FINAL TASK

Task 14 SPEAK FOR KEEPS

A. This time, watch a video that showcases the speech of a notable speaker. As you view it, take note of how he presents his ideas and how he acts when delivering his speech.

How to believe in yourself: Jim Cathcart at TEDx Delray Beach

<http://www.youtube.com/watch?v=-ki9-0aPwHs> Published on Oct 17, 2013

About the Speaker:

Jim Cathcart thought he would never make a difference. An average student from a working-class family with no athletic or special skills, he expected an unremarkable existence. But one radio message in 1972 changed the direction of his life and altered his belief in his potential. Today, he's a Hall of Fame Speaker, and has authored 16 books. While changing himself, Jim also discovered how to help others believe in themselves, too.

Let's answer the questions about the video you have seen.

1. What is the technique or strategy used by the speaker when delivering his speech?
2. What is the message the speaker wants to impart to his audience? Is he successful? Why?
3. What gestures and facial expressions were evident in the speaker?
4. Did the speaker establish eye contact with his audience? Is it important?

Why? Why not?

5. What do you like about the way he has delivered his speech?
6. What improvements would you do in delivering the same speech?

Write here some more tips on stage behavior you will remember when you deliver your speech:

B. Try it Out

Based on the situation given here, prepare your speech. Remember the PREP strategy you have learned in your previous lesson.

You are a member of “Everybody Happy” Club. You have attended a meeting with your fellow members to talk about the different school-related issues. You feel strongly about this advocacy since you want your school to be a safe and happy place for all the students.

Among the school issues up for discussion are the following:

- Bullying
- No-collection policy
- No assignment on Fridays
- Internet access for all students
- Community-based projects
- No-uniform policy (casual attire among students)
- Extracurricular activities
- Class schedule

You have to choose an issue that you have personally experienced. You may also discuss another issue not included in the list if you feel passionate about it. Write it following the PREP pattern. Remember to keep it short and simple by writing a maximum of 10 sentences only.

State your point about the topic.

Give your reasons for your point or stand on an issue. Back it up with your source.

Provide examples or personal experiences to support your point or stand on an issue.

Go back to the point or your stand on an issue.

C. Speak Your Heart Out!

Following the speech you have written, be ready to share it in class. Keep in mind the message you want to convey to your audience and don't forget to observe proper stage behavior when delivering your speech.

You will be graded using this rubric adapted from www.marquette.edu/library/services/oral.doc.

Criteria	Highly Observed (5)	Moderately Observed (3)	Poorly Observed (1)	Score
1. Delivery 40% (10% for each indicator)	The delivery is extemporaneous – natural, confident, and enhances the message.	The delivery generally seems effective but is not consistent.	The delivery is distracting – superficial and lacks confidence.	
	Posture, eye contact, smooth gestures, facial expressions, volume, and pace indicate confidence.	Effective use of volume, eye contact, gestures, volume is not consistent. Some hesitancy may be observed.	Eye contact is limited (the presenter tends to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech). Gestures and movements may be jerky or excessive.	
	The vocal tone and delivery style are consistent with the message.	The delivery style and tone of voice seem to be a little out of place with the message.	The delivery and vocal tone are inconsistent with the message.	

	Articulation and pronunciation are clear. All audience members can hear the presentation.	Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.	Articulation and pronunciation tend to be sloppy. Audience members have difficulty hearing the presentation.	
2. Language Use/Verbal Effectiveness 30% (10% for each indicator)	Language is familiar to the audience, easy to understand and appropriate for the setting.	Language used is mostly respectful or inoffensive and appropriate.	Language is inappropriate for a particular audience, occasion, or setting. Some unclear language is used.	
	Only the English language is used.	Other language or “code switching” is used every now and then.	There is code switching most of the time. Other language is used often.	
	Language choices are vivid, precise, and free from grammatical mistakes.	Word choices are not particularly vivid or precise with some grammatical mistakes.	Language/ word choices is limited, peppered with slang or jargon, too complex, or too dull with many grammatical mistakes.	
3. Message and Organization 30% (10% each indicator)	The purpose is clear. Ideas are clearly organized, developed, and supported.	Ideas are not clearly developed or do not always flow smoothly.	Ideas are not focused or developed; the main purpose is not clear.	

	to achieve the purpose.	Main idea is evident, but the organizational structure needs to be strengthened.		
	The introduction gets the attention of the audience and relates to the main points that focus on the personal experience.	The introduction is not well developed. Main points are not clear. Transitions are awkward.	The introduction is undeveloped. Main points are difficult to identify. Transitions are needed.	
	The conclusion is satisfying and relates back to the introduction. The argument presented is backed up with sources and personal experience.	The conclusion needs additional development. Supporting material is not properly developed. Audience has difficulty understanding the presentation because the sequence of information is unclear.	There is no clear conclusion. The conclusion does not relate to the introduction. Audience cannot understand the presentation because there is no sequence of information. The message is also not clear.	

MY TREASURE

In this part of the lesson, you are going to write down insights you've had for the week. Don't forget to include the lesson or topic that you want to continue learning and the persons you can learn from.

In this week's lesson, who is the character you can best empathize with?	What are important insights that you have learned this week?	Draw here the symbols of your learning, or you may cut from magazines the symbols of your learning and paste these on bond paper.

I want to continue learning about _____.

I will ask help from _____.