

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 2:
Establishing Solidarity
Lesson 5

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

MODULE 2: Establishing Solidarity

Lesson 5: Accepting Individual Differences

YOUR JOURNEY

YOUR OBJECTIVES

YOUR INITIAL TASKS

Task 1: Exaggerating the Generals! 229

Task 2: People Are People 230

Task 3: I Am What I Am 231

Task 4: Essential Essence 231

YOUR TEXT

The Hunchback of Notre Dame by Victor Hugo

Task 5: The Oper-Tech System 232

Task 6: Dare to Answer! 234

Task 7: From the Story, We Differ 235

Task 8: Lookout for the Outlook! 236

Task 9: I Agree...She Doesn't 236

Task 10: My Motion 237

Task 11: The Explicits and Otherwise 238

Task 12: The Legal Cite 239

YOUR DISCOVERY TASKS

Task 13: Varying Groups 242

YOUR FINAL TASKS

Task 14: The Battle of Wits 243

MY TREASURE

Module 2

LESSON 5

Accepting Individual Differences

YOUR JOURNEY

Have you ever reflected on why people differ from one another? Was there a time in your life when you regarded someone unworthy of attention and appreciation because he/she is different? Or have you been regarded differently by others?

Your recognition and acceptance of the uniqueness in every person will enable you to lead a full and happy life.

In the story, “The Hunchback of Notre Dame,” you will be brought back a time and place wherein differences in looks, physical appearance, and dispositions were a great deal.

This lesson enables you to appreciate the goodness in every man and woman and in other aspects of humanity as a whole. It will likewise help you to be appreciative of the nature of every human being. More importantly, this will help you realize that accepting individual differences is the initial step to hurdle conflict and discord.

YOUR OBJECTIVES

The following objectives will help you answer the foregoing questions.

- identify and clarify unsupported generalizations and exaggerations
- use previous experiences as scaffold to the message conveyed by a material viewed
- read closely to get explicitly and implicitly stated information
- give technical and operational definitions of a term
- explain how a selection may be influenced by culture, history, environment, and other factors
- use words and expressions that affirm or negate use in-text citations
- demonstrate confidence and ease in delivering a speech



Be reminded that at the end of the lesson, you are expected to hold a debate.

YOUR INITIAL TASKS

Task 1 EXAGGERATING THE GENERALS!

- Before you listen to the text, read carefully the statements below.
 1. All teachers wear high-grade spectacles.
 2. The liniment relieves body aches and pains in seconds.
 3. In general, men in the army are fearless.
 4. This perfume makes you the most unforgettable woman on earth.
 5. Typhoon Yolanda has displaced millions of Filipino people.
- In groups, analyze the given statements by answering the following questions:
 - a. What term or word signals generalization in statements number 1 and number 3? What idea do these sentences convey? Are the statements supported by facts and figures?
 - b. What word/s or phrase/s in sentences 2, 4, and 5 are overwhelming? Do you think the ideas presented in these sentences are possible to happen or have really happened?

Note the reminders enclosed in the box below.

Learn by Heart

Unsupported generalizations and exaggerations are baseless information which can mislead listeners or readers. Unless additional information to support them is available, do not believe them immediately. Check them for accuracy and truthfulness.

- At this point, listen carefully to the text that will be read twice by your teacher.
- Identify from the statements the exaggerated words/expressions and write them under the appropriate heading in the box.
- Clarify these expressions by substituting them with more appropriate words.
- Share your answers with the class.

Exaggerated Words/Expressions	More Appropriate Words
1.	
2.	
3.	
4.	
5.	

- This time, you are going to listen to another text.
- Distinguish from the statements the unsupported generalization.
- Try to support it by adding relevant information.
- Accomplish the chart below according to its heading.

Unsupported Generalization	My Supporting Statement

Tip:

All, none, most, many, always, often, everyone, never, sometimes, some, usually, seldom, few, generally, overall, as a general rule, are words that signal generalization statements.

Task 2 PEOPLE OR PEOPLE

Pair Work. Look intently at the drawings of people engaged in different activities.



- With a partner, talk about the people in the pictures.
- Based on the activities that people do in the pictures, what can you say about each of them?
- What kind of people would you like to be around with and why? Pick out at least three. Talk to a partner then share your responses with the class.
- Complete the line: The picture tells us that _____

Task 3 I AM WHAT I AM

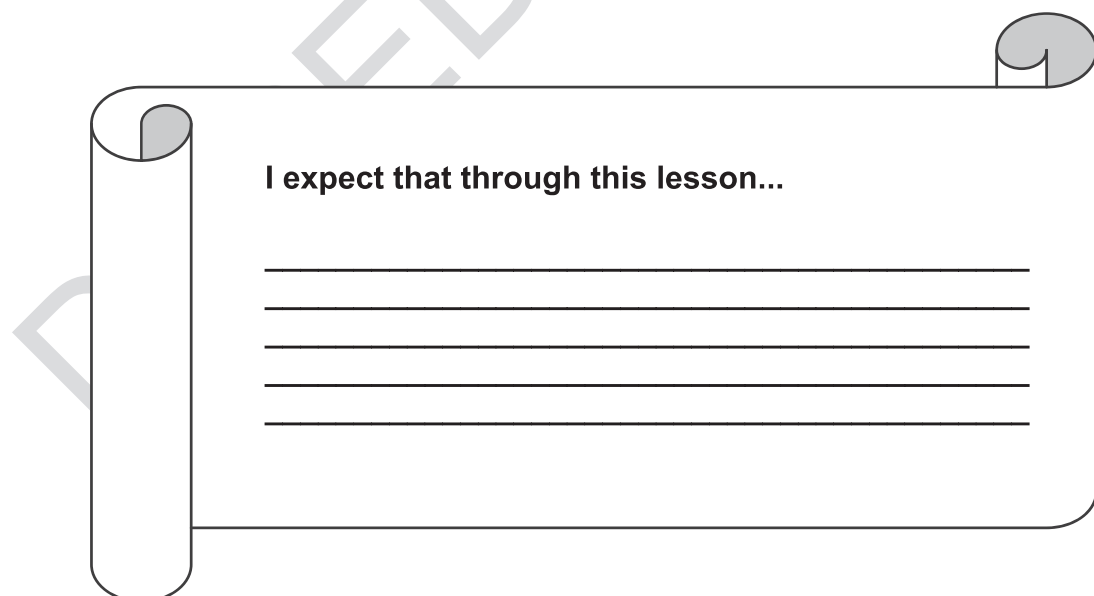
- Go over the pictures again and note the qualities and traits the person/s in each picture possibly possesses.
- If you were to classify your friends, who has the similar traits and qualities as those shown in the picture?
- How do you deal with the differences in personalities between and among your set of friends?
- How does variation in people's ways make life more meaningful? Explain.
- What message is conveyed by the picture?

Task 4 ESSENTIAL ESSENCE

- Test your understanding of "Accepting Individual Differences." What do you expect to gain or learn? Give your answer in five remarkable words.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

- Using the five remarkable words that you listed, write down what you aspire to gain from this lesson. Write your expectations inside the scroll.



I expect that through this lesson...

YOUR TEXT

Task 5 THE OPER-TECH SYSTEM

From the past lessons, you have learned how to define terms operationally and technically. Below are five words/terms in the text, “The Hunchback of Notre Dame.” Use your skill in defining terms in two ways. Accomplish the chart below.

	Terms	Technical Definition	Operational Definition
1.	Cathedral		
2.	Hunchback		
3.	King		
4.	Sanctuary		
5.	Parliament		
6.	Recluse		
7.	Vagabonds		

- With your seatmate as your partner, compare your answers.
- Check your seatmate’s answers with the help of your teacher as she explains how to define terms operationally and technically.

At this point you are now ready to read the text silently.

“We as human beings will never, never survive unless we recognize and celebrate our differences as well as our similarities.”

- Joseph Bruchac

What does it mean to live in a world of variety? This question further leads you to ask questions like these:

- How do you deal with differences?
- What common bonds should you find to hurdle differences?



<http://mousejunkies.com/wp-content/uploads/2012/03/hunchback.jpg>
Date Retrieved: July 6, 2014 4:58am

THE HUNCHBACK OF NOTRE DAME

Victor Hugo

During the 1482 Festival of Fools in Paris, Quasimodo, the hunchback of Notre Dame, is elected the Pope of Fools for being the ugliest person in Paris. He is hoisted on a throne and paraded around Paris by the jeering mob. Pierre Gringoire, a struggling poet and philosopher, tries unsuccessfully to get the crowd to watch his play instead of the parade. Archdeacon Claude Frollo appears and stops the parade and orders Quasimodo back to Notre Dame with him. Looking for something to eat, Gringoire admires the graceful beauty of La Esmeralda, a gypsy street dancer, and decides to follow her home. After rounding a corner, she is suddenly attacked by Frollo. Gringoire and Quasimodo rushes to help her but is knocked out by Frollo as Frollo runs away. The King's Archers, led by Phoebus de Chateaupers arrive just in time and capture the hunchback. Later that night, a group of beggars and thieves are about to hang Quasimodo when La Esmeralda comes forward and offers to save his life by "marrying" him for four years only.

The next day, Quasimodo is put on trial and sentenced to two (2) hours of torture in the Place de Greve. He suffers both the pain of being stretched and pulled apart as well as being publicly humiliated by the crowd of people, who hate him for his ugliness. He begs for water, but no one answers his pleas until La Esmeralda comes forth and brings him something to drink. Nearby, a recluse called Sister Gudule, screams at La Esmeralda for being a "gypsy child-thief" and blames her for her daughter's kidnapping fifteen years earlier. A few months later, La Esmeralda is dancing in front of Notre Dame and Phoebus calls her over to him. She has fallen in love with him and blushes when he asks her to meet him later that night. Frollo watches them from the top of Notre Dame and becomes insanely jealous of Phoebus. His obsessive lust for La Esmeralda has made him renounce God and study alchemy and black magic. In his secret cell at Notre Dame, he plans to trap La Esmeralda like a spider catching a fly with its web. Later that night he follows Phoebus to his tryst with La Esmeralda and stabs Phoebus repeatedly. He escapes and La Esmeralda is captured by the King's guard.

After being tortured at her trial, La Esmeralda falsely confesses to killing Phoebus and being a witch. She is sentenced to hang in the Place de Grève. Frollo visits her in jail and declares his love. He begs her to love him and show him some pity but she calls him a "goblin-monk" and a murderer, refusing to have anything to do with him. Before her execution, La Esmeralda is publicly humiliated in front of Notre Dame. Looking across the square, she suddenly sees Phoebus and calls out his name. He actually survived the murder attempt but doesn't want anyone to know that he was injured. He turns away from La Esmeralda and enters the house of his bride-to-be. Just then, Quasimodo swings down on a rope from Notre Dame and carries her back to the cathedral, crying out "Sanctuary!" He had fallen in love with her when she brought him water and had been planning her escape all along.

La Esmeralda is safe from execution just as long as she stays inside the Cathedral. At first, she finds it hard to even look at Quasimodo, but they form an uneasy friendship. Even though he is deaf, he enjoys being around her when she sings.

Meanwhile, a group of vagabonds resolves to save La Esmeralda after hearing that Parliament has ordered that she be removed from Notre Dame. But when Quasimodo sees them attack the Cathedral, he thinks they have come to kill La Esmeralda and he fends them off as best as he can, killing a large number of them. Frolo has used the attack as a diversion to sneak La Esmeralda out of the Cathedral.

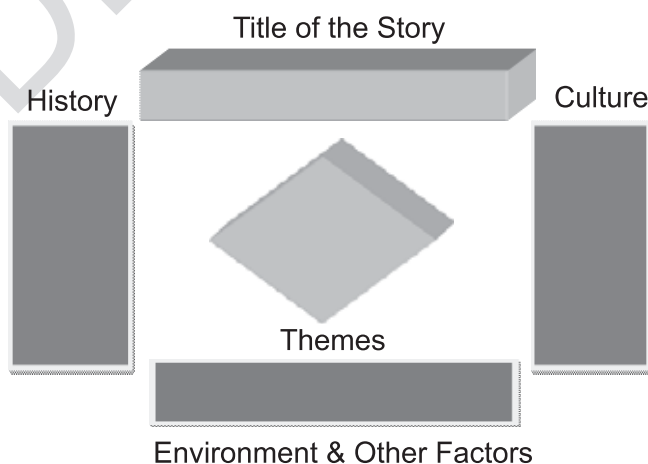


He offers her two choices: she can either say she loves him or be hanged. She demands to be executed and he leaves her with Sister Gudule. To their astonishment, they discover that they are mother and daughter. Gudule tries to protect La Esmeralda, but it is too late.

Back at Notre Dame, Quasimodo goes to the top of the north tower to find her. Gazing off into the distance, he sees the figure of La Esmeralda in a white dress hanging from the scaffold. He bellows out in despair and grabs Frolo by the neck. Holding him up in the air, Quasimodo sighs with grief and then throws Frolo down to his death. Looking at La Esmeralda hanging off in the distance and Frolo's wrangled corpse down below, Quasimodo cries out: "There is everything I ever loved!" Quasimodo is never seen again. Years later when a gravedigger stumbles across La Esmeralda's remains, he finds the skeleton of a hunchback curled around her.

Task 6 DARE TO ANSWER (ROUNDTABLE DISCUSSION)

- Check your understanding on the following points by answering the questions below.
 1. How do you think history, culture, environment, and other factors influence the author to express the major themes of the story? Explain your answer by filling out the web below.



2. What is the significance of the structure of Notre Dame Cathedral in the setting of the story?
3. In what ways do you think this story would have been different if the setting were changed to Contemporary America?
4. The author, Victor Hugo, was profoundly concerned with the class differences as depicted in the story. Name the social strife that can be found in the story. What would you suggest to resolve the issue?
5. Explain how a character's experience taught you about the value of accepting differences in people.

Task 7 FROM THE STORY, WE DIFFER

Group Activity

- Do the activities that follow to check your understanding of the question.
- Form groups with ten students and discuss within the group the task below.
- Share your responses with the class.

Group 1. The characters in the story "The Hunchback of Notre Dame," faced problems when others opposed or strived against them. Explain how a particular character suffered the effects of discrimination. Then, suggest how the character could overcome this prejudice.

Group 2. Choose two characters from the story who made hasty judgments about other people. What would each of these characters have to learn in order to be more understanding?

Group 3. Which characters face challenges bravely? Name two characters for their bravery in difficult situations and justify your answer.

Group 4. Using what you know about the culture during the Middle Ages, describe its similarities to the plot of the story. Then try to relate its significance to the story.

Group 5. How does history influence the development of the plot of the story? Present your answer in a timeline.

Task 8 LOOK OUT FOR THE OUTLOOK

You are entitled to your own opinion. In your interaction with others, you affirm or negate ideas expressed for a certain motion or issue.

Note the reminders in the boxes below.

Expressions that affirm:

That's right.	That is absolutely right.	That is indeed great.
No doubt about it.	I have nothing against it.	Definitely.
Certainly.	Yes, you're right!	That's absolutely correct.

Expressions that negate.

I respect you for that, but....
Pardon me, but...
I have nothing against your point; however...
Maybe you're right, but...
I know what you are trying to imply, but...
You have a great point. However...
I'm sorry, but...
I understand that. However...

Task 9 I AGREE...SHE DOESN'T (DYAD WORK)

With a partner, talk about the following ideas from the story, "The Hunchback of Notre Dame."

One will negate and the other will affirm the statement. Use the expressions above in stating your opinion.

1. Notre Dame de Paris was the geographical and moral center of Hugo's fictional novel.

<div>I agree</div> <div></div>	<div>I disagree</div> <div></div>
--------------------------------	-----------------------------------

2. The story was primarily concerned with the themes of social strife and prejudice.

I agree _____	I disagree _____
------------------	---------------------

3. The action of the story unfolded not only inside or around the Cathedral, but also on the top of its towers where Quasimodo can spy virtually on anyone in the entire city.

I agree _____	I disagree _____
------------------	---------------------

4. In the story, Frollo believed that all actions were predetermined and that nothing can stop him from tempting La Esmeralda.

I agree _____	I disagree _____
------------------	---------------------

5. The Hunchback of Notre Dame uses the history of the Middle Ages and the structure of the Notre Dame to express its major themes.

I agree _____	I disagree _____
------------------	---------------------

Task 10 MY MOTION

- Study and reflect on the issues inside the boxes
- Choose one topic then decide whether you affirm or negate the idea.
- Be guided by the special expressions on negation and affirmation.
- You will be allotted 3 to 5 minutes to organize your ideas.
- You must assign a member of the group to be the speaker. He or she must be able to state clearly his/her assumptions underlying his/her arguments.
- The speaker must speak about the chosen topic for two minutes.

Male gender is the strongest.

Assertive people make excellent leaders.

Differences in individuality are something to celebrate.

Accepting differences in people leads to harmonious relationship.

Variation in every person should be regarded positively.

Task 11 THE EXPLICITS AND OTHERWISE

Read and analyze the text below.

“Then you will have the artesian well here right away,” he said. He ordered the area commander to get pipes and pump from the armed forces supply depot, and demanded they should be brought to the spot immediately. He asked the army to bring in bulldozer, troops, and trainees for labor, and also organize the civilians.

Excerpt from: “*Pres. Ramon Magsaysay, A Man of Action*”

- The underlined sentences are explicit ideas that point out what President Ramon Magsaysay did to accomplish things during his presidency.
- These explicit ideas lead you to the implicit information that Ramon Magsaysay was indeed a “man of action.”

Explicit information is clearly and directly stated in the text.

Implicit information is not expressly stated. It must be inferred or concluded based on available details.

Read the selection below to answer the question.

When John Kemp was born, his arms did not extend past his elbows and his legs were not fully formed. These physical challenges have inspired Kemp to think deeply about such questions as “How do we deal with differences?”

Medical devices like artificial limbs helped John to get around. However, what helped even more was the attitude his parents instilled in him. He says, “I think confidence is instilled at an early age. Confidence involved being truthful with yourself about your own abilities...the sooner I figure out I can’t do something or can’t do it well, the better off I am.”

Kemp’s positive attitude brought him through school and enabled him to set up his own legal practice. In addition to doing legal work on the environment, Kemp acted as a consultant on disability-related legal issues at the start of his career. He became the executive director of the United Cerebral Palsy Association in 1990. He is also one of the few executives in his field who are physically challenged.

- The text contains implicit and explicit information.
- Bear in mind the difference between explicit and implicit information as discussed briefly in the box.

- From the text of “John Kemp,” identify information which is explicitly and implicitly stated. Write your answers in your notebook.

Explicit Information

Implicit Information

Task 12 THE LEGAL CITE

In some forms of written communication, there is a need for you to acknowledge the source of information. Within the text of your paper, include an in-text citation when you refer to summarize, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list.

Be guided by the pointers on in-text citations below (APA style) for they would be of great help in citing sources as you write your argumentative essay.

The American Psychological Association (APA) in-text citation style uses the author’s last name and the year of publication, for example: (Field, 2005).

For direct quotations, include the page number as well, for example: (Field, 2005, p.14).

For sources such as websites and e-books that have no page numbers, use a paragraph number.

Using the Author/Date System

Author’s Name	Example of Usage
1. The author’s name is part of the narrative.	Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.
2. The author’s name is cited in parenthesis.	One study found that the most important in comprehending non-native speech is familiarity with the topic (Gass and Varonis, 1984).
3. Multiple works (separate each work with semicolons).	Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass and Varonis, 1984; Krech Thomas, 2004).
4. In direct quotation, the author’s name is a part of the narrative.	Gass and Varonis (1984) found that “the listeners’ familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (p.84).
5. In direct quote, the author’s name is in parenthesis.	One study found that “the listeners’ familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (Gass and Varonis, 1984, p.85).

Citing Works by Multiple Authors in Text

Type of Citation	First Citation	Subsequent citations	First citation, parenthetical format	Subsequent citations, parenthetical format
One author	Field (2005)	Field (2005)	(Field, 2005)	(Field, 2005)
Two authors	Gass & Varonis (1984)	Gass & Varonis (1984)	(Gass & Varonis, 1984)	(Gass & Varonis, 1984)
Three authors	Munro, Derwing, & Sato (2006)	Munro, et al. (2006)	(Munro, Derwing, & Sato, 2006)	(Munro, et al., 2006)
Four authors	Tremblay, Richer, Lachance, & Cote (2010)	Tremblay, et al. (2010)	(Tremblay, Richer, Lachance, & Cote, 2010)	(Tremblay, et al., 2010)
Five authors	Hay, Elias, Fileding, Barnsley, Homel, & Frieberg (2007)	Hay, et al. (2007)	(Hay, Elias, Fileding, Barnsley, Homel, & Frieberg, 2007)	(Hay, et al., 2007)
Six or more authors	Norris-Shortle, et al. (2006)	Norris-Shortle, et al. (2006)	(Norris-Shortle et al., 2006)	(Norris-Shortle et al., 2006)

Read the sample paragraph with in-text citations below

A few researches in the linguistic fields have developed training programs designed to improve native speakers' ability to understand accented speech (Derwing, Rossiter, & Munro, 2002; Krech Thomas, 2004). Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. Derwing et al. (2002) conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.

References:

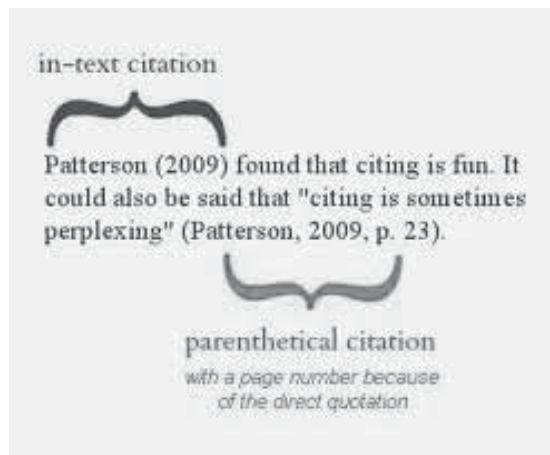
1. Derwing, T.M., Rossiter, M.J. (2002). Teaching native speakers to listen to foreign accented speech, *Journal of Multilingual and Multicultural Development*, 23 (4), 245-259.
2. Krech Thomas, H. (2004). Training strategies for improving listeners' comprehension of foreign-accented speech (Doctoral Dissertation). University of Colorado, Boulder.

APA In-Text Citation Guide

www.libraries.psu.edu

Date retrieved: July 1, 2014,
11:42pm

- Examine the example below.



<http://waldenwritingcenter.blogspot.com/2013/10/in-text-vs-parenthetical-apa-citations.html>

Date Retrieved: July 6, 2014 2:57am

- Take note of the difference between an in-text citation and a parenthetical citation.
- When do you use the in-text citation? the parenthetical citation?
 - Write a parenthetical citation for each of the following cited work. Observe the guidelines specified above.

1. Doane, Gilbert H. and James B. Bell. *Searching for Your Ancestors*. Minneapolis U of Minnesota P 1980. (_____)
2. Heimberg, Marilyn Markham. *Discover Your Roots*. San Diego: Communication Creativity 1997. (_____)
3. Litchman, Allan J. *Your Family History*. New York Vintage Books 1978. (_____)
4. Gatto, Joseph et al. *Exploring Visual Design*. 2nd ed. Worcester: Davis, 1987. (_____)
5. Webster, Charles. *From Paracelsus to Newton: Magic and the Making of Modern Science*. Cambridge: Cambridge UP, 1983. (_____)

YOUR DISCOVERY TASKS

Task 13 VARYING GROUPS

Group A. The Survey

- Conduct a school survey. Ask your respondents the question: "How do you deal with differences?" You can categorize the respondent's answers by their relationships with peers, teachers, and parents. You may consider other categories. Collate their responses, compile the results, and present your findings. Assign a member to present the output of the group. Speak clearly about the findings of the group and your stand about it.

Group B. The Net

- Gather pictures/photographs showing different people. Talk about variations in living conditions, culture, norms, and traditions that account for some of the differences among the world's population. You may show your output in a PowerPoint presentation. Assign a member to speak about the stand of the group.

Group C. The Search

- Search for a person who has fostered understanding among different groups of people. Ask him/her what helps him/her sustain his/her advocacy.
- Present your research in class. Assign a member to talk about the findings of the group.

Group D. The Display

- Organize a mini classroom exhibit with the theme, "Accepting Individual Differences." Make use of charts, maps, graphs, and photographs to show the differences and similarities of the students in the class. Invite visitors to see your display. Assign a member of the group to talk about the variety of talents of the students to enable the visitors to understand the uniqueness of every student.

Group E. The Song

- Compose a song about "How to deal with differences..." Give a catchy introduction. Then sing the song accompanied by a beat box or any instrument.

YOUR FINAL TASKS

Remember that you are expected to deliver an argumentative speech at the end of this module. Be guided by the next tasks to enable you to meet the expectations.

Task 14 THE BATTLE OF WITS

The debate program aims to enhance the students' intellectual abilities and social/communicative skills.

Specifically, the program intends to accomplish the following goals:

1. Provide them with the opportunity to think critically, improve their communication abilities, solve problems creatively, and increase their self-confidence as debate affords training in rhetoric, persuasion, organized communication, and argument.
2. Engage them in writing (e.g., speeches), information analysis, and in-depth library and Internet research, thereby developing their academic research skills.
3. Enable them to express their views effectively and to respond cogently to arguments with which they disagree.
4. Encourage them to take part in a truly scholarly examination of the issues confronting the society, thereby molding them to become well-read and well-informed about current issues.
5. Encourage them to value truth and the process of seeking truth.
6. Teach them to accept responsibility to articulate a position using to the best of their ability the available evidence and the rules of reason, logic, and relevance.
7. Train them to listen open-mindedly, recognizing always that new information may alter one's position.
8. Teach them to welcome evaluation and accept, and even encourage, disagreement and criticism.
9. Teach them to refuse to reduce disagreement to personal attacks or attacks on groups or classes of individuals.
10. Teach students to value civility, even in disagreement.

<http://ourhappyschool.com/debate/debate-tournament-framework-mechanics-guidelines-etc>

Here are some other helpful hints to help you participate competently in a debate:

1. Avoid repetition. Don't just repeat your constructive arguments. Beat the other team's arguments and tell the judge why your arguments are better.
2. Avoid passing ships. Don't avoid what the other team said. You must clash directly with their responses.
3. Avoid reading evidence only. You must be explaining and telling the judge why these issues win the debate.
4. Avoid rereading evidence that has already been read in constructives. You can make reference to it by referring to it, but don't re-read it.
5. Avoid "lumping and dumping." Don't try to go for everything. You can't make 12 responses to each argument in a few minutes.
6. Be organized. Don't jump from issue to issue at random. Be specific and logical about winning issues.
7. Don't be a blabbering motormouth. Speak quickly but not beyond your ability. If you speak too fast, you will stumble and not get through as much.

8. Don't whine to the judge about fairness or what the other team might have done that you think is unethical. Make responses and beat them.
9. Don't make new arguments. You can read new evidence but you can't run new disadvantages or topicality responses. You are limiting to extending the positions laid out in the constructive speeches.
10. Use signposting. Make sure the judge knows where you are on the flowsheet. This is not the time to lose the judge on the flow.
11. Use issue packages. Organize your arguments into issue packages. Choose arguments which you want to win. Don't go for everything. Extend those arguments that you need to win.
12. Cross-apply arguments. If you dropped an argument in a prior speech that you think was important, don't act like you're losing. Cross-apply arguments you made somewhere else in the debate to answer it.

<http://ourhappyschool.com/debate/debate-tournament-framework-mechanics-guidelines-etc>

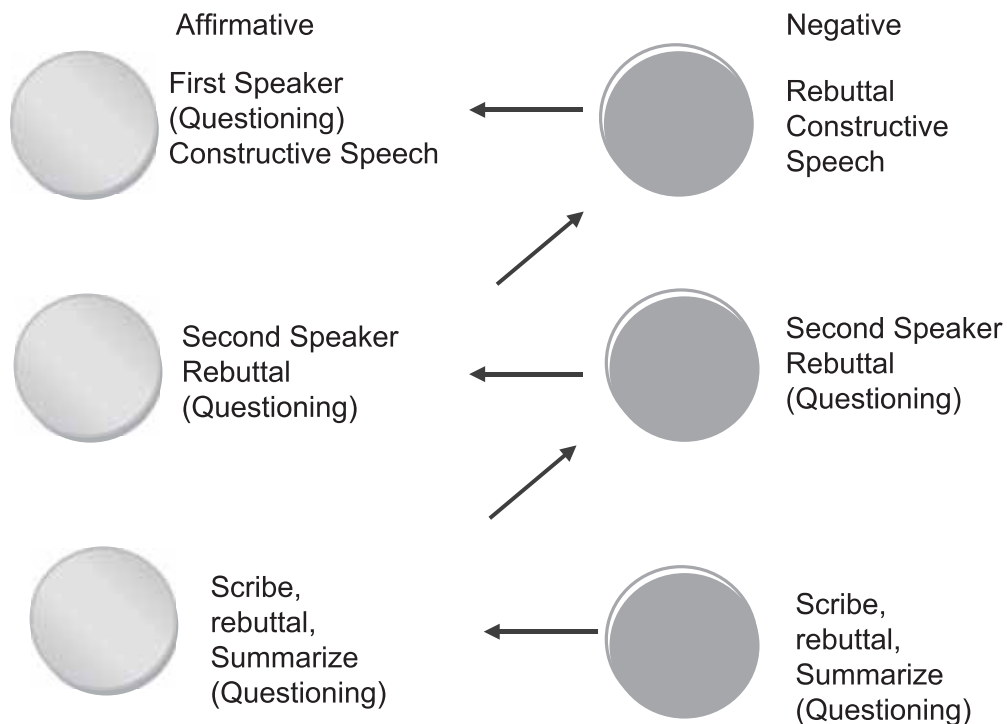
- The foregoing pointers and tips hopefully enabled you to participate in a class debate.
- Organize yourselves in two big groups. Select three speakers from your group.
- Your class is going to conduct a debate in the traditional cross-examination format or the Oxford-Oregon Debate Format.

The Oxford-Oregon Debate Format

- There are two sides in this format: the affirmative and the negative.
- The affirmative proves the validity of the issue or topic called the proposition while the negative disproves it.
- Each team has two speakers and one scribe.
- A debate moderator enforces the rules to ensure the debate's smooth conduct.

Study the diagram:

Motion: Class sectioning in the secondary schools should be in alphabetical order



- A moderator and a board of judges should be assigned by your teacher.
- Each group will be given five to ten minutes to prepare for the topic.
- Each speaker must establish his/her stance (stand), whether he/she affirms or negates the topic.
- Use the expressions of negation and affirmation.
- Each speaker will be given three minutes to talk about his/her stance (stand). He/She must show confidence and ease of delivery.
- The judges, based on their discretion, shall have the authority to determine who will be the best speaker and the best debater. The winning team shall be determined by the majority decision of the board of judges.

<http://ourhappyschool.com/debate/debate-tournament-framework-mechanics-guidelines-etc>

MY TREASURE

Looking back to the activities presented in this lesson, reflect on the following questions:

- What did I learn about myself and others?
- Was there a point of comparison between myself and other people?
- How much have I learned from accepting my uniqueness and that of others?
- How much have I shown to appreciate others' strengths and weaknesses?

Answers to these questions must be written in your journal.

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