

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 4:
Rebuilding Our Societies
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

First Edition 2015 C

ISBN:

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Published by the Department of Education

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Printed in the Philippines by REX Book Store, Inc.

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Module 4

Lesson 4

Learning in the 21st Century

YOUR JOURNEY

The 21st century has brought dramatic changes to society at large. Through technology, people from different parts of the world have become more connected today than they were in the past. This means that huge amounts of information can be easily accessed in seconds. This change has prompted a rewiring of how human beings think and what is deemed worth learning; this means that gaining information is no longer an end in itself. As a 21st-century learner, one must acquire the knowledge and skills that are important in meeting the demands of the academe and the industry.

With the help of the tasks and chosen poems you'll explore in this lesson, you'll surely hone your communication skills and improve your understanding of the target concepts and sub-themes.

YOUR OBJECTIVES

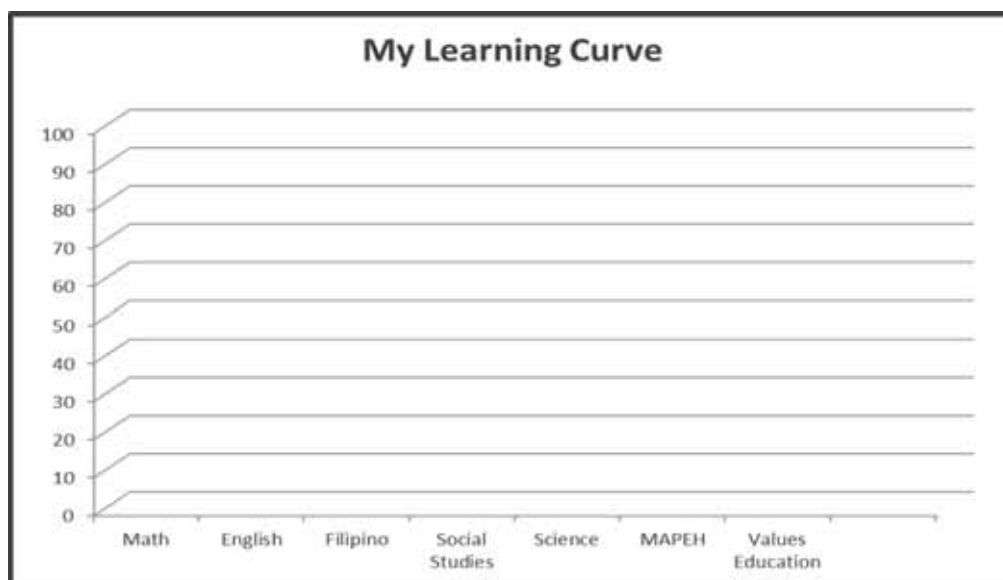
As you continue your journey, you are expected to:

- draw conclusions from a set of details
- raise questions and seek clarification on issues discussed in the text listened to
- get familiar with technical terms used in research
- use a variety of informative, persuasive, and argumentative writing techniques
- explain how the elements specific to a selection build its theme
- observe the language of research, campaigns, and advocacies
- compose a research report on a relevant social issue

YOUR INITIAL TASKS

Task 1 MY LEARNING CURVE

Use the following illustration to assess and graph your learning progress in the different subject areas. Based on these assigned numerical values (0-100%), determine your level of proficiency. Use the guide below the graph. Afterward, answer the questions that follow.



Levels of Proficiency

Source: DepEd Order 73, s. 2012

Level of Proficiency	Equivalent Numerical Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

Questions to answer:

1. What is your level of proficiency in each subject? Fill out the matrix using the Levels of Proficiency matrix found above.

Subjects	Level of Proficiency
Math	
English	
Filipino	
Social Studies	
Science	
MAPEH	
Values Education	

2. In what subject areas are you doing well? How can you sustain this?

I'm good at....

I can sustain this by...

3. What areas need improvement? How can you address this?

I need help with....

I can improve in this/these area/areas by...

Task 2 LEARNING IN THE 21st CENTURY

Being a 21st-century learner means acquiring the essential knowledge, skills, and the right attitude to navigate the world. One of the most important skills that will enable you to achieve this is your skill in doing research.

Use the IN THE BOX portion to answer this question:

In what way can research help you achieve 21st-century skills?

IN THE BOX



OUT OF THE BOX

YOUR TEXTS

Read the two texts and think about the importance of education. Think about the relevance of the story to 21st-century education.

READING TEXT 1:

Excerpt from *Kaffir Boy* by Mark Mathabane

Though I disliked school, largely because I knew nothing about what actually went on there, and the little I knew had painted a dreadful picture, the fact that a father would not want his son to go to school, especially a father who didn't go to school, seemed hard to understand.

"Why do you want me to go to school, Mama?" I asked, hoping that she might, somehow, clear up some of the confusion that was building in my mind.

"I want you to have a future, child," my mother said. "And, contrary to what your father says, school is the only means to a future. I don't want you growing up to be like your father."

The latter statement hit me like a bolt of lightning. It just about shattered every defense mechanism and every pretext I had against going to school.

"Your father didn't go to school," she continued, dabbing her puffed eyes to reduce the swelling with a piece of cloth dipped in warm water, "that's why he is doing some of the bad things he's doing. Things like drinking, gambling and neglecting his family. He didn't learn how to read and write; therefore, he can't find a decent job. Lack of any education has narrowly focused his life. He sees nothing beyond himself. He still thinks in the old, tribal way and still believes that things should be as they were back in the old days when he was growing up as a tribal boy in Louis Trichardt. Though he's my husband, and your father, he doesn't see any of that."

"Why didn't he go to school, Mama?"

"He refused to go to school because his father led him to believe that an education was a tool through which white people were going to take things away from him, like they did black people in the old days. And that a white man's education was worthless insofar as black people were concerned because it prepared them for jobs that they can't have. But I know it isn't totally so, child, because times have changed somewhat. Though our lot isn't any better today, an education will get you a decent job. If you can read and write, you'll be better off than those of us who can't. Take my situation: I can't find a job because I don't have papers, and I can't get papers because white people mainly want to register people who can read and write. But I want things to be different for you, child. For you and your brothers and sisters. I want you to go to school, because I believe that an education is the key you need to open up a new world and a new life for yourself, a world and life different from either your father's or mine. It is the only key that can do that, and only those who seek it earnestly and perseveringly will get anywhere in the white man's world. Education will open doors where none seem to exist. It'll make people talk to you, listen to you and help you; people who otherwise wouldn't bother. It will make you soar, like a bird lifting up into the endless blue sky, and leave poverty, hunger and suffering behind. It'll teach you to learn to embrace what's good and shun what's bad and evil. Above all, it'll make you somebody in this world. It'll make you grow up to be a good and proud person. That's why I want you to go to school, child, so that education can do all that, and more for you."

A long awkward silence followed, during which I reflected upon the significance of my mother's lengthy speech. I looked at my mother; she looked at me.

Finally, I asked, "How come you know so much about school, Mama? You didn't go to school, did you?"

"No, child," my mother replied. "Just like your father, I never went to school." For the second time that evening, a mere statement of fact had a thunderous impact on me. All the confusion I had about school seemed to leave my mind, like darkness giving way to light. And what had previously been a dark, yawning void in my mind

was suddenly transformed into a beacon of life that began to grow larger and larger, until it had swallowed up, blotted out, all the blackness. That beacon of light seemed to reveal things and facts, which, though they must have always existed in me, I hadn't been aware of up until now.

"But unlike your father," my mother went on, "I've always wanted to go to school, but couldn't because my father, under the sway of tribal traditions, thought it unnecessary to educate females. That's why I so much want you to go, child, for if you do, I know that someday I too would go, old as I would be then. Promise me, therefore, that no matter what, you'll go to school. And I, in turn, promise that I'll do everything in my power to keep you there."

With tears streaming down my cheeks and falling upon my mother's bosom, I promised her that I would go to school "forever." That night, at seven and a half years of my life, the battlelines in the family were drawn. My mother on the one side, illiterate but determined to have me drink, for better or for worse, from the well of knowledge. On the other side, my father, he too illiterate, yet determined to have me drink from the well of ignorance. Scarcely aware of the magnitude of the decision I was making, or rather, the decision which was being emotionally thrust upon me, I chose to fight on my mother's side, and thus my destiny was forever altered.

Questions to answer:

1. What is the boy's initial attitude toward going to school?
2. What does the mother promise the boy?
3. What is the boy's realization towards the end of the excerpt?
4. If you were the character, would you also be persuaded by the mother's viewpoints? Why/why not?
5. In what way does the story show the same challenges that students of the 21st century face? What are some similarities/differences?

READING TEXT 2

Motive Question: What makes liberal education different from technical education?

What Is a Liberal Education?

by Sir Richard Livingstone

What is a liberal education? Most people would probably reply: Subjects like history, literature, languages, pure mathematics, and sciences are a liberal education, but subjects like bookkeeping, business administration, commercial French, accountancy, cooking, and shorthand are not. They are technical or vocational, not liberal.

So far as it goes, that answer would be true. But why are some subjects classed as liberal education and others not? In itself liberal education is an odd phrase. What has the adjective "liberal" to do with education, and why should a "liberal" education be regarded as a good thing? To answer that question, we must go back to the country

where the phrase “liberal education” was first used. The word “liberal,” “belonging to a free man,” comes from a world where slavery existed, and has survived into times when, in the literal sense, it has no meaning because there are no slaves. To understand it, we must imagine ourselves in the Greek world where the great distinction was between free men and slaves, and a liberal education was the education fitted to a free citizen.

That distinction may seem obsolete in a world where slavery has been abolished. But though slavery has gone, the ideal of a free man’s education is not antiquated. Here, as so often, the Greeks saw to the heart of the matter and put their fingers on an essential distinction. If we had understood and remembered this idea of a free man’s education, our views of a free man’s education, our views of education would have been less confused and we should have gone straighter to our goal. Of slaves the Greeks took little account. Their condition prevented them from being men in the full sense of the word. But they held that the free man, the real man, the complete man, must be something more than a breadwinner, and must have something besides the knowledge necessary to earn his living. He must have also the education which will give him the chance of developing the gifts and faculties of human nature and becoming a full human being. They saw clearly that men were breadwinners but also that they were, or ought to be, something more: that a man might be a doctor or a lawyer or a shopkeeper or an artisan or a clerk, but that he was also a man, and that education should recognize this and help each individual to become, so far as his capacities allowed, what a man ought to be. That was the meaning of a liberal education, and that is its aim—the making of men; and clearly it is different from a technical education which simply enables us to earn our bread, but does not make us complete human beings.

And what is a complete human being? Again I shall take the Greek answer to this question. Human beings have bodies, minds and characters. Each of these is capable of what the Greeks called “virtue”...or what we might call “excellence.” The virtue or excellence of the body is health and fitness and strength, the firm and sensitive hand, the clear eye; the excellence of the mind is to know and to understand and to think, to have some idea of what the world is and of what man has done and has been and can be; the excellence of the character lies in the great virtues. This trinity of body, mind, and character is man; man’s aim, besides earning his living, is to make the most of all three, to have as good a mind, body, and character as possible; and a liberal education, a free man’s education, is to help him to this; not because a sound body, mind, and character help to success, or even because they help to happiness, but because they are good things in themselves, and because what is good is worthwhile, simply because it is good. So, we get that clear and important distinction between technical education which aims at earning a living or making money or a some narrowly practical skill, and the free man’s education which aims at producing as perfect and complete a human being as may be.

This is not to despise a technical education which is essential; everyone has to learn to make a living and to do his job, and he cannot do it without training; a technical or vocational education is as much wanted as liberal education. But they are not to be confused. They are both important, both necessary, but they are different. And yet to some extent they overlap. Take French. A man may study it in order to

be able to order his meals in a French restaurant, or for business purposes; then it is a technical education. He, as a man, is no better for being able to talk to a French waiter or to order goods in the French language. But he may study French to extend his knowledge of the thoughts of and history and civilization of a great people; then it is liberal education. He, as a man, is more complete for that knowledge. Or take carpentering: its study may be a means to a living or to making furniture or boats or other objects; then it is technical education. But it may also give a clearer eye, a finer sense of touch, a more deft hand, and in so far make a better human being; then carpentering is liberal education. Or take Greek; it may be studied in order to get access to the wisdom and beauty of Greek literature; then it is liberal education. Or the student may have no interest in these things, but simply be taking it in order to get an extra credit in the school certificate; then it is technical education – it is anything. In fact as Aristotle remarked, “In education it makes all the difference why a man does or learns anything; if he studies it for the sake of his own development or with a view to excellence, it is liberal.”

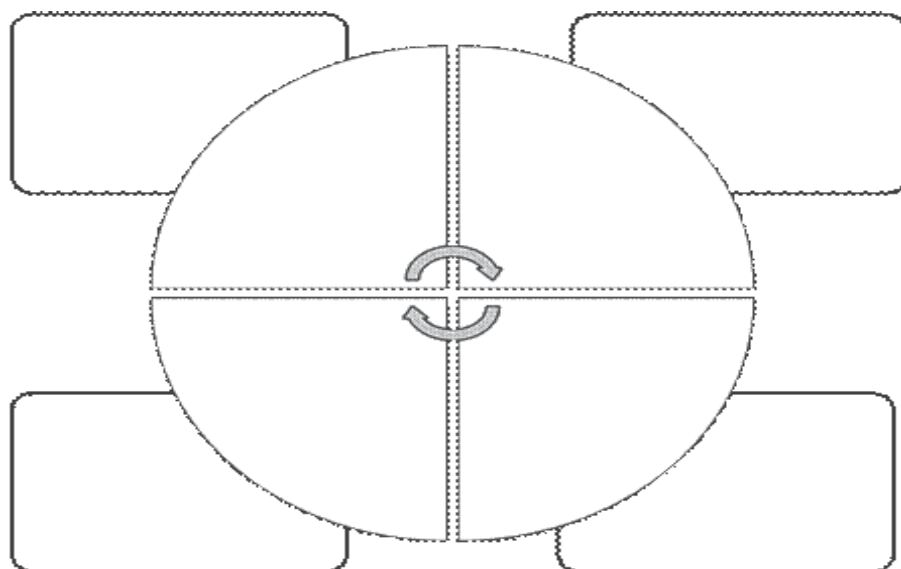
This is the kind of education (without prejudice to others) which we want – that people should study “for the sake of their own development or with a view to excellence,” so that they may become human beings in the Greek meaning of the words, and not remain mere businessmen, mere chemists or physicists, mere clerks, mere artisans or laborers. If so, we have a clue to the maze of education, a guide to choosing dishes from the educational menu. Whatever else we select to meet our personal tastes or needs, the dinner must include the vitamins necessary to human health, so that we achieve that liberal education which makes men fully developed, within the range of their individual capacities, in body, character, and mind.

Questions to answer:

1. What does liberal education mean according to the Greeks?
2. What constitutes liberal education?
3. What is the origin of the word “liberal”?
4. What view does the essayist forward concerning the “free man, the real man, the complete man”?
5. What is technical education?
6. Is technical education also important? Why?
7. What is the difference between technical and liberal education?

Task 3 OPPOSING VIEWS

Determine the different views toward schooling as seen in the excerpt from *Kaffir Boy*. Use Venn diagram to note the contrast in these views. Summarize your notes in three sentences by completing the phrase, “*They say.*” Forward your own views by completing the phrase, “*I say.*”



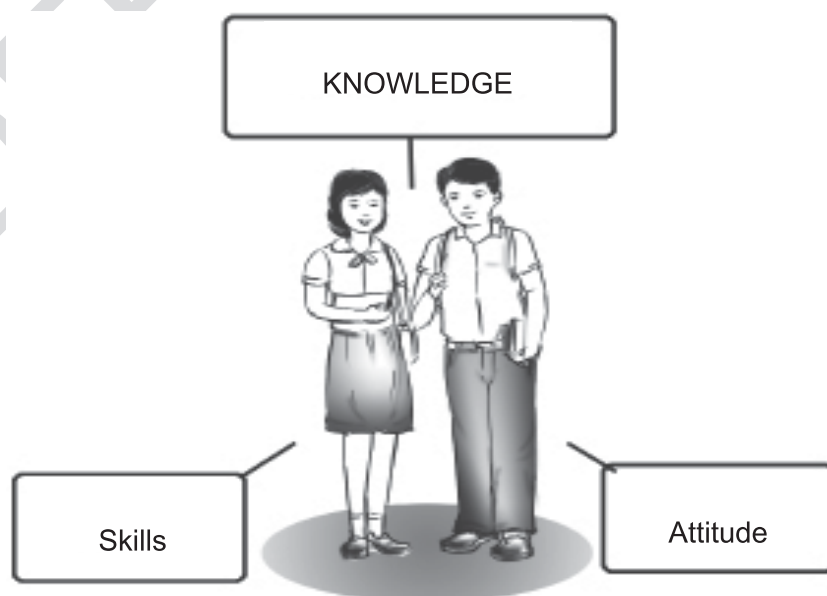
They say...

I say.....

YOUR DISCOVERY TASK

Task 4 PORTRAIT OF 21st-CENTURY LEARNERS

Use the illustration below to indicate what you have learned about the knowledge, skills, and attitude that 21st-century learners must possess.



FINDING CONNECTIONS

Write a short response to this question, "How can liberal education help the learner acquire 21st-century skills?"

Task 5 STATUS UPDATE

In Lessons 1 to 3, you have chosen and narrowed down your topic, created a tentative list of references, written notes, and finalized your outlines. As you get ready to write your research report, review what you have done so far. Use the checklist below to determine if you are ready to write your draft.

Status Update	Pre-Writing Essentials
	The research topic is suitable to intended purpose.
	The topic is relevant to my intended audience.
	The thesis statement is well-formulated; it forwards the focus of the research.
	The notes I have gathered are accurate.
	I have an assortment of notes: quotation, paraphrase, and summary
	The outline contains all the essential details that will be elaborated on in the draft.

YOUR FINAL TASK

Task 6 MAKE A MATCH!

Get to know some research terms. Match the descriptions Column A with the corresponding section names listed in Column B.

A	B
1. Presents background information, scope, and focus of the research paper	A. Methodology
2. Provides a review of what others have written or researched on concerning the topic	B. Literature Review
3. Explains how the research was conducted	C. Introduction
4. Presents the information gathered through the research	D. Reference
5. Evaluates the results of the study or research	E. Discussion
6. Provides the summary of the research	F. Conclusion

7. Lists all the sources used in the research	G. Results
8. Contains other related information such as graphs, charts, tables, lists	H. Research
9. Summarizes all sections and helps readers decide whether or not to read the entire report	I. Abstract
10. A systematic investigation to contribute to an existing body of knowledge	J. Appendix

A. GETTING READY TO WRITE

Before you set out to write your draft, answer the writing disposition survey found below. Place a check mark on the response that best describes how you generally feel toward writing. To what extent do you agree or disagree with the following statements?

- 1: Strongly Disagree
- 2: Disagree
- 3: Neither Agree nor Disagree
- 4: Agree
- 5: Strongly Agree

My Writing Disposition					
STATEMENTS	1	2	3	4	5
1. I write well in English.					
2. Being a proficient writer will help me succeed academically and professionally.					
3. Good writers know the rules of grammar and mechanics.					
4. I don't bother rewriting my written output especially when I am busy.					
5. I don't usually pay attention to the purpose why I'm writing an output or to whom it is addressed.					
6. It is important to reread, revise, and edit my written outputs.					
7. I am nervous about writing in English.					
8. I find it helpful to show my written output to others and get feedback.					
9. I find it difficult to express my ideas accurately.					
10. I find it hard to write fluidly.					

11. I always consider the intended purpose when I write.					
12. It is important to consider my audience when I write.					
13. Writing is a social activity.					
14. I need not engage others in my writing process.					
15. Engaging in the writing process helps me become a better writer.					

Questions to answer:

1. Based on your responses, what is your view of the writing process?
2. Is writing a solitary or social affair?
3. Why should you consider your intended audience or readers when you write?

B. CITE IT RIGHT!

- A. Review what you have learned about academic honesty. Read the statements below and write **A** if the act shows academic honesty or **P** if otherwise.

A or P	STATEMENTS
	A student...
	1. submits the same paper to two teachers without the knowledge of both.
	2. copies a paragraph from a source, uses quotation marks, and neglects to cite the source.
	3. changes the structure of copied sentences from a source, and cites the source of the sentences.
	4. forgets the original source of the copied material, and creates a fictional author's name.
	5. copies the passage verbatim, encloses it in quotation marks, and cites the source.
	6. grabs a photo from the internet, includes it in the submitted work, and fails to cite the source.
	7. uses another concept from a source, rephrases the idea, and provides proper citation.
	8. purchases an essay from the internet, and submits it to the professor.
	9. paraphrases a passage completely, and claims it as hers or his.
	10. asks a family member to write her or his class requirement, and submits it to the professor.

- B. Learn more about plagiarism and its pitfalls through the Grammar Bytes video. Before watching the video, read the processing questions. These questions are your guideposts in determining what details to note during the viewing session. Write your answers in your notebook.



<http://www.youtube.com/watch?v=tUSaQ5-mDRI>

Questions to answer:

1. What is plagiarism?
2. According to the video, are copying and pasting passages from the internet always wrong?
3. What are signs of plagiarism?
4. What are ways to avoid plagiarism?

- C. Consider the list below and determine which should be cited. Change the point to a check mark if there is a need to cite the listed items.

- common knowledge (i.e., Miriam College is located in Quezon City.)
- own work that was previously published
- exact word or phrase from a material
- own work published for the first time
- speeches
- videos
- interviews
- email messages
- common expressions
- lab experiment results
- PDF files
- electronic books
- films
- letters
- software
- audio recording

- D. Learn more on how to avoid plagiarism by incorporating in-text citations following the APA format.



Plagiarism occurs when ideas, information, and even pictures are used without proper acknowledgment of the original sources. In order to provide due credit, a writer can use the APA format. Providing in-text citation or parenthetical documentation of a quoted, summarized, or paraphrased text from another source is a surefire method to avoid plagiarism.

1. Use the **author-date system** when integrating a summary or paraphrase. There are several ways to do this. Refer to the samples below:
 - a. Running Text
According to Shane (2001), use of in-text citation shows that the idea is not yours and that you acknowledge its rightful source.
 - b. Within Parenthesis
The use of in-text citation shows that the idea is not yours and that you acknowledge its rightful source (Shane, 2001).

Note that in the running text format, only the year of publication is found within the parenthesis. On the other hand, both the author's name and the year of the publication are placed in the parenthesis for the other format.
2. Shift to **author-date-page number system** when incorporating direct quotations. Study the sample found below.

According to Campbell, Ballou, and Slade (1990) "Direct quotation can be a waste of time if you do not plan to use the quotations in the paper or if you merely copy information without understanding or digesting it" (p. 16).

The following words can be used to introduce quotations: *remarked, advocated, maintained, mentioned, pointed out, reasoned, revealed.*

C. RIGHT WRITE!

Having gone through the **preliminary steps in Lessons 1, 2, and 3**, you are now ready to put together the data and information that you have gathered. Writing the draft is a recursive process; it entails gathering more information and using these to provide support to your thesis statement. Review the different sections that you need to write for your research report.

Writing the Introduction

Let us start with the first goal by reviewing the essential parts of the introduction:

- A. Brief Background: Provide an overview of the scope of the research.
- B. Objectives of the Study: Articulate what you intend to find out or achieve in the study. Some researchers use research questions that they intend to address in the report. Others articulate the objectives of the study. Either way, research questions or objectives are tools to guide readers in knowing the direction of the research.
- C. Significance of the Study: Discuss the relevance of the study to your intended audience. Cite the specific benefits that they can get from the findings of the research.
- D. Literature Review: Discuss previous studies done on the chosen topic. Relate how your research relates to these previous researches.

In writing the introduction, you also have to think of catchy devices or hooks that would get the interest of your readers. This can be done through the use of questions, a direct quotation, a startling fact, or vivid description.

Writing the Body

The body of research reports contains the substantial amount of information that needs to be clearly and accurately presented and analyzed. The data that will be presented in this section are meant to address the research questions or objectives. In presenting the gathered information you can use pie charts, graphs, or tables. Note that you must introduce each illustration appropriately followed by an adequate discussion of the data presented.

Moreover, you need to use related studies to support or refute the findings. You can do this by incorporating the notes (summary, quote, paraphrase) that you have gathered in the pre-writing phase. Remember to cite your sources using the recommended system of documentation. Also, introduce and explain the direct quotation, paraphrase, or summary that you have incorporated in the discussions.

Writing the Conclusion

The conclusion is important in bringing home the highlights of the research paper. A well-written conclusion allows readers to take on a new perspective about the thesis. Moreover, it provides readers with recommendations that can be explored concerning the topic.

YOUR FINAL TASK

Task 7 WRITE WITH YOUR HEART!

Using what you have learned about writing a research report and the notes that you have gathered in the previous learning segments, you can now write the draft of your research. Remember that writing is a recursive process. Do not be discouraged if you have to gather more information to support the claims you have stated in your thesis statement. Also, you may be encountering writer's block; do not feel frustrated if words evade you. Refer to the notes and outline you made earlier. These tools will help you organize your thoughts. Use the guide below in writing the draft of your research report.

I. Introduction

Discuss the following:

- A. Background Information
- B. Objectives of the Study
- C. Significance of the Study
- D. Related Literature

Incorporate a grabber or hook in this segment of your introduction.

II. Body

Present and analyze your research data or information. Incorporate the notes, summary, paraphrase, and direct quotations that you wrote during the pre-writing phase. Cite your sources in order to avoid plagiarism.

Think of catchy titles for the sub-headings of the paper.

Remember! It is perfectly fine to use the ideas of others as long as you cite their names properly.

III. Conclusion

Summarize your findings. Include a set of recommendations to address the issue or concern that you have tackled in your research paper.

Meet the Standards

Read closely the scoring guide or rubric below. Underline the key words found on the **Proficient** column. Compare with the standards under the **Excellent** column. Take note of what you need to accomplish in order to achieve your target score.

RESEARCH REPORT				
Adapted from Rubistar.com				
Criteria	4 Excellent	3 Proficient	2 Developing	1 Beginning
Catchy Introduction	<ul style="list-style-type: none"> exceptional introduction that grabs interest of reader and states topic 	<ul style="list-style-type: none"> proficient introduction that is interesting and states topic 	<ul style="list-style-type: none"> basic introduction that states topic but lacks interest 	<ul style="list-style-type: none"> weak or no introduction of topic
Credible	<ul style="list-style-type: none"> exceptionally researched detailed and accurate information information clearly relates to the thesis or the research questions/objectives 	<ul style="list-style-type: none"> information relates to the main topic/thesis/objectives well-researched in detail and from a variety of sources 	<ul style="list-style-type: none"> information relates to the main topic, few details and/or examples are given uses limited sources 	<ul style="list-style-type: none"> information has little or nothing to do with the thesis information has weak or no connection to the thesis
Well-Explained	<ul style="list-style-type: none"> exceptionally critical, relevant, and consistent connections made between evidence and thesis excellent analysis 	<ul style="list-style-type: none"> consistent connections made between evidence and thesis good analysis 	<ul style="list-style-type: none"> some connections made between evidence and thesis some analysis 	<ul style="list-style-type: none"> limited or no connections made between evidence and thesis lacks analysis

Well-Organized	<ul style="list-style-type: none"> exceptionally clear, logical, mature, and thorough development of the topic with excellent transitions between and within paragraphs 	<ul style="list-style-type: none"> clear and logical order that supports the topic with good transitions between and within paragraphs 	<ul style="list-style-type: none"> somewhat clear and logical development with basic transitions between and within paragraphs 	<ul style="list-style-type: none"> lacks development of ideas with weak or no transitions between and within paragraphs
Compelling Conclusion	<ul style="list-style-type: none"> excellent summary of topic with concluding ideas that impact reader introduces no new information 	<ul style="list-style-type: none"> good summary of topic with clear concluding ideas introduces no new information 	<ul style="list-style-type: none"> basic summary of topic with some final concluding ideas introduces no new information 	<ul style="list-style-type: none"> lacks summary of topic
Well-Written	<ul style="list-style-type: none"> control of grammar, usage, and mechanics almost entirely free of spelling, punctuation, and grammatical errors 	<ul style="list-style-type: none"> contains few spelling, punctuation, and grammatical errors 	<ul style="list-style-type: none"> contains several spelling, punctuation, and grammatical errors that which detract from the paper's readability 	<ul style="list-style-type: none"> so many spelling, punctuation, and grammatical errors that the paper cannot be understood

MY TREASURE

Use the OUT OF THE BOX portion to answer this question.

In what way can research help you achieve 21st-century skills?

IN THE BOX

OUTSIDE THE BOX