

UNIT II A TAPESTRY OF GREAT NATIONS

Unit EU	Unit EQ
<p>More than a reflection of distinct and diverse cultures and heritage, literature provides insights into universal human experiences, attitudes, values and habits that reveal the underlying connections among nations in general and persons in particular.</p>	<p>How does awareness of our connections and of the things we share in common with our Asian neighbors enrich our understanding of them and of ourselves?</p>

LESSON 7 A Picture of Distinctiveness

Time Allotment: 10 sessions

STAGE I – DESIRED OUTCOMES

A. ESSENTIAL UNDERSTANDINGS	B. TRANSFER GOALS
<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> Literature gives evidence to the universality of the belief in a Creator or a Supreme Being which embodies similar attributes and qualities regardless of creed or religion. The characters portrayed in literature reveal traits, attitudes and behavior patterns common to every person or shared by persons in a specific group or particular situation. Literature can provide historical references and links between the past and the present of countries and nations. Written literature about travel (e.g. travelogue, travel journal) can transport the reader across places through vivid depictions of people, sights and events. 	<p><i>I want my students to:</i></p> <ol style="list-style-type: none"> Compare and contrast the qualities attributed to the Supreme Being as delineated in the literature of Christian and non-Christian nations. Assess the credibility of characters depicted in literature as representations of real-life people. Appreciate the value of literary texts as historical records. Write a travel journal entry that vividly records the details of an imaginary trip to a historical landmark, scenic spot or any place of significant importance in any of the South Asian countries.
<h4>C. ESSENTIAL QUESTIONS</h4>	
<ol style="list-style-type: none"> How similar or different are the depictions of the Supreme Being in literature? How effective is literature in depicting characters as believable representations of real-life people living in the real world? How valuable is a literary text as a historical record? How can a travelogue or travel journal entry increase other people's appreciation of the historical, aesthetic and instructional values of a place? 	

D. KNOWLEDGE	E. SKILLS
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. how to identify the speaker in a literary passage or text 2. how to identify paradox 3. the elements of a good travelogue 4. the monetary units of several countries 5. how to get specific information through listening 6. the importance of using periodicals to supplement research 7. the correct forms and uses of the simple present tense 8. the steps and criteria followed in writing a pen pal letter 	<p><i>Students will be able to ...</i></p> <ol style="list-style-type: none"> 1. Discern between the speaker and the poet or author in a poem or story 2. Recognize paradox in passages 3. Appreciate the value of a travelogue 4. Write an effective and interesting travel journal entry 5. Extract information and answers to questions from listening 6. Use periodicals to find and get information 7. Use the simple present tense correctly 8. Express friendly ideas through a pen pal letter

STAGE II – ASSESSMENT EVIDENCE

A. PERFORMANCE TASK

Writing a Travel Journal Entry

Traveling Through

The student travels to South Asia as an apprentice of a photo-journalist for National Geographic. For the student's first assignment, he is asked to submit a travel journal entry describing the details of his visit to any of South Asia's historical landmarks, scenic spots or places of significant interest.

The journal entry must include the day, time and place of travel. It must describe not only the place but also other pertinent details such as modes of transportation, weather and climate, people and activities. To add color and interest to his work, the student must include pictures or illustrations of his chosen sight.

The teacher assumes the role of the photo-journalist who will evaluate and rate the finished output which must reflect the student-writer's over-all grasp of the writing process (the use of elaboration and imagery, fitting language to the situation, conveying the right emotion and feeling, the use of appropriate reference materials including periodicals), as well as his understanding of all grammar rules already learned, particularly the correct use of the simple tense.

B. RUBRICS

Travel Journal Entry Rubric

Name: _____ Level: _____

CRITERIA	4	3	2	1
Content	The reader can picture the trip, and sense the feelings that accompany it through the vivid description of landscapes, scenery, people and other worthwhile details.	The descriptive and narrative details are mostly vivid and interesting.	The details are random and show little purpose.	The details are messy and show no purpose.
Narrative style	<p>The writing is clever, creative and original.</p> <p>The flow of ideas is fluid and natural.</p> <p>The tone is personal and holds the interest of the reader.</p>	<p>The writing displays adequate creativity and originality.</p> <p>The ideas are generally free-flowing.</p>	<p>The writing shows very few signs of creativity.</p> <p>Ideas are forced and vague.</p> <p>The writing is dull and uninteresting for the most part.</p>	<p>The writing is careless and sloppy.</p> <p>The ideas are disorderly and disjointed.</p> <p>Nothing about the writing is worth the reader's interest.</p>
Language components	The writing shows evident mastery of previously learned concepts of grammar and usage.	Errors in grammar and usage are hardly noticeable.	Writing contains distracting errors in grammar and usage.	There is no substantial evidence that knowledge of grammar and usage concepts has been acquired.
Use of pictures and illustrations	The pictures or illustrations used are a result of meticulous and careful thought.	The pictures or illustrations are generally well-chosen.	Very little attention and care are given to the choice and use of illustrations or pictures.	Pictures or illustrations are poor, or totally absent.
Correct use of reference materials and web resources	It is evident that the writer uses his own words.	The writer uses mostly his own words with hardly borrowed ones.	There are clear signs that many parts of the writing have been lifted and copied from other sources.	The work is copied from other sources.

Total: _____

C. OTHER EVIDENCE

1. Well-crafted and insightful responses to questions posed in the pre-reading activities and *Sharing Insights* of the selection *Kalyan-I*
2. Exercise on identifying the speaker in literary passages
3. Well-crafted and insightful responses to questions posed in the pre-reading activities and *Sharing Insights* of the selection *The Soldier*
4. Exercises on recognizing and identifying paradox
5. Well-crafted and insightful responses to questions posed in the pre-reading activities and *Sharing Insights* of the selection *Bangladesh (East Pakistan): Land of Elephant Roundups and Bengal Tigers*
6. Shared activity on travelogues
7. Vocabulary exercise using periodicals to know the monetary units of selected countries
8. Activities on getting specific information from listening in order to give answers to questions
9. Speaking exercise on exchanging ideas about a conversation
10. Exercises on the actual use of periodicals
11. Review exercises on the forms and uses of the simple present tense
12. A well-written pen pal letter

STAGE III – LEARNING PLAN

INTRODUCTION

- Point out the close connection between Pakistan and Bangladesh in geography, history and religion. Geographically and historically, both predominantly Muslim nations were part of India which has always been predominantly Hindu. Bangladesh used to be East Bengal until 1947 when it was made part of Pakistan after the partitioning of Pakistan and India. Bangladesh then became known as East Pakistan until 1971 when it became its own independent state.
- To give the students a clearer perspective of the geographical and historical connections of Pakistan and Bangladesh, show them a map of India when it was still a colony of Great Britain. Compare this with a map showing West Pakistan, East Pakistan and India in 1947 and with a map showing Pakistan, Bangladesh and India after 1971.
- Read and discuss the lesson introduction with the students. Focus on the connection between both nations' political history and literary history. Likewise, direct the attention of the students to the influence of Sufism or Islamic mysticism on the literature of both countries.
- Segue to the first selection which is written by Shah Abdul Latif Bhittai who was a staunch advocate of Sufism.

A. Reading 1: *Kalyan-I*, pp. 113-114

1. Pose EQ 1: *How similar or different are the depictions of the Supreme Being in literature?*
Ask the students to retell the Bible story of how God created the world. Ask them further to recall other stories of creation that they have read. Have them share these stories. Ask the students to give their initial responses to EQ 1 by describing the attributes or qualities of the Creator in the different stories they have shared in class.
2. *Pre-reading*
 - a. Segue to the poem *Kalyan-I*. Have the students read the information in *Spotlight on the Author*.
 - b. Introduce them to the theme of the selection by asking them to read *Supplement Your Knowledge*.

- c. Have the students read *Start with Prior Knowledge*, and ask them to share their answers to the question asked.
3. Make the students take turns reading the poem orally.
4. Ask the students to use association and context clues to give possible meanings of the italicized words found in *Search for Correct Meaning*.
5. Ask the students to answer the questions in *Sharing Insights*.
 - a. Answers to questions 1 and 2 reflect the students' ability to use inference.
 - b. Answers to question 3 and to the last part of question 8 reflect the student's self-knowledge and awareness.
 - c. Answers to question 4 reflect the students' ability to form opinions and to support them.
 - d. Answers to question 5 reflect the students' ability to interpret.
 - e. Answers to questions 6 and 8 reflect the students' ability to analyze and synthesize.
 - f. Answer to question 7 reflects the students' ability to assess and evaluate.
6. Return to EQ 1: Ask the students to enumerate the attributes of the Supreme Being depicted in the poem. Remind them that the poet is Muslim. Ask the students to point out how his depiction of the Supreme Being is similar to or different from the Christian depiction of God.

B. Literary Skill: Learning More about the Speaker, p. 115

1. The students' answers to questions 2, 6 and 8 in *Sharing Insights* of the preceding selection all pertain to the poet. Use these answers to segue to the Literary Skill section on page 115.
2. Explain how the speaker and the poet or author of a poem or story may or may not be the same. To help the students understand this, ask them to do the exercise on the same page.
3. Encourage them to pay more attention to and learn more about the speaker in the poems, stories and other selections that they will be reading in the future.

C. Reading 2: The Soldier, pp. 123

1. Pose EQ 2: *How effective is literature in depicting characters as believable representations of real-life people living in the real world?* Have the students mention famous characters from literature (e.g., Harry Potter, Sherlock Holmes, Romeo and Juliet, Don Juan in *Ibong Adarna*). Ask them to share their opinions on how believable these characters are as real-life people. Ask them to mention fictional characters who may pass for real people.
2. Instruct the students to keep EQ 2 in mind as the class reads and discusses *The Soldier*.
3. *Pre-reading*
 - a. Make the students read *Spotlight on the Author* and have them keep in mind the task specified in *Set a Goal for Reading* when they read the selection.
 - b. To introduce the focus of the story on its protagonist, ask the students to read *Start with Prior Knowledge*. Make them share their answers to the question. Write down these answers on the board under the heading *A Soldier Is . . .*
 - c. Have the students read *Supplement Your Knowledge*. Direct their attention to the concept of *the universal soldier having a characteristic or behavior pattern common to all soldiers*. On the board, write the other heading *The Universal Soldier Is . . .* to be completed by the class later in the discussion of the story.
 - d. Remind the students to unlock the meanings of the italicized words in *Search for Correct Meaning* from the context in which they are used in the selection.
4. Ask the students to read the selection.
5. Make the students answer the questions in *Sharing Insights*. Defer answering question 5 until the lesson on paradox is discussed.
 - a. Answer to question 1 reflects the students' ability to note details.
 - b. Answers to questions 2, 4, 6 and 7 reflect the students' ability to analyze and interpret.
 - c. Answer to question 3 reflects the students' ability to use inference.
6. Return to the two lists on the board. Have the students complete the second list *The Universal*

Soldier Is . . . by enumerating the characteristics of the soldier, Zaman Khan, in the story.

7. Return to EQ 2. Ask the students to compare the two lists that the class has made, and have them share their opinions on whether or not the depiction Zaman Khan is a believable representations of real-life soldier living in the real world.

D. Literary Skill 2: Identifying Paradox, p. 124

1. Write the following sentences on the board.
 - a. *Nobody likes going to that café because it is always filled with people.*
 - b. *The silence in the room is deafening.*
2. Ask the students how both sentences are alike. Steer their responses toward recognizing that both sentences contain contradictions. Have them identify the two parts in each sentence that are contradictory.
3. Segue to the section on identifying paradox on page 124. Read the lesson with the students. Have the students give their own examples of paradox. Acknowledge all acceptable answers.
4. Do Exercises A and B with the students. Then have them do Exercise C and connect it with question 5 of *Sharing Insights* for the selection *The Soldier*. Allow the students to share their answers. Acknowledge all correct responses and explain why some are not acceptable.

E. Study and Research

Using Periodicals to Supplement Research, p. 131

1. Recall to the students previous lessons on the use of the thesaurus and other specialized reference materials. Have them read the *Study and Research* section on page 131.
2. Conduct a quick oral survey of the periodicals – magazines, journals and newspapers – that the students read at home or in school. Ask them their reasons for reading such materials.
3. Make the students list down and recite the kinds of information that periodicals provide (e.g., current events, weather reports, sports results, movie and television schedules, horoscopes, obituaries, classified ads, etc.)
4. Give Exercises A and B on the same page as assignment. Also ask the students to visit the website listed at the bottom of the same page. They may be asked randomly to share the the information they get from doing these assignments.
5. Hint to the students how periodicals and other reference materials will be useful for their performance task for Lesson 7.

F. Grammar

Reviewing the Simple Present Tense, pp. 132-133

1. Review with the students the forms and uses of the simple present tense.
2. Ask the students to do Exercises A and B on pages 132-133. When they have completed the exercises, ask them to identify the items or parts which they find hard and ask them why. Use their feedback to clarify essential points of the lesson.
3. Give Exercise C as an oral exercise. Allow each student to answer any one of the four questions asked. Call attention to mistakes made in the use of the present tense and have the students correct them accordingly. Make sure to correct other errors in usage or syntax.
4. Group the students into pairs and make them take turns doing Exercise D orally. Direct the attention of the students to all grammatical errors made and make sure that all errors are corrected.

Answers to Exercises

Exercise A

- | | |
|----------------------------|------------------------|
| 1. contributes, contribute | 6. preserves, preserve |
| 2. establishes, establish | 7. collects, collect |

3. carries, carry
4. employs, employ
5. requires, require

8. argues, argue
9. does, do
10. watches, watch

Exercise B

Accept all sentences that use the simple present tense correctly.

G. Reading 3: Bangladesh (East Pakistan): Land of Elephant Roundups and Bengal Tigers, pp. 125-129

Appreciating a Travelogue through Visualization, p. 129

Vocabulary: Identifying Different Monetary Units, p.130

1. Pose EQ 3: *How valuable is a literary text as a historical record?*
1. Make the students recall the historical information about Bangladesh mentioned in the introduction of this *Learning Plan*. Add to this the information in *Supplement Your Knowledge*.
2. To hold the students' interest, have them share their responses to the question posed in *Start with Prior Knowledge*. Sustain the exchange of answers by offering or asking information about the current heads of state of Bangladesh, its capital, its flag, its people, etc. (Showing pictures of its map, its flag, its people and other aspects of its culture will add color and interest to the discussion.)
3. Introduce the reading selection as travel literature, specifically a first-person account of the travel of two friends. Use this information to launch the performance task for Lesson 7. Inform the students that they will be writing something similar to the account that they are about to read, though much briefer in the form of a travel journal entry. Discuss other details of the performance task alongside the lesson on travelogue.
4. Shift the focus to the authors and the setting of the selection. Have the students read the information in *Spotlight on the Background*.
5. Call the attention of the students to the task and question indicated in *Set a Goal for Reading*. Instruct them to keep these in mind as they read the selection.
6. Ask the students to read the selection. Have the students focus their attention on how the authors describe the details of their travel. Remind the students that what they learn from the authors of the selection will be useful when they write their own travel journal entries.
7. Test the students' understanding of the italicized words in *Search for Correct Meaning* by asking them to give the meanings they derive from context or association.
8. Have the students answer the questions in *Sharing Insights*.
 - a. Answers to questions 1, 2 and 4 reflect the students' ability to use inference.
 - b. Answers to question 3 reflect the students' ability to note details.
 - c. Answer to question 5 reflects the students' self-knowledge.
 - d. Answer to question 6 reflects the students' research skills.
9. Segue to the *Vocabulary* section on page 130. Explain that a necessary part of any travel is knowing the monetary units of the places that a traveler visits, including their different denominations, their exchange-rate values and their peso equivalents. Give the exercise on the same page to the students as assignment. This will allow the students to experience the actual use of periodicals in getting the information they need and to appreciate the usefulness of periodicals in research.
10. Use the section *Appreciating a Travelogue through Visualization* on page 129 to complete the launch of the performance task. Provide them a copy of the Travel Journal Entry Rubric and explain it to them. Instruct the students to use periodicals and other reference materials, including pertinent websites, when finding and gathering information about the place of their choice. Caution the students against copy-pasting and plagiarism. Require the students to submit a list of all sources of information they use for their travel journal entry.
11. Post some of the best work to serve as model and to encourage appreciation for good work.

12. Process the entire experience and extract EU.

H. Listening

Listening for Specific Information, p. 130

1. To introduce the listening lesson on page 130, ask the students to share their answers to the following questions: (a) Are hearing and listening the same? (b) Can a person hear without listening?
2. Steer the students' responses toward the conclusion that listening goes beyond hearing. Listening means making sense of what one hears and decoding the message from the sounds heard. Emphasize to the students that if they listen closely and attentively to what other people say, there is a great amount of useful information and knowledge that they can gather and acquire.
3. Segue to the first exercise in the *Listening* section. Divide the students into small groups and have them share their answers to the given questions. To check if the students have listened well, ask them randomly to repeat the answers given by their group mates.
4. Do the second exercise in the same section with the whole class. Allow the students to share their responses.

Listening Text

I. Speaking, p. 131

Talking about the Main Idea in the Conversation

1. Group the class into pairs. Have them do the speaking exercise on page 131.
2. Make each pair of students submit a brief but well-written summary of the ideas they have shared and exchanged.

J. Writing

Writing a Letter to a Pen Pal, pp. 134-135

1. Engage the interest of the students by asking who of them have Facebook, Twitter, Yahoo Messenger (YM), e-mail or other social network accounts. Have them share their personal experiences about reconnecting with old friends or making new friends through these on-line networks.
2. To segue to the topic of writing a pen pal letter, show the students how the social networks of their generation serve for them the same purpose that writing pen pal letters served for the young people before the proliferation of electronic and on-line modes of communication. Writing pen pal letters was a mode of socialization then, as Facebook, Twitter and emails are now.
3. Discuss with the students the steps and criteria followed in writing a pen pal letter. Go through the entire writing process with them as they write their individual letters. Allow them the option to write in reply to the letter on page 134, or to write real letters to their on-line friends or to other persons of their choice.
4. Remind the students about the writing skills, criteria and tools that they have already learned (i.e., use of imagery and elaboration, fitting language to the situation, conveying the right emotion). Instruct them to pay particular attention to all rules of agreement and to the correct forms and use of the simple present tense.
5. Allow students to share their letters by reading them in class.

