

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 4:
Rebuilding Our Societies
Lesson 6

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 4 Rebuilding Our Societies

Lesson 6: Advocating Global Citizenship

YOUR JOURNEY

YOUR OBJECTIVES

YOUR INITIAL TASKS

Task 1: Think Globally, Act Locally 486

Task 2: Wordle It! 486

YOUR TEXT

What Does It Mean to be a Global Citizen

by Ronald C. Israel

YOUR DISCOVERY TASKS

Task 3: Think, Share, Act! 492

YOUR FINAL TASK

Task 4: Quests in Advocacy 494

MY TREASURE

Module 4

LESSON 6

Advocating Global Citizenship

YOUR JOURNEY

Thinking and feeling alone will not do much in addressing societal concerns and in making a difference in our global society. UNESCO (www.unesco.org) forwards that being a global citizen means acquiring the “knowledge, skills, values and attitudes learners need in order to build a more just, peaceful, tolerant, inclusive, secure and sustainable world.”

Through the help of the tasks and chosen poems you will explore in this lesson, you will 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:

- point out relationships among statements
- describe the emotional appeal of a text
- draw similarities and differences of the featured selections in relation to the theme
- compose a research report on a relevant social issue
- deliver a self-composed campaign speech on advocacies, social issues, and concerns
- observe the language of research, campaigns, and advocacies




Be reminded that your expected output is to present a research report on solutions to pressing social concerns and issues.

YOUR INITIAL TASKS

Task 1 THINK GLOBALLY, ACT LOCALLY

What does it mean to be a global citizen? Assess your global citizenship competencies by using the checklist below. Place a ☺ on the middle column to signify that you possess the indicated competency.

	As a global citizen I...
	am aware of current global issues and trends
	embody universal values (peace and human rights, diversity, justice, democracy, tolerance, and nondiscrimination)
	have cognitive skills for critical, creative and innovative thinking, problem solving and decision making
	have noncognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins
	have behavioral capacities to launch and engage in proactive actions.

Adapted from: <http://unesdoc.unesco.org/images/0022/002241/224115e.pdf>

Task 2 WORDLE IT!

Make a quick write-up of what you understand about being a global citizen. Go to www.wordle.net and create a word cloud using the key words in your short write-up.

YOUR TEXTS

Task 3 Read the texts below and answer the questions that follow.

READING TEXT 1

What Does It Mean to Be a Global Citizen?

by Ronald C. Israel

At The Global Citizens' Initiative we say that a "global citizen" is someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices.

To test the validity of this definition we examine its basic assumptions: (a) that there is such a thing as an emerging world community with which people can identify; and (b) that such a community has a nascent set of values and practices.

Historically, human beings have always formed communities based on shared identity. Such identity gets forged in response to a variety of human needs — economic, political, religious, and social. As group identities grow stronger, those who hold them organize into communities, articulate their shared values, and build governance structures to support their beliefs.

Today, the forces of global engagement are helping some people identify as global citizens who have a sense of belonging to a world community. This growing global identity in large part is made possible by the forces of modern information, communications, and transportation technologies. In increasing ways, these technologies are strengthening our ability to connect to the rest of the world — through the Internet; through participation in the global economy; through the ways in which worldwide environmental factors play havoc with our lives; through the empathy we feel when we see pictures of humanitarian disasters in other countries; or through the ease with which we can travel and visit other parts of the world.

Those of us who see ourselves as global citizens are not abandoning other identities, such as allegiances to our countries, ethnicities, and political beliefs. These traditional identities give meaning to our lives and will continue to help shape who we are. However, as a result of living in a globalized world, we understand that we have an added layer of responsibility; we also are responsible for being members of a worldwide community of people who share the same global identity that we have.

We may not yet be fully awakened to this new layer of responsibility, but it is there waiting to be grasped. The major challenge that we face in the new millennium is to embrace our global way of being and build a sustainable values-based community.

What might our community's values be? They are the values that world leaders have been advocating for the past 70 years and include human rights, environmental protection, religious pluralism, gender equity, sustainable worldwide economic growth, poverty alleviation, prevention of conflicts between countries, elimination of weapons of mass destruction, humanitarian assistance, and preservation of cultural diversity.

Since World War II, efforts have been undertaken to develop global policies and institutional structures that can support these enduring values. These efforts have been made by international organizations, sovereign states, transnational corporations, international professional associations, and others. They have resulted in a growing body of international agreements, treaties, statutes, and technical standards.

Yet, despite these efforts we have a long way to go before there is a global policy and institutional infrastructure that can support the emerging world community and the values it stands for. There are significant gaps of policy in many domains, large questions about how to get countries and organizations to comply with existing policy frameworks, issues of accountability and transparency and, most important of all from a global citizenship perspective, an absence of mechanisms that enable greater citizen participation in the institutions of global governance.

The Global Citizens' Initiative sees the need for a cadre of citizen leaders who can play activist roles in efforts to build our emerging world community. Such global citizenship activism can take many forms, including advocating, at the local and global level for policy and programmatic solutions that address global problems; participating in the decision-making processes of global governance organizations; adopting and promoting changes in behavior that help protect the earth's environment; contributing to world-wide humanitarian relief efforts; and organizing events that celebrate the diversity in world music and art, culture and spiritual traditions.

Most of us on the path to global citizenship are still somewhere at the beginning of our journey. Our eyes have been opened and our consciousness raised. Instinctively, we feel a connection with others around the world yet we lack the adequate tools, resources, and support to act on our vision. Our ways of thinking and being are still colored by the trapping of old allegiances and ways of seeing things that no longer are as valid as they used to be. There is a longing to pull back the veil that keeps us from more clearly seeing the world as a whole and finding more sustainable ways of connecting with those who share our common humanity.

<http://www.kosmosjournal.org/article/what-does-it-mean-to-be-a-global-citizen/>

Questions to answer:

1. What does global citizenship mean?
2. What are its basic assumptions?
3. What is the foremost challenge that we face in the new millennium?
4. What have the world leaders been advocating for the past 70 years?
5. What does global citizenship entail?
6. How can you play your role as a global citizen?

READING TEXT 2

Read the short write-up about Severn Suzuki. Thereafter, read her speech and find out how young members of the society live out their role as global citizens.

Severn Cullis-Suzuki has been active in environmental and social justice work ever since kindergarten. She was 12 years old when she gave this speech, and she received a standing ovation. Now 23, Cullis-Suzuki spearheads (The SkyFish Project) and continues to speak to schools and corporations, and at many conferences and international meetings. She lives in Vancouver, British Columbia. Source: The Collage Foundation

Source: <http://www.sustainablestyle.org/sass/heirbrains/03suzuki.html>



Hello, I'm Severn Suzuki speaking for E.C.O. — The Environmental Children's Organisation. We are a group of twelve and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future.

Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come.

I am here to speak on behalf of the starving children around the world whose cries go unheard.

I am here to speak for the countless animals dying across this planet because they have nowhere left to go. We cannot afford to be not heard.

I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it.

I used to go fishing in Vancouver with my dad until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day — vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.

Did you have to worry about these little things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

- You don't know how to fix the holes in our ozone layer.
- You don't know how to bring salmon back up a dead stream.
- You don't know how to bring back an animal now extinct.
- And you can't bring back forests that once grew where there is now desert.

If you don't know how to fix it, please stop breaking it!

Here, you may be delegates of your governments, business people, organisers, reporters or politicians — but really you are mothers and fathers, brothers and sister, aunts and uncles — and all of you are somebody's child.

I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil — borders and governments will never change that.

I'm only a child yet I know we are all in this together and should act as one single world towards one single goal.

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

In my country, we make so much waste, we buy and throw away, buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of our wealth, afraid to share.

In Canada, we live the privileged life, with plenty of food, water and shelter — we have watches, bicycles, computers and television sets.

Two days ago here in Brazil, we were shocked when we spent some time with some children living on the streets. And this is what one child told us: "I wish I was rich and if I were, I would give all the street children food, clothes, medicine, shelter and love and affection."

If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?

I can't stop thinking that these children are my age, that it makes a tremendous difference where you are born, that I could be one of those children living in the Favellas of Rio; I could be a child starving in Somalia; a victim of war in the Middle East or a beggar in India.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this earth would be!

At school, even in kindergarten, you teach us to behave in the world. You teach us:

- not to fight with others,
- to work things out,
- to respect others,
- to clean up our mess,
- not to hurt other creatures,
- to share — not to be greedy.

Then why do you go out and do the things you tell us not to do?

Do not forget why you're attending these conferences, who you're doing this for — we are your own children. You are deciding what kind of world we will grow up in. Parents should be able to comfort their children by saying "everything's going to be alright," "we're doing the best we can" and "it's not the end of the world."

But I don't think you can say that to us anymore. Are we even on your list of priorities? My father always says, "You are what you do, not what you say."

Well, what you do makes me cry at night. You grown-ups say you love us. I challenge you, please make your actions reflect your words. Thank you for listening.

Questions to answer:

1. What organization does Severn Suzuki belong to? What is the goal of her group?
2. What comparison does the speaker make in the second paragraph? What does she mean by this comparison?
3. What environmental phenomenon is Suzuki referring to in paragraph 4?
4. What are the four points that she posits concerning the inability of the adults to address the problems of the world?
5. What appeal does she make?
6. What fault does she articulate concerning her country?
7. Describe her encounter with the streetchildren in Brazil.
8. What is her comment concerning the money spent in war?
9. What message does she want to emphasize when she recounts all the lessons taught to her in kindergarten?
10. What challenge does she pose at the end of her speech? What can you say about this?



YOUR DISCOVERY TASKS

Task 3 THINK, SHARE, ACT!

Through an infographic, UNESCO has outlined the issues that hinder the world from being truly connected. Find out by going over the details of the infographic excerpts. Afterward, fill out the matrix found below the infographic.

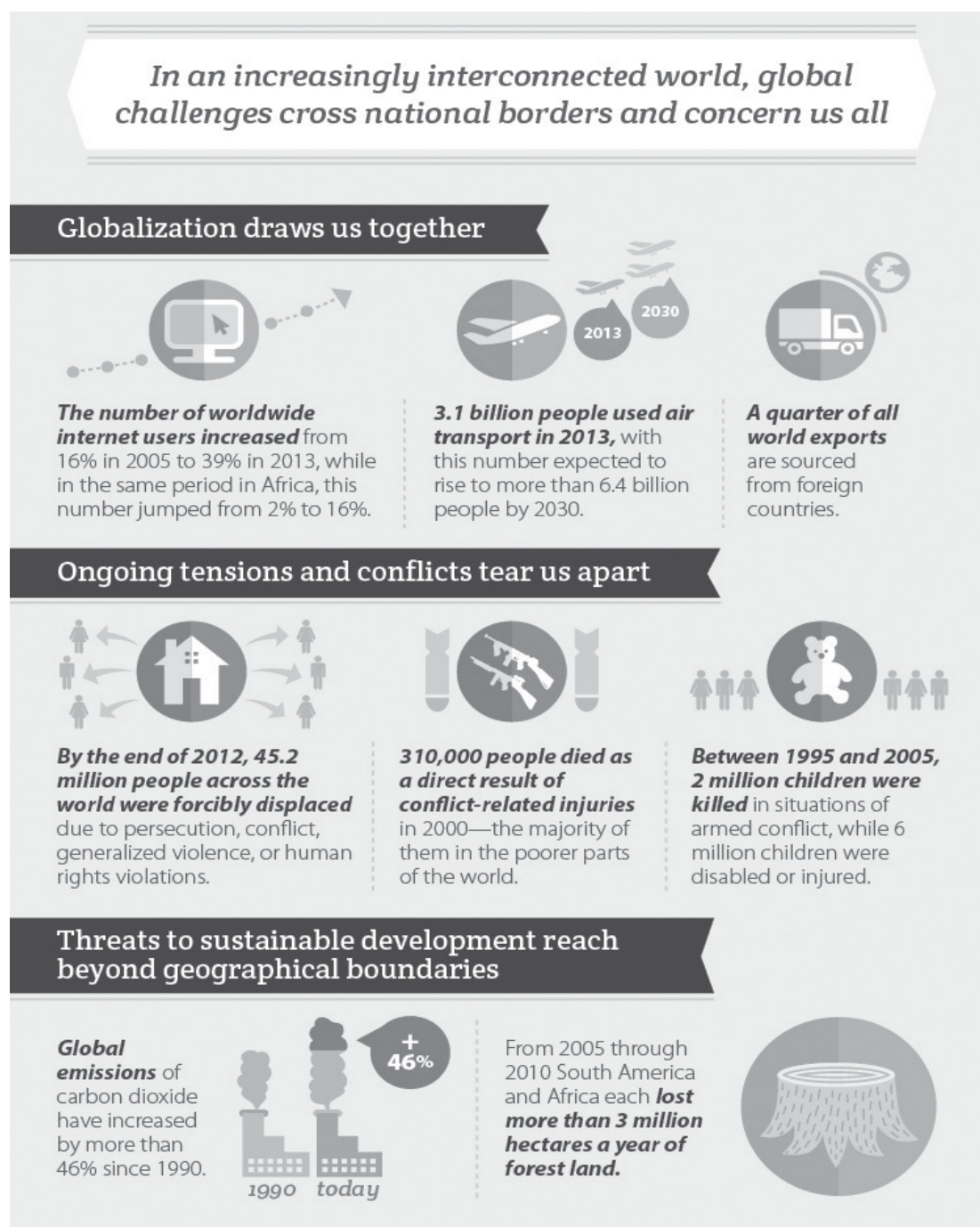




Photo Source: <http://www.globaleducationfirst.org/4083.htm>

What are the global issues that UNESCO outlines in the infographic?	Which of these issues struck you most? What do you want to share about this issue?	What specific steps can you take as a global citizen?

YOUR FINAL TASK

Task 4 QUESTS IN ADVOCACY

Through the research writing process, you have investigated a social issue. Discussed your findings, and proposed solutions and options to address the issue. You can extend advocacy of your case through a presentation. Consider the points below as you prepare for this activity:

A. Get organized!

Use the worksheet below to prepare for your presentation:

AUDIENCE ADAPTATION WORKSHEET

Audience

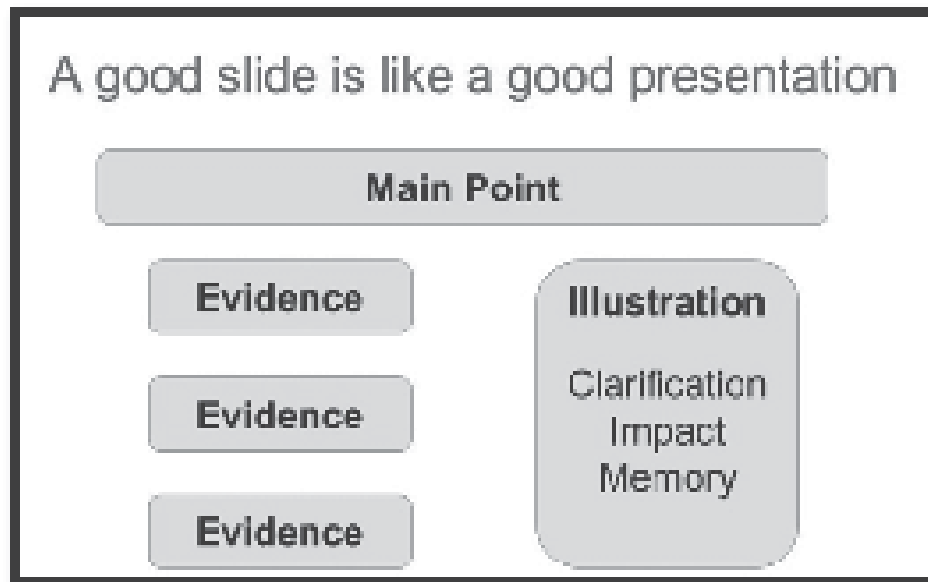
Purpose

Situation

INTRODUCTION	PRESENTATION PLAN
<ul style="list-style-type: none">• Start with the big idea.• Think of a device that will get the attention and interest of the audience.• Highlight the significance of your research by relating your topic to your audience.• Discuss the significance of the research and literature review.	
BODY <ul style="list-style-type: none">• Outline the findings of the research.• Use graphs and illustrations to forward your points clearly.	
CONCLUSION <ul style="list-style-type: none">• Provide options or recommendations concerning the issue you have researched.• Highlight your call to action. Talk about specific steps that your audience can take in addressing the issue locally or globally.	

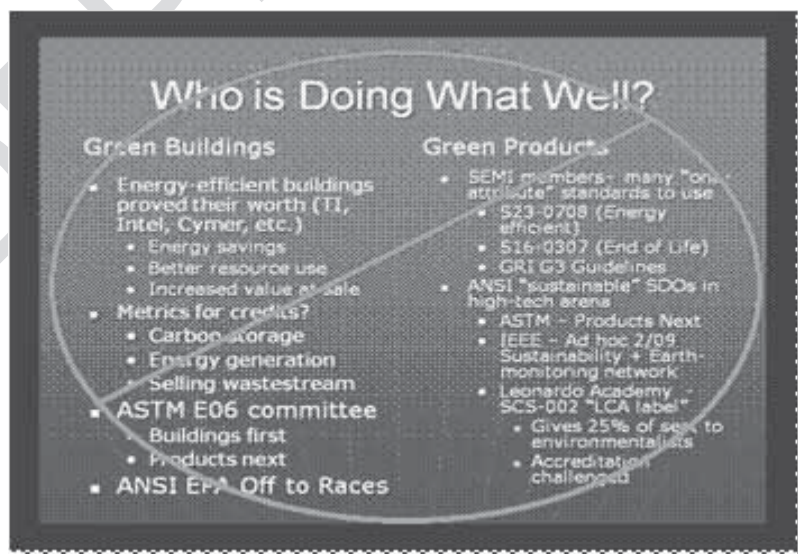
B. Use Visual Aids

Create a slide that forwards the roadmap of your presentation. Ensure that your presentation slides are organized like your research outline. Focus on main points; include sub-points for each main point.



<http://jackmalcolm.com/blog/wp-content/uploads/2013/04/good-slide.jpg>

- Be concise. Summarize segments of your research into phrases or short sentences. Avoid placing too much text on the slide such as the sample seen below:



http://blog.nicheeventnation.com/wp-content/uploads/2013/02/Sample_Bad_PPT.jpg

- Use graphs, illustrations, or tables, among others, in presenting and discussing the results of your research.



<http://2.bp.blogspot.com/-6Lakeg4Koic/Uw8h9AfFfII/AAAAAAAAAD3g/LWJSu3fm5wA/s1600/Professional-Powerpoint-Presentation-Solutions.jpg>

- Create one slide for each minute of your presentation. For each slide, limit text to 7 lines with 7 or fewer words for each line.

C. Get ready to talk

RESEARCH REPORT PRESENTATION				
CRITERIA	4 Excellent	3 Satisfactory	2 Developing	1 Beginning
Preparedness	Presenter is completely prepared and has obviously rehearsed. Report is well organized.	Presenter seems pretty prepared but might have needed a couple more rehearsals.	The presenter is somewhat prepared but it is clear that rehearsal was lacking.	The presenter does not seem at all prepared to present.
Visual Support	Visuals are comprehensively utilized to showcase the product or service.	Visuals are adequately utilized to showcase the product or service.	Visuals are used but do not seem to showcase the product or service adequately.	Visuals are at a minimum or not used at all.
Effective Verbal Strategies	Speaks clearly and distinctly all (95-100%) the time, and mispronounces no words.	Speaks clearly and distinctly all (95-100%) the time, but mispronounces one word.	Speaks clearly and distinctly most (85-94%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood, or mispronounces more than one word.
Effective Non-Verbal Strategies	Presenter looks relaxed and confident. Eye contact with everyone in the room is established and maintained.	Presenter slouches but quickly self-corrects. Occasional loss of eye contact is observed.	Presenter slouches occasionally. Eye contact with the audience is intermittent.	Presenter slouches all the time and fails to establish eye contact with the audience.

Beat the butterflies in your stomach. Practice several times to gain mastery of the content of your speech.

- Communicate your ideas clearly to your audience. Make adjustments in the rate of your speech, tone of voice, and gestures.
- Establish eye contact. Avoid looking at your presentation for long periods of time.

D. Know the Standards

In line with its centennial celebration, the United World is sponsoring a gathering, tagged as *Rebuilding Our Societies*, for young global leaders. The convention is a venue for young leaders to present options and solutions to pressing social concerns and issues. Your group has been selected to present the research that you have conducted. Send your research report to the said organization and be ready to present it during the convention.

Goal: Offer options and solutions to pressing social concerns and issues.

Role: Researchers and presenters

Audience: Young global leaders

Situation: United World's centennial celebration

Product: Research Report with accompanying presentation slides

Standards:

A. Research Report:

1. Catchy introduction
2. Credible
3. Well-explained
4. Well-organized
5. Compelling conclusion
6. Well-written

B. Oral Presentation:

1. Preparedness
2. Visual support
3. Effective verbal and nonverbal strategies

MY TREASURE

Fill out the matrix below with your thoughts. Use the questions as your guide in reflecting about your learning journey.

Reflection Checkpoint		
What happened?	How do I feel about it?	What did I learn?
How does the lesson help me realize the practical use of research in real-life settings?		

GLOSSARY

A

Abstract summarizes all sections and helps readers decide whether or not to read the entire report

Accepting (adj.) tolerant; accommodating

Adjustment to adapt or to conform oneself; to achieve mental and behavioral balance between one's need

Adverb part of speech that describes/modifies a verb, an adjective and another adverb

Aesthetic (adj.) artistic (a work of aesthetic value); visual

Affirm (v.) confirm; verify

Appendix contains related information such as graphs, charts, tables, lists

Amends (n.) recompense

Analects (n.) selected miscellaneous written passages highlighting moral conduct

Argument (n.) a discourse intended to persuade; a reason given in proof and rebuttal

Argumentation (n.) the act or process of forming reasons and of conclusions and applying them to a case in discussion

Ashy (adj.) pale, gray, pallid

Assent (n.) approval, acceptance

Assessment (n.) evaluation, measurement, judgment

Assessor (n.) evaluator, advisor

Audience (n.) the reading, viewing, or listening public

B

Birthright (n.) a right, privilege, or possession to which a person is entitled by birth

Blissful (adj.) marked by complete happiness

C

Canto (n.) a major section of a long poem

Caption (n.) the explanatory comment or designation accompanying a picture or illustration

Catchy (adj.) tending to catch the interest or attention

Cathedral (n.) a church that is the official seat of a diocesan bishop

Challenge (n.) a provocative, inciting summon or call for injury or damage

Characterization (n.) the way in which authors convey information about their characters. In order to interest and move readers, characters need to seem real; technique used by a writer in creating and developing a character

Characters (n.) the persons presented in works of narrative or drama who convey their personal qualities through dialogue and action by which the reader or audience understands their thoughts, feelings, intentions, and motives

Claim (n.) statement, privilege, prerogative, entitlement

Concept (n.) thought, notion, an abstract or generic idea generalized from particular instances

Consequence (n.) a conclusion derived through logic; something produced by a cause or necessarily following from a set of conditions

Conclusion (n.) provides the summary of the research

Confidence (n.) a faith or belief that one will act in a right, proper, or effective way; the quality or state of being certain

Conflicts (n.) a competitive or opposing action of incompatibles; struggle or clash between opposing characters and opposing forces

Conjunction (n.) part of speech that joins or links words, phrases, or clauses

Conjunctive adverb (n.) a conjunction that introduces an adverbial phrase or clause

Connotation (n.) idea associated with the word

Controlling idea (n.) a core idea or focus of a work

Corpse (n.) a dead body esp. of a human being

Coveted (v.) wanted, craved, sought after

Criteria (n.) a standards on which a judgment or decision may be based

Crutch (n.) a support or staff to assist a lame or infirm person in walking, usually with a crosspiece at one end to fit under the armpit.

Cultural Mapping (n.) refers to a research tool to holistically understand the cultural assets of a place based on the local knowledge of the people

Culture (n.) the act of developing the intellectual and moral faculties especially by education

D

Debate (n.) contention by words or arguments; the formal discussion of a motion before a deliberative body according to the rules of a parliamentary procedure

Defamiliarization (n.) a way of refreshing life and experiences by describing them as though for the first time; making an ordinary object or experience strange

Denotation (n.) direct, literal meaning

Didactic (adj.) designed to convey instruction or information as well as pleasure and entertainment

Difference (n.) an instance of differing in nature, form, or quality

Dimension (n.) measure in one direction

Disciple (n.) follower of Jesus Christ in his lifetime

Discords (n.) lack of agreement or harmony

Discussion (n.) evaluates the results of the study or research

Disparities (n.) markedly distinct in quality or character

Dispositions (n.) prevailing tendency, mood, or inclination

Distinct (adj.) presenting a clear, unmistakable impression

Distress (n.) agony, suffering, pain, sorrow

Diversity (n.) the state of having people of different races or different cultures in a group or organization

Documentary Film (n.) a nonfictional motion picture intended to document some aspects of reality, primarily for purposes of instruction or maintaining a historical record

Doubtless (adj.) almost certainly, without question, without doubt

Dynamic Character (n.) a character that changes over time, usually as a result of resolving a central conflict or facing a major crisis

E

Ease (n.) the state of being comfortable

Embody (v.) to make concrete and perceptible

Emphasis (n.) a force or intensity of expression that gives special importance to something

Enduring (adj.) permanent, ability to continue, last, or remain

Enormous (adj.) huge, vast, gigantic

Equip (v.) prepare, train, arm

Evidence (n.) outward signs of proofs to ascertain the truth of a matter

Exaggerations (n.) overstatements

Excellent (adj.) very good, superior quality of its kind

Expectations (n.) acts of looking forward

Explicit information (n.) a statement that is clearly and directly stated in the text

F

Fashioning (v.) shaping, molding, forming

Figure of Speech (n.) an expression or use of language in a non-literal sense in order to achieve a particular effect. Metaphors, similes, and hyperboles are all common figures of speech.

Focal Point (n.) focus, the point of concentration; point of origin

Forbidden (adj.) prohibited, not allowed

Formulate (v.) make, create

G

Generalization (n.) general statement, law, principle, or proportion

Gist (n.) idea, essence

Global Citizen (n.) a person who “understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. (UNICEF)

Graphics (n.) drawings, pictures, maps, graphs used to illustrate/represent ideas

Groaned (v.) moaned, grumbled, growled

H

Harmony (n.) internal calm

Harnessing (v.) utilizing, using

Healing (adj.) curing, soothing, therapeutic

Hedging (v.) a significant communicative resource for academics since it both confirms the individual’s professional persona and represents a critical element in the rhetorical means of gaining acceptance of claims

History (n.) a chronological record of significant events (as affecting a nation or institution) often including an explanation of their cause

Hornet (n.) a flying insect that has a powerful sting

Hurdle (n.) an obstacle

I

Impact (n.) striking or compelling effect

Implicit information (n.) statement that is not clearly or directly stated in the text

Impressive (adj.) marked influence or effect on feeling, sense, or mind

Individual (n.) a single human being contrasted with a social group or institution

Insights (n.) the power or act of seeing into a situation

In-text Citation (n.) used when you refer to, summarize, paraphrase, or quote from another source

Intrinsic (adj.) belonging to the essential nature of a thing

Introduction (n.) presents background information, scope, and focus of the research paper

J

Judgment (n.) formal utterances of an authoritative opinion

K

Knight (n.) a soldier in the past who had a high social rank and who fought while riding a horse and usually wearing an armor

L

Legend (n.) a story passed down orally from generation to generation and popularly believed to have historical basis

Literature Review (n.) provides a review of what others have written or researched on concerning the topic

Longingly (adv.) yearningly, nostalgically, reflectively, sadly

Looks (n.) to have an appearance that befits or accords with

M

Maggot (n.) an insect that looks like a small worm and that is a young form of a fly

Maximizing (v.) make the most of, make best use of, take advantage of, exploiting

Methodology (n.) explains how the research was conducted

Mob (n.) a large or disorderly crowd

Modals (n.) auxiliary verbs with special functions

Mood (n.) feeling created in the reader by a literary work

Moral (n.) lesson taught by a literary work

Moralistic (adj.) concern with the system of moral conduct; in conformity with the moral principles or rules of conduct

Mortgage (n.) a legal agreement in which a person borrows money to buy property and pays back the money over a period of years

Motivation (adj.) a reason that explains why a character thinks, feels, acts in a certain way

Myth (n.) traditional story that is rooted in a particular culture; basically religious and serves to explain a belief, a mysterious natural phenomenon, or a ritual

N

Negate (v.) to deny the existence or truth of; to cause to be ineffective or invalid

Notre Dame (n.) a place in Paris; name of a Cathedral

O

Opportunities (n.) good chances for advancement or progress

Outburst (n.) outbreak, outpouring

Outlook (n.) point of view

P

Pandemonium (n.) a wild uproar

Panel Discussion (n.) a form of group speaking where the panel members express their opinion, observation about the issue at hand

Parable (n.) a brief story that is meant to teach a lesson or illustrate a moral truth

Parallelism (n.) repetition of grammatical structure in order to make words memorable

Parenthetical Citation (n.) used when we refer to a direct quotation

Parenthetical Expression (n.) a word or group of words that breaks the flow of thought but emphasizes a point, can be set off from the rest of the words in the sentence by commas

Parliament (n.) a formal conference for the discussion of public affairs

Passion (n.) desire, thirst

Perceived (v.) observed, noticed, made out

Persuasion (n.) a valuable life skill that enables one to present ideas and proposals successfully

Persuasive Technique (n.) a way or method used that intends to convince the listeners/readers; help evaluate information, make informed decisions

Persuasive Essay (n.) tries to convince readers to do something or to accept the writer's point of view

Photo Essay (n.) like a visual essay it presents an exploration of a topic that conveys ideas through visual elements (illustrations, photographs); presents author's views about the topic and the meaning of the essay is conveyed through visuals as well as language

Physique (n.) the form or structure of a man's body

Pleas (n.) something offered by way of excuse or justification

Point of View (n.) vantage point from which a writer tells a story

Pondered (v.) contemplated, deliberated

Posture (n.) the position or bearing of the body whether characteristic or assumed for a special purpose

Potentials (n.) capacities, abilities

Principles (n.) rule or codes of conduct

Proposition (n.) something offered for consideration or acceptance

Putrid (adj.) decayed with usually a very bad or disgusting smell

Puzzling (adj.) difficult to understand or solve

Q

Questionnaire (n.) a set of questions used to gather information in a survey

R

Ravine (n.) valley, gorge

Recluse (n.) a person who leads a secluded or solitary life

Reference List (n.) lists all the sources used in the research

Reconcile (v.) settle, resolve

Research (n.) establishes facts and new findings through a systematic investigation

Resolve (n.) to find a solution; reach a firm and clear decision

Results (n.) the information gathered through the research

S

Scaffold (n.) a supporting framework

Scary (adj.) alarming

Sensory image (n.) image that is created in the minds of readers from a very detailed description of anything

Solidarity (n.) unity (as of a group or class) that produces or is based on community of interests, objectives, and standards

Stake (n.) prize in an undertaking

Static Character (n.) a character who does not change over time; his or her personality does not transform or evolve

Statistics (n.) quantity that is computed from a sample

Struggle (v.) to proceed with difficulty or with great effort

Subtle (adj.) hard to notice or see

Suffice (v.) be enough, be adequate

Support (n.) serves as foundation to maintain the desired level; basis for existence

Summon (v.) bid, call

Survey (n.) a statistical analysis of answers to a poll of a sample of a population, e.g. to determine opinions, preferences, or knowledge

T

Tale (n.) story that has no known author and was originally passed on from one generation to another by word of mouth

Theme (n.) general truth or observation in life highlighted in a literary selection

Thesis Statement (n.) the statement expressing the proposition, argument, or view

Tolerance (n.) willingness to accept feelings, habits, or beliefs that are different from your own

Tone (n.) the attitude of the writer towards his subject

Totter (v.) falter, stumble

Tricks (n.) artifices, deceptions, actions

Triumph (n.) victory or success

U

Unsupported Generalizations (n.) baseless information which can mislead listeners or readers

Uphold (v.) to keep elevated; to lift up

V

Vagabonds (n.) leading an unsettled, irresponsible, or disreputable life

Variation (n.) something (as an individual or group) that exhibits deviation

Vassal (n.) a person in the feudal system in medieval Europe who received protection and land from a lord in return for loyalty and service

Vestibule (n.) an entrance hall inside a building

Volitional (n.) the power to make your own choices or decisions

W

Wasp (n.) a winged insect with a slender smooth body

Weaver (n.) one who does knitting, merger, meander

Woe (intj.) used to express grief, regret, or distress