

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 4:
Rebuilding Our Societies
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

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 5: Moving Towards Convergence

YOUR JOURNEY

YOUR OBJECTIVES

YOUR INITIAL TASKS

Task 1: ASEAN Integration 475

Task 2: Points of View 476

YOUR TEXT

The United Fruit Co. by Pablo Neruda

YOUR DISCOVERY TASKS

Task 3: Think, Feel, Do! 480

Task 4: Rewriting with My Head 481

Task 5: Cite It Right! 482

YOUR FINAL TASK

Task 6: Rewriting and Finalizing
the Research Report 483

MY TREASURE

Module 4

LESSON 5

Moving Towards Convergence

YOUR JOURNEY

Moving toward the same point or goal may seem a challenge in a society that is heavily marked by diversity. However, through technology, convergence has become more possible in the 21st century. People from different global points have become more connected. In this lesson, you will explore the necessity of having a meeting of minds in spite of differences brought about by culture and other influences. Through the help of the tasks and reading texts 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
- react to the falsity or soundness of an argument
- compare and contrast the contents of materials viewed
- explain how a selection may be influenced by culture, history, environment, or other factors
- acknowledge sources by preparing a bibliography
- use writing conventions to acknowledge sources
- observe the language of research, campaign, and advocacies.
- evaluate literature as an instrument to express and resolve conflicts within, between, and among societies.

YOUR INITIAL TASKS

Task 1 ASEAN INTEGRATION

Study the illustration below and think of ways you can practice the ASEAN motto. Copy the box on the next page and write your pledge of support in your notebook.



My Pledge of Support

Task 2 POINTS OF VIEW

Use the diagram below to compare and contrast the points presented in each video.

A



<http://www.youtube.com/watch?v=YrnK5UQDdO0>

B



http://www.youtube.com/watch?v=xV_ptCcHEz0

YOUR NOTES	YOUR NOTES
-------------------	-------------------

Questions to answer:

1. Based on the videos, what does ASEAN connectedness look like?
2. Is ASEAN integration really important? Why or why not?
3. Have the videos convinced you that ASEAN integration can benefit the member countries? Why? Why not?
4. In particular, how can ASEAN 2015 benefit the Filipinos?

YOUR TEXTS

Read the poem and determine the meaning of words through context clues. Answer the questions that follow.

READING TEXT 1

The United Fruit Co.

Pablo Neruda

When the trumpet sounded, it was
all prepared on the earth,
the Jehovah **parcelled** out the earth
to Coca Cola Inc., Anaconda,
Ford Motors, and other entities:
The Fruit Company, Inc.
reserved for itself the most **succulent**,
the central coast of my own land,
the delicate waist of America.

Determine the meaning of words in the poem through hints or clues given by the author. Using context clues will help increase your vocabulary and enhance your comprehension skill.

*The Jehovah **parcelled** out the earth*

Clues or hints:

to Coca Cola Inc., Anaconda, Ford Motors, and other entities:

Meaning: divided into portions and distributed

It rechristened its territories
 as the "Banana Republics"
 and over the sleeping dead,
 over the restless heroes
 who brought about the greatness,
 the liberty and the flags,
 it established the comic opera:
 abolished the independencies,
 presented crowns of Caesar,
 unsheathed envy, attracted
 the dictatorship of the flies,
 Trujillo flies, Tacho flies,
 Carias flies, Martines flies,
 Ubico flies, damp flies
 of modest blood and marmalade,
 drunken flies who zoom
 over the ordinary graves,
 circus flies, wise flies
 well trained in **tyranny**.

Among the blood-thirsty flies
 the Fruit Company lands its ships,
 taking off the coffee and the fruit;
 the treasure of our submerged
 territories flow as though
 on plates into the ships.

Meanwhile Indians are falling
 into the sugared **chasms**

*reserved for itself the most **succulent***

Clues or hints:

Meaning:

*well trained in **tyranny**.*

Clues or hints:

Meaning:

of the harbours, wrapped
for burials in the mist of the dawn:
a body rolls, a thing
that has no name, a fallen cipher,
a cluster of the dead fruit
thrown down on the dump.

*Indians are falling into the sugared **chasms***

Clues or hints:

Meaning:

Questions to answer

1. What is referred to in the first five lines of the poem?
2. Which company seems to be in the most advantageous position?
3. What does the line, "The Fruit Company, reserved for itself the most succulent, the central coast of my own land, the delicate waist of America." mean?
4. What name does it give its territories?
5. What is the significance behind the name?
6. What does the Fruit Company do as stated in stanza 2?
7. Who suffers the most as described in stanza 3?
8. What do the lines, "a body rolls, a thing that has no name..." imply?
9. What are possible historical and social realities that have influenced the writing of this poem?
10. What prevents convergence or connectedness from happening in this situation?
11. Does the poem continue to reflect how the world is today?

READING TEXT 2

Read this informational text concerning ASEAN. Thereafter, answer the questions that follow.



The goal of ASEAN, then, is to create, not to destroy. This, the Foreign Minister of Thailand, Thanat Khoman, stressed when it was his turn to speak. At a time when the Vietnam conflict was raging and American forces seemed forever entrenched in Indochina, he had foreseen their eventual withdrawal from the area and had accordingly applied himself to adjusting Thailand's foreign policy to a reality that would only become apparent more than half a decade later. He must have had that in mind when, on that occasion, he said that the countries of Southeast Asia had no choice but to adjust to the exigencies of the time, to move toward closer cooperation and even integration. Elaborating

on ASEAN objectives, he spoke of “building a new society that will be responsive to the needs of our time and efficiently equipped to bring about, for the enjoyment and the material as well as spiritual advancement of our peoples, conditions of stability and progress. Particularly what millions of men and women in our part of the world want is to erase the old and obsolete concept of domination and subjection of the past and replace it with the new spirit of give and take, of equality and partnership. More than anything else, they want to be master of their own house and to enjoy the inherent right to decide their own destiny...”

Source: <http://www.asean.org/asean/about-asean/history>

Questions to answer:

1. According to the reading text, what is the goal of ASEAN?
2. Why is integration important?
3. Who would benefit from this integration?
4. What are the benefits of the integration?

YOUR DISCOVERY TASKS

Task 3 THINK, FEEL, DO

Literature has been considered an instrument for social change. Through the works of many authors, readers have been exposed to realities in the society. Consequently, after being exposed to these injustices or discrimination as conveyed powerfully by written words, readers are prompted to take action and make a difference. Fill out the diagram as you deepen your understanding of the poem, “United Fruit Company.”



What do you think about how the “Indians” are treated as depicted in the poem?	How do you feel about this? Is the poem effective in making you realize that such situations existed and continue to exist in our society?	What do you intend to do about a situation such as this?

Task 4 REWRITING WITHIN MY HEAD

You have spent considerable time writing the draft of your research report. After a much-needed short break from writing, you are now ready to rewrite your draft. However, before you work on the organization of your paper, recall first what you have learned about achieving unity in your writing. Consider these questions:

1. Do the sentences in each paragraph support the topic sentence?
2. Do all the paragraphs discuss or refer back to the thesis statement?

If there are sentences or paragraphs that do not support the overarching topic of the paper, then these must be deleted or revised. After you have succeeded in ensuring unity in your paragraphs, then it is time to consider the nuts and bolts of writing. Your ideas must be logically sequenced and linked in order for readers to understand your point. To help readers move from one idea to another, use the following transition devices:

PURPOSE	TRANSITION WORDS	SAMPLE SENTENCES
Addition	and, also, in addition, in other words, again, moreover, furthermore	In addition , ASEAN 2015 will lead to economic growth and development.
Summary	as a result, finally, in other words, to conclude, to sum up	In conclusion , ASEAN 2015 will spur collaboration among its member states.
Comparison	similarly, like, in comparison, likewise	Like the other member states, the Philippines is getting ready for ASEAN integration in 2015.

Contrast	rather than, unlike, however, but, on the other hand, whereas, although, regardless, on the contrary	Although the member states of ASEAN 2015 are currently faced with numerous challenges, they will eventually reap the rewards of economic integration.
Cause or Result	because, consequently, thus, for, as a result	The ASEAN 2015 integration will have an impact on the educational landscape of the country. Consequently , some academic institutions have implemented the shift in their academic calendar year.

To introduce an illustration, the following transition words can be used: *thus, to illustrate, for example, for instance*.

To refer to a previously mentioned idea or information, the following can be used: *as we have seen, on the whole, as mentioned above, as stated previously, as I have said, it seems then*.

Task 5 CITE IT RIGHT!

As you prepare the final manuscript of your research paper, you have to remember to cite your sources properly. Apply what you previously have learned about APA in-text citation through the exercises found below. Supply the missing elements, including punctuation marks, based on the entries found on the right column.

According to Stewart _____, there are many daily manifestations of how people from various global points are deeply interconnected.	Carlos, J. (2010). Towards convergence. Wilkins Publishing Company: Singapore.
Technological convergence paved the way for the economic and social growth of many nations across the world _____ (2010).	Stewart, V. (2012). A world-class education: learning from international models of excellence and innovation. ASCD: USA.
Economic integration will provide more job opportunities to the citizens of the member states (Wu _____).	Wu, J. (2011). Economic integration: challenges and opportunities. Engage Publishing Company: Japan.

YOUR FINAL TASK

Task 6 REWRITING AND FINALIZING THE RESEARCH REPORT

- A. Before you start to revise the draft of your paper, subject it to self and peer assessment. The following checklist can help you and your peer identify the areas that need to be improved.

√ or ×	Checklist
	1. Does the introduction hook the attention of the readers?
	2. Is the thesis clear?
	3. Do all the points refer back to the thesis statements?
	4. Are ideas organized in a logical and coherent manner?
	5. Are there enough supporting details for each point?
	6. Are sources given proper citation?
	7. Does the conclusion tie everything together?

- B. Assess your work and fill out the plan of action column.

Criteria	Scale of Success Rate yourself from 1-4	Explanation and Plan of Action If you gave yourselves a rating of below 4, explain the areas that you need to improve on. State a specific plan of action so you can earn a higher mark.
Well-Organized Ideas		
Relevant		
Reliable		
Proficient Use of Language		

- C. Summarize what you have accomplished in terms of research writing and what you need to work on to achieve higher levels of proficiency.

 <p>Output Satisfaction Worksheet</p>
We are most satisfied with...
We are least satisfied with...
We are having problems with...



MY TREASURE

Think about these questions and write your responses in your notebook.

What is convergence?

Why is it important?

Fill out the Exit Ticket below.

 <p>Crystal Clear</p>	 <p>Muddiest Point</p>