

Celebrating Diversity through World Literature

English

Learner's Material

Module 4:
Rebuilding Our Societies
Lesson 1

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

First Edition 2015 C

ISBN:

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. DepEd is represented by the Filipinas Copyright Licensing Society (FILCOLS), Inc. in seeking permission to use these materials from their respective copyright owners. All means have been exhausted in seeking permission to use these materials. The publisher and authors neither represent nor claim ownership over them.

Only institutions and companies that have entered into an agreement with FILCOLS and only within the agreed framework may copy from this Learner's Material. Those who have not entered into an agreement with FILCOLS must, if they wish to copy, contact the publishers and authors directly.

Authors and publishers may email or contact FILCOLS at filcols@gmail.com or (02) 439-2204, respectively.

Published by the Department of Education

Secretary: Br. Armin A. Luistro FSC

Undersecretary: Dina S. Ocampo, PhD

Development Team of the Learner's Material

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

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

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

Language Editor: Dr. Ma. Antoinette Montealegre

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

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

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

Printed in the Philippines by REX Book Store, Inc.

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

Office Address: 5th Floor Mabini Bldg., DepEd Complex

Meralco Avenue, Pasig City

Philippines 1600

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

E-mail Address: imcsetd@yahoo.com

TABLE OF CONTENTS

MODULE 4 Rebuilding Our Societies

Lesson 1: Approaching Differences

YOUR JOURNEY

YOUR OBJECTIVES

YOUR INITIAL TASK

Task 1: More Fun in the Philippines 408

Task 2: Grounded 409

Task 3: Know Thyself 409

YOUR TEXT

The Little Prince by Antoine de St. Exupery

Task 4: World Match 410

Task 5: Background Check 410

Task 6: Sensations 414

Task 7: SGDW 415

Task 8: Enigma 415

Task 9: Project Runway 415

YOUR DISCOVERY TASKS

Task 10: Silver-tongued 416

B: OPT 417

C: Soundings 418

YOUR FINAL TASK

D: Local Treasures 420

MY TREASURE

Module 4

LESSON 1

RESPECTING DIFFERENCES

YOUR JOURNEY

The Philippines is laden with fantastic resources that people have already utilized for their own benefit. The country is gifted with warm and tranquil white sand-beaches of Boracay, delicate chocolate hills in Bohol, the awesome Underground River in Palawan, the breath-taking Banaue Rice Terraces, and the charming island of Camiguin, to name a few. Really, the list goes on and on. Apart from the natural wonders that are discovered and wonders that still need to be explored, our country is blessed with citizens who refuse to give in to despair. Come hell or high water, the Filipinos will brave any challenge or obstacle with faith in God, a heart full of hope and love, and a soul that will always be resilient.

You may ask, how diverse is the Philippines? To give a glimpse of how diverse the country is, here are some facts: The Philippines is composed of 7,107 islands, which make the country an archipelago. There are seven major ethnic groups that can be further divided into 183 ethnic and ethnolinguistic groups who speak 176 local languages. Thus, it is expected that differences may sometimes arise among the people. The challenge is how to approach and respect each other's differences to realize a common goal.

YOUR OBJECTIVES

As you go along your journey, you are expected to:

- use locational skills to gather information from primary and secondary sources of information
- listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- compare and contrast the contents of the materials with outside sources of information in terms of accessibility and effectiveness
- get familiar with technical terms in research
- explain how the elements specific to a genre contribute to the theme of a particular literary selection
- express appreciation for sensory images used
- expand ideas using principles of cohesion and coherence
- use appropriate language when delivering campaign speeches
- observe the language of research, campaigns, and advocacies
- develop a questionnaire about a local treasure



Bear in mind that your expected output for this module is to competently present a research report on a relevant sociocultural issue. Also, it is important to take note that in this particular lesson, you are expected to develop a questionnaire about a local treasure.

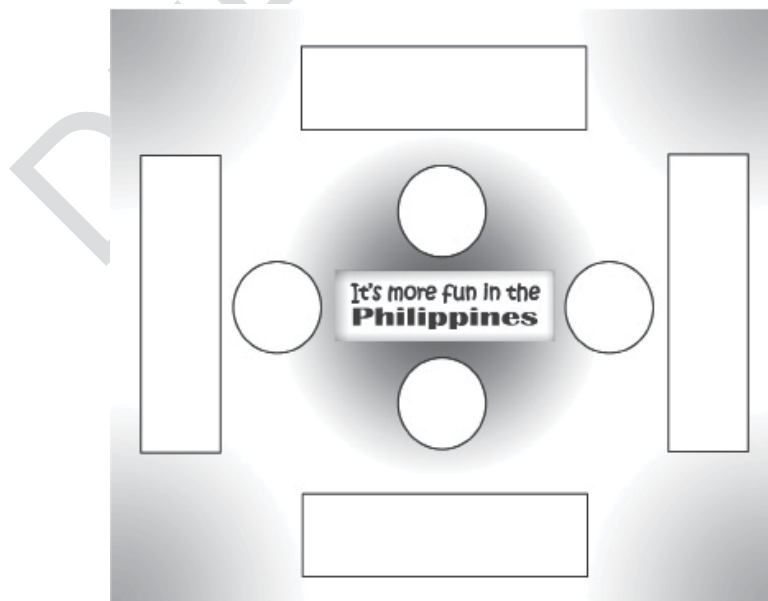
YOUR INITIAL TASKS

Task 1 HAVE MORE FUN IN THE PHILIPPINES

Complete the concept map by supplying it with information that can be taken from the video clip. Write the key concepts about the topic in the circles and the details about these key concepts in the rectangles. It is very important to closely watch the video.



Source: It's More Fun in the Philippines | DOT Official AVP. Retrieved on June 20, 2014, <https://www.youtube.com/watch?v=ADNgEHFDYzo>.



Processing Questions:

1. After watching the video, did you see how diverse our country really is?
2. What new information did you gather from the video?

Task 2 GROUNDED

Can you classify and tell whether the materials listed below are primary or secondary sources of information? Write **P** if the material is primary or **S** if the material is secondary.

- | | |
|-------------------------------|-----------------------|
| _____ 1. Letters and diaries | _____ 6. Encyclopedia |
| _____ 2. History textbook | _____ 7. Newspaper |
| _____ 3. Government documents | _____ 8. Journals |
| _____ 4. Manuscripts | _____ 9. Magazine |
| _____ 5. Video tape | _____ 10. Artifact |

Task 3 KNOW THYSELF

Complete the statements below by identifying what you already know and what you still have to know about the topic.

1. A questionnaire is

2. A questionnaire is important because

3. A questionnaire can be created by

YOUR TEXT

Task 4 WORD MATCH

Match the words under column **A** with the definitions under column **B**. Write the letter of the correct answer on your paper.

A	B
1. tame	A. to take a deep audible breath
2. neglect	B. no longer wild
3. sigh	C. to fail to give the proper care or attention
4. burrow	D. a ceremonial act
5. rite	E. necessary; important
6. essential	F. a hole dug as a living space by small animals
	G. a pointless star

Task 5 BACKGROUND CHECK

Answer the anticipation guide to preview the text you are about to read. On the Agree/Disagree column, place (✓) if you agree or (x) if you disagree with the statement. Then, on the page column, write the page number where you find the answer to each statement.

Statement	Agree/Disagree	Page
The Fox immediately becomes a friend of the Little Prince.		
The Little Prince is willing to tame the Fox.		
The Fox instructed the Little Prince about the "rite" that he must perform.		
The Fox cried when the Little Prince left.		
Once a person tames something, it becomes special.		

Below is background information about the author of the text that you are about to read. Go over the information to help you understand the text.



Antoine de Saint-Exupéry (1900-1944), French writer and aviator. Antoine Marie Jean-Baptiste Roger de Saint-Exupéry was born in Lyon and educated at the University of Fribourg. He joined the French Air Force in 1921 and became a commercial pilot in 1926.

His first two books, *Southern Mail* (1929; translated 1933) and *Night Flight* (1931; translated 1932), are novels distinguished by a poetic evocation of the romance and discipline of flying, which requires devotion to duty at the risk of death. His later works, including *Wind, Sand and Stars* (1939; translated 1939), and *Flight to Arras* (1942; translated 1942), stress the humanistic philosophy of Saint-Exupéry. His popular children's book *The Little Prince* (1943; translated 1943) is also read by adults for its allegorical meaning.

During World War II, Saint-Exupéry rejoined the French Air Force, was shot, escaped to the United States, and later joined the Free French forces. On a reconnaissance mission over southern France in 1944, his plane was lost. The remains of the aircraft were not found until 2004 when scuba divers recovered a tailpiece bearing the serial number of the aircraft Saint-Exupéry was flying, a Lockheed P-38 Lightning. The cause of the crash, which occurred about 5 km (3 mi) off the French coast, between the cities of Marseille and Cassis, is still unknown. Saint-Exupéry's notebooks, collected under the title "Wisdom of the Sands" (1948; translated 1950), were published posthumously.

Source: (Antoine de Saint-Exupéry. Microsoft Encarta Premium. 2009)

The advent of technology and the popularity of social media have proven that the gap between people in the 21st century has almost completely waned. With one search and a simple click on *facebook*, any user can add and confirm as many friends as one wants. With the convenience that technology brings in making friends, do you think that being a friend and befriending another has become superficial?

Read the selection below and embark on the Little Prince's discovery of friendship.

The Little Prince

Antoine de Saint-Exupéry
(An excerpt)

It was then that the Fox appeared. "Good morning," said the Fox. "Good morning," the Little Prince responded politely although when he turned around he saw nothing.

"I'm right here," the voice said, "under the apple tree."

"Who are you?" asked the Little Prince, and added, "You're very pretty to look at."

"I'm a Fox," the Fox said.

"Come and play with me," proposed the Little Prince, "I'm so unhappy."

"I can't play with you," the Fox said, "I'm not tamed."

"Ah! Please excuse me," said the Little Prince. But after some thought, he added: "What does that mean — 'tame'?"

"You do not live here," said the Fox, "What is it you're looking for?"

"I'm looking for men," said the Little Prince. "What does that mean — tame?"

"Men," said the Fox, "they've guns, and they hunt. It's very disturbing. They also raise chickens. These are their only interests. Are you looking for chickens?"

"No," said the Little Prince. "I'm looking for friends. What does that mean — tame?"

"It's an act too often neglected," said the Fox. "It means to establish ties."

"To establish ties?"

"Just that," said the Fox. "To me, you're still nothing more than a little boy who's just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you I'm nothing more than a Fox like a hundred thousand other Foxes. But if you tame me, then we shall need each other. To me, you'll be unique in all the world. To you, I shall be unique in all the world"

"I'm beginning to understand," said the Little Prince. "There's a flower...I think she has tamed me..."

"It is possible," said the Fox. "On earth one sees all sorts of things."

"Oh, but this is not on the earth!" said the Little Prince.

The Fox seemed perplexed, and very curious. "On another planet?"

"Yes."

"Are there hunters on that planet?"

"No."

"Ah, that's interesting! Are there chickens?"

"No."

"Nothing is perfect," sighed the Fox. But he came back to his idea. "My life's very monotonous," he said. "I hunt chickens; men hunt me. All chickens are just alike, and all the men are just alike. And in consequence, I am a little bored. But if you tame me, it'll be as if the sun came to shine on my life. I shall know the sound of a step that'll be different from all the others. Other steps send me hurrying back underneath the ground. Yours will call me, like music out of my burrow. And then look: you see the rain-fields down yonder? I do not eat bread. Wheat is of no use to me. The wheat fields have nothing to say to me. And that is sad. But you have hair that is the color of gold.

Think how wonderful that will be when you have tamed me! The grain, which is also golden, will bring me back the thought of you. And I shall love to listen to the wind in the wheat..."

The Fox gazed at the Little Prince, for a long time. "Please — tame me!" he said.

"I want to, very much," the Little Prince replied. "But I've not much time. I've friends to discover, and a great many things to understand."

"One only understands the things that one tames," said the Fox. "Men have no more time to understand anything. They buy things all ready-made at the shops. But there's no shop anywhere where one can buy friendship, and so men have no friends any more. If you want a friend, tame me..."

"What must I do, to tame you?" asked the Little Prince.

"You must be very patient," replied the Fox. "First you'll sit down at a Little distance from me — like that — in the grass. I shall look at you out of the corner of my eye, and you will say nothing. Words are the source of misunderstandings. But you'll sit a little closer to me, every day..."

The next day the Little Prince came back.

"It would have been better to come back at the same hour," said the Fox. "If for example, you came at four o'clock in the afternoon, then at three o'clock I shall begin to be happy. I shall feel happier and happier as the hour advances. At four o'clock, I shall be worrying and jumping about. I shall show you how happy I am! But if you come at just any time, I shall never know at what hour my heart is ready to greet you... One must observe the proper rites..."

"What's a rite?" asked the Little Prince.

"Those also are actions too often neglected," said the Fox. "They're what make one day different from other days, one hour different from other hours. There's a rite, for example, among my hunters. Every Thursday they dance with the village girls. So, Thursday's a wonderful day for me! I can take a walk as far as the vineyards. But if the hunters danced at just any time, every day would be like every other day, and I should never have any vacation at all."

So the Little Prince tamed the Fox. And when the hour of his departure drew near —

"Ah," said the Fox, "I shall cry."

"It's your own fault," said the Little Prince. "I never wished you any sort of harm; but you wanted me to tame you..."

"Yes that is so," said the Fox.

"But now you're going to cry!" said the Little Prince.

"Yes that is so," said the Fox.

"Then, it has done you no good at all!"

"It has done me good," said the Fox, "because of the color of the wheat fields." And then he added, "Go and look again at the roses. You'll understand now that yours is unique in all the world. Then come back to say goodbye to me, and I will make you a present of a secret."

The Little Prince went away, to look again at the roses. "You're not at all like my rose," he said. "As yet you are nothing. No one has tamed you, and you have tamed no one. You're like my Fox when I first knew him. He was only a Fox like a hundred thousand other Foxes. But I have made a friend, and now he's unique in all the world." And the roses were very much embarrassed. "You're beautiful, but you're empty," he went on. "One could not die for you. To be sure, an ordinary passerby would think that my rose looked just like you – the rose that belongs to me. But in herself alone she's more important than all the hundreds of you other roses: because it is she that I have watered; because it is she that I have put under the glass globe; because it is for her that I've killed the caterpillars (except the two or three we saved to become butterflies); because it is she that I have listened to, when she grumbled, or boasted, or even sometimes when she said nothing. Because she is MY rose."

And he went back to meet the Fox. "Goodbye," he said.

"Goodbye," said the Fox. "And now here's my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye."

"What is essential is invisible to the eye," the Little Prince repeated, so that he would be sure to remember.

"It is the time you have wasted for your rose that makes your rose so important."

"It is the time I have wasted for my rose –" said the Little Prince so he would be sure to remember.

"Men have forgotten this truth," said the Fox. "But you must not forget it. You become responsible, forever, for what you have tamed. You are responsible for your rose..."

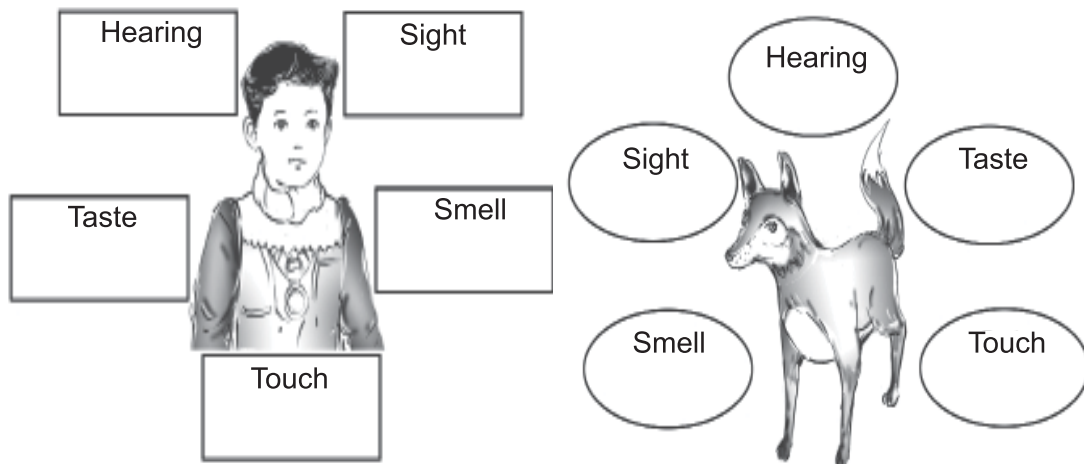
"I am responsible for my rose," the Little Prince repeated, so that he would be sure to remember.

Processing Questions:

1. Who are the characters in the excerpt? Describe each.
2. How important is the "rite" or "ritual" of taming in the friendship of the Little Prince and the Fox?
3. Do you think you have tamed another and have been tamed as well?

Task 6 SENSATIONS

Describe the Little Prince and the Fox by writing a sentence that would appeal to the senses. Be sure to use words that will create pictures in the minds of your readers. Let the graphic organizer below help you in this activity.



YOUR DISCOVERY TASKS

Task 7 SGD

Work with your group and complete the following assigned tasks:

- Group 1 – Compose an open letter to the different planets that the Little Prince visited. Your letter must focus on how each of these planets may achieve lasting peace.
- Group 2 – Create a big greeting card with a message promoting respect for differences.
- Group 3 – Role play a scenario when the Little Prince met the Fox.
- Group 4 – Write a song about the Little Prince's travel and sing it in front of the class.
- Group 5 – Your group is part of the Student Government and the Little Prince is the president. Design a school program that would foster friendship and camaraderie.

Task 8 ENIGMA

Your teacher will read to you a text about an important figure in world history. Be sure to take down information about the person's description, traits, and the reasons why he/she is well known.

Processing Questions:

1. Who is the person being talked about in the text?
2. How did she start her career as a pilot?

Task 9 PROJECT RUNAWAY

Work in groups and create your own graphic organizer to show the developments of Amelia Earhart's aviation career. Be ready to present your output in class.

Task 10 SILVER-TONGUED

A. Coherent writing means that the sentences, ideas, and details included blend so smoothly that the readers will have an easy time following what the writer wants to put across. In order to achieve this, the writer must use devices that will help his delivery of thoughts. Study the following cohesive devices:

1. Repetition of a Key Term or Phrase - This helps to focus your ideas and to keep your reader on track.

Example: The problem with contemporary art is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

2. Synonyms - Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed.

Example: Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

3. Pronouns - This, that, these, those, he, she, it, they, and we are useful pronouns for referring back to something previously mentioned. Be sure, however, that what you are referring to is clear.

Example: When scientific experiments do not work out as expected, they are often considered failures until some other scientist try them again. Those that work out better the second time around are the ones that promise the most rewards.

4. Transitional Words - There are many words in English that cue our readers to relationships between sentences, joining sentences together. Examples of transitional words are however, therefore, in addition, also, but, moreover, again, besides, and then, in addition to, compared with, in comparison with, similarly, again, likewise, nevertheless, instead, granted, certainly, it may be the case, on the contrary, etc.

Example: I like autumn, and yet autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, but I can't help thinking ahead of the winter and the ice storms that will surely blow through here. In addition, that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

Source: Cohesive Devices. Retrieved on June 21, 2014. Retrieved from <http://home.ku.edu.tr/~doregan/Writing/Cohesion.html>.

Now you that you know the devices that will make your ideas flow smoothly, you can now complete the following statements by filling in the square brackets with a cohesive device and the blank with details you would need to expand your ideas.

1. The Little Prince tamed the Fox [] _____
[] _____.
2. The most important lesson that I learned from Saint-Exupery's story is _____ [] _____
[] _____.
3. What inspired me about Amelia Earhart's story is her ambition to _____
[] _____
[] _____.
4. If I were Amelia Earhart, I would _____
[] _____.
5. The Little Prince and Amelia Earhart's story are similar in terms of _____
[] _____
[] _____.

B. OPT

In order to successfully complete a research report, you have to develop and limit a good research topic. Your teacher might assign a topic to you, but most of the time your teacher will allow you to select a topic of interest. You have to realize that selecting and limiting a good research topic may not be as easy as it sounds. The research topic must be focused enough to be significant and interesting, and comprehensive enough for you to find adequate information.

Listen to your teacher's discussion about selecting and limiting a research topic. Then, work with your group and answer the questions in order to identify a good research topic. Use the graphic organizer for your answers.

How to Select and Limit a Research Topic

1. **Brainstorm for Ideas** – What local treasure or heritage in the community would you like to research on? Why does it interest you and what you would you like to know more about it? Do you have an opinion about the local treasure or heritage?

2. **Identify the Sources of General Background Information** – What sources of information can you use to gather information? Who can help you in providing information about the topic? Can you use the library, magazines, journals, periodicals, or the internet to collect information? Do you know any organization that can help you in gathering information?

3. **Focus on Your Topic** – What specific area or factor of the local treasure or heritage in the community would you focus your research on? Why did you decide to focus on that specific area or aspect? Who is affected by the topic?

4. **Make a List of Useful Keywords** – What are the keywords that you can use to best describe your topic?

5. **Be Flexible** – What are the considerations or adjustments that you would do if ever there is a need to modify your research topic?

6. **Define Your Topic as a Focused Research Question** – What is the primary question that your research topic wants to answer?

7. **Formulate a Thesis Statement** – What is the thesis statement of the study that you would like to conduct?

Source: How to Limit and Select a Research Topic. Retrieved on June 21, 2014. Retrieved from <http://library.bcu.ac.uk/learner/writingguides/1.05.htm>


Now that you have completed the activity, assign a representative to share your output to the class.

C. SOUNDINGS

Name _____ Date _____ Class Period _____

Step-by-Step Process

Directions: Write each step in chronological order. Then, add specific details about each of those steps.



List materials required here.

	Steps	Details
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		

Copyright 2012 by Chad Manis, Teacher-Written Edware/DailyTeachingTools.com

At this point, you are going to focus on the method that is most commonly associated with survey research questionnaires. **Questionnaires** need to give you the information that you are looking for. Study the following steps on how to write a questionnaire:

How to Develop a Questionnaire for Research

1. **Figure out what information you are trying to gather from this survey.** What is your main objective in doing the questionnaire? What information do you need from the respondents in order to meet your objectives? Think of questions that will address your objectives. You should not include any question that is not directly useful to your research.

2. **Write an introduction for your questionnaire.** This should explain a little about your questionnaire: why are you doing it and what is your goal. The introduction, while brief, should engage your target audience. Think about how much time they have, and administer the questionnaire based on that estimate.

3. **Use closed questions for questionnaires.** A closed question is one that can be answered with a word or a phrase. This makes it easy for the respondent to give their answer without having to think of an articulate way to word it. Closed questions also make classification of responses easier.

4. **Order your questions in a way that is meaningful and easy to follow.** Start with questions that are easy to understand and easy to answer. Opening with harder questions is discouraging and may scare your respondents before they complete your entire survey. Easy questions help encourage your participants to finish answering. The questions should flow in an order that sounds natural and does not skip around too much.

5. **Put the more important questions at the beginning of your questionnaire.** Often, participants can lose interest on the latter part of the questionnaire, especially if the survey is rather lengthy. Place more important questions in the first part of the questionnaire.

6. **Add a little variety to your questions.** While closed questions are best for ease of answering and analyzing purposes, adding in a couple of open-ended questions helps keep respondents from becoming bored. Open-ended questions require respondents to write out their answers and to include some detail.

Adapted from: How to develop a questionnaire for research. Retrieved on June 21, 2014. Retrieved from <http://www.wikihow.com/Develop-a-Questionnaire-for-Research>

Work with your group to analyze the sample questionnaire that your teacher will be presenting. Identify whether the sample questionnaire follows the guidelines presented above. Identify how it can be improved. Assign one or two representatives to share your group's work.

YOUR FINAL TASK

D. LOCAL TREASURES

Now that your group has identified and limited the research topic as well as studied the guidelines on how to write a good questionnaire, you are now ready to develop your own questionnaire about a local treasure or a heritage in the community. You can use the template below as a model for your questionnaire. Use the rubrics given by your teacher as your guide in completing this activity.

Local Treasure Questionnaire
This questionnaire is used to help the researchers collect information in order to complete the study (title of your topic). Please answer all the questions by providing the appropriate information. The data will be treated with utmost confidentiality.
General Information
Name:
Year and Section:
Address:
(Other pertinent information)
Questions: (Write as many questions as needed in your questionnaire.)
1.
2.
3.
4.
5.
6.
7.
Thank you for your time.

MY TREASURE

Memento

While taking part in this journey, you found out that you need not look far from home to discover an important treasure. By engaging in the activities included in each lesson, your learning experiences will assist you to further grow in your adventure called education.

Before moving forward, try to assess your growth by answering the following questions:

1. What new ideas and skills did you find interesting?

2. Which part of the lesson impacts the way you view the experience?

3. What follow-up is needed to further improve your knowledge?
