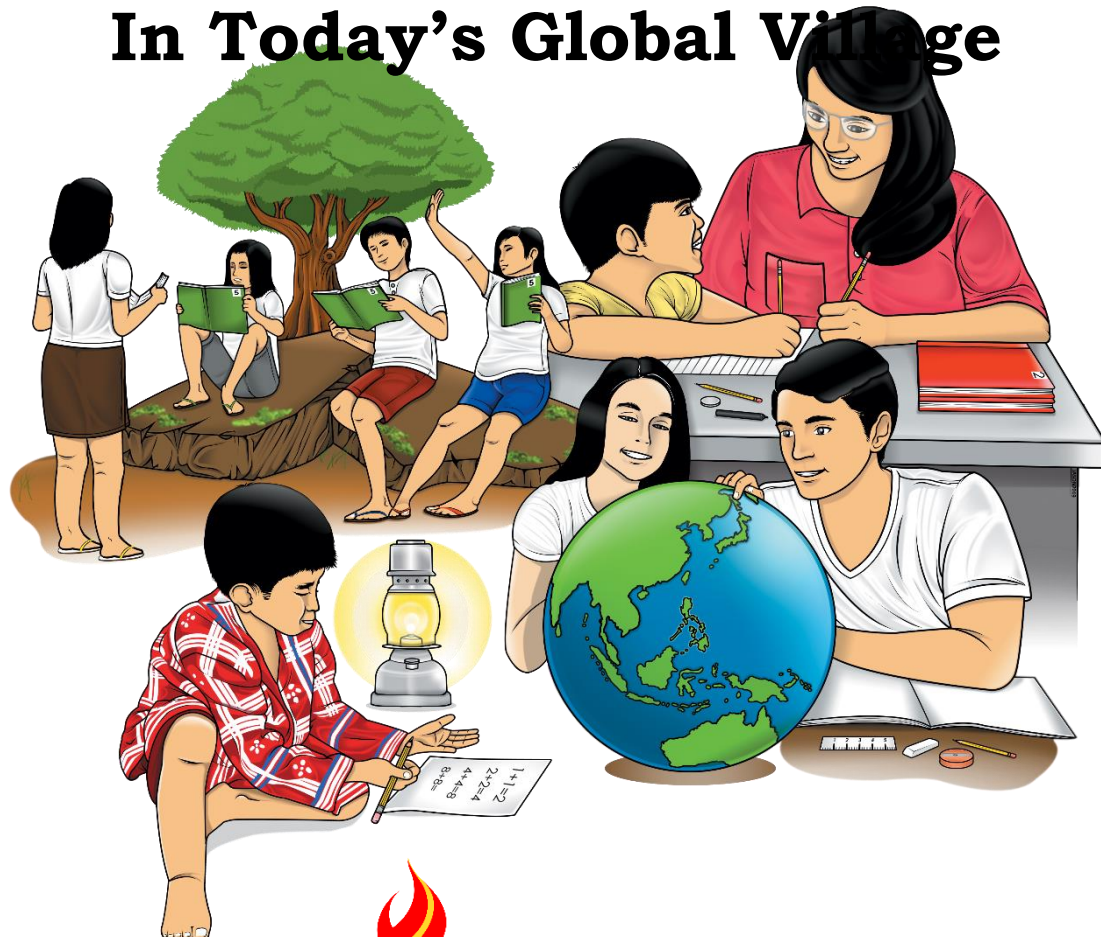


English

Quarter 4 – Module 7: Discover Through Philippine Literature The Need To Work Cooperatively And Responsibly In Today’s Global Village



English – Grade 7
Alternative Delivery Mode (ADM)
Quarter 4 – Module 7: Discover Through Philippine Literature The Need To Work
Cooperatively And Responsibly In Today’s Global Village

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Secretary: Leonor Magtolis Briones
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Development Team of the Module

Writer: Rose A. Lagutin

Editors: Jessica L. Palma and Charmaine Rose T. Estandarte

Reviewers: Evelyn C. Frusa PhD, Delia B. Mabalot, Rolex T. Lotilla and Arvin M. Tejada

Layout Artist: April Joy B. Silva

Management Team: Allan G. Farnazo

Gilbert B. Barrera

Arturo D. Tingson Jr

Peter Van C. Ang-ug

Prima A. Rullo

Evelyn C. Frusa

Bernardita M. Villano

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Office Address: Regional Center, Brgy. Carpenter Hill, City of Koronadal

Telefax: (083) 2288825/ (083) 2281893

E-mail Address: region12@deped.gov.ph

English

**Quarter 4 – Module 7:
Discover through Philippine
Literature the Need to Work
Cooperatively and Responsibly
in Today’s Global Village**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Introduction:

This unit focuses primarily on how to create diverse opportunities for students to develop their English language skills through exposure to the language of literature.

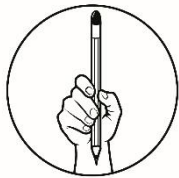
This aims to help the students to discover the need to work cooperatively in today's global village through literature.

Essential Learning Competency:

Discover through Philippine literature the need to work cooperatively and responsibly in today's global village.

After going through this module, you are expected to:

1. read and note details in the story, "Footnote to Youth";
2. infer thoughts and feelings expressed in the text read; and
3. compose a judgment that shows cooperation and sense of responsibility based on the given situations.



What I Know

Let us check your previous knowledge about the following ideas. Write your answer on the space provided before each number.

Activity 1. PRETEST

Write **T** if the statement is true according to what you know and **F** if it is false. Write your answer on the space provided.

- ___ 1. It is your responsibility to study your lesson.
- ___ 2. It is good to disobey your parents at all times.
- ___ 3. If you do your assignments on time, you are responsible.
- ___ 4. Cooperation has been an honored value throughout human histories.
- ___ 5. Cooperation is not important in our society.

What is your score in the pretest? Did you already have an idea about our lesson?



What's In

Previously on our lesson, we discussed the elements of fiction. Before we go to our next lesson, let us review first by answering the activity below.

Activity 2. THAT'S WHAT FICTION IS FOR!

Identify what element of fiction is described in each item. Choose the letter that corresponds to the statement taken from the story "Footnote to Youth."

1. The story portrays youth as a time of ignorance and inevitable rash decisions, as well as romanticism and "dreamful sweetness."
a. character b. point of view c. theme d. setting
2. Dodong, Teang, Blas, Lucio, Tena, and Dodong's Father are example of.
a. point of view b. characters c. setting d. conflict
3. Dodong and Teang wanted to get married at a young age, but his father was against it. What type of conflict is reflected in the story?
a. Man vs. Man b. Man vs. Self
c. Man vs. Nature d. Man vs. Government
4. Dodong was unsure how to approach his father about his desire to marry Teang, his true love, at the start of the novel. As the novel progresses, Dodong and Teang struggle to make sense of their choices and wonder if things would have turned out differently if their choices had been different. What element of the short story is this?
a. theme b. plot c. characters d. point of view
5. The story happened in a rural area where they worked as farmers.
a. plot b. theme c. settings d. point of view



Notes to the Teacher

Check the answer of the students and connect the previous lesson to the current lesson.



What's New

Activity 3. TELL IT ALL: Tell whether the picture shows being responsible, cooperative, or both.



Picture A



Picture B



Picture C

1. What particular household chore does the mother do?

2. How do the students study their lessons?

3. Which picture depicts cooperation? Why?

4. Which picture depicts responsibility? Why?

5. Which picture depicts both cooperation and responsibility? Why?

6. How does being cooperative make a responsible student?

The characteristics of being responsible and being cooperative will be the main focus of our module. You will discover these traits in our literary piece in the next part of our module.



What is It

A **short story** is a work of short, narrative prose that is usually centered around one single event. It is limited in scope and has an introduction, body and conclusion. Although a short story has much in common with a novel, it is written with greater accuracy.

Elements of a Short Story:

Setting is a description of where and when the story takes place. In a short story there are fewer settings compared to a novel. The time is more limited.

Characterization deals with how the characters in the story are described. In short stories there are usually fewer characters compared to a novel. They usually focus on one central character or protagonist.

Plot is the main sequence of events that make up the story. In short stories the plot is usually centered around one experience or significant moment.

Conflict or tension is usually the heart of the short story and is related to the main character. In a short story there is usually one main struggle.

Theme is the main idea, lesson, or message in the short story. It may be an abstract idea about the human condition, society, or life.

.com/blog/what-is-a-short-story/

Activity 4: STORY READING

You will read a short story entitled, **“Footnote to Youth.”**

Footnote to Youth Summary

By: Jose Garcia Villa

Dodong is 17-year-old young boy who is impatiently waiting for his father to return home so that he can tell him of his love for Teang and his desire to marry her. He feels that at 17 he is a grown man and is ready for the next important step in his life. When he tells his father that he has asked Teang to marry him and wants his blessing, there is a long and cruel silence. His father asks if he must marry her because Dodong is very young. Dodong resents his father's question, and finally his father gives his consent.

Nine months later, Dodong is waiting outside while Teang gives birth to their first son, Blas. He feels young and inexperienced, a contrast to how he felt nine months ago. Dodong did not want any more children, but they came anyway. For the next six years, Teang gave birth. Seven children in all. Teang did not complain. However, her body was now shapeless and thin from bearing so many children and from the hard work of caring for them and the household. Even though she loved Dodong, she cried and wished that she had not married so young. There had been another suitor, Lucio, who was nine years older than Dodong. She chose Dodong because he was so much younger. Lucio had married after she married Dodong, however, he was childless. She wonders if she had married Lucio, would she be childless? She feels that would have been a better lot in life. But she loves Dodong, even though life has made her old and ugly.

One-night Dodong goes outside and thinks about his life. He wants to have the wisdom to know why life does not fulfill youth's dreams. Why does life forsake you after love? He never finds the answer. When Blas turns 18, he comes home and tell Dodong that he wants to marry Tena. Dodong at this time is only 36 years old, but he is portrayed as a much older man. Dodong does not want Blas to marry so young. He asks the same question his father asked him. Does Blas have to marry Tena? He does not want him to make the same mistake he did. Blas also reacts with resentment. Dodong realizes that he is dealing with Youth and Love, and they will triumph over this situation. After that, comes real life. He gives his consent, feeling sad and sorry for his son.

Source: <https://www.slideshare.net/lovelyLovecrispot/footnote-to-youth-44101408>

Well, did you understand the selection comprehensively? If yes, then you will now apply what have you learned in the next activity.



What's More

Activity 5: STORY ANALYSIS

At this point, answer the following questions based on “**Footnote to Youth**” in 3-5 sentences.

1. How was cooperation shown between Dodong and Teang?

2. Was Dodong able to take full responsibility of his decision of getting married to Teang? How?

3. If you were the Dodong, do you believe that you can take full responsibility of your own family at a young age?

4. If you were Dodong, what would you have done differently in life?

5. What do you feel about Dodong and Teang’s experiences as a young couple?

Activity 6. Think about it

What are your priorities in life as a student and teenager? List 10 and rank them accordingly.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 7. WHAT CAN YOU SAY?

Answer the following questions in 2-3 sentences.

1. If you were Dodong’s father, would you allow him to get married at a very young age? Why or why not?

2. What Filipino values are shown in the story? Do you think these values are still relevant in your time?
-

3. As a millennial, do you think age is a critical factor in making life decisions such as getting married? Why?
-

ACTIVITY 8. COLLAGE MAKING

To achieve a better understanding and appreciation of the story being read, you will create a collage about cooperation and fulfilling responsibility.

Using pictures of your families and friends in different activities, make a collage.

Collage Rubric

CATEGORY	4	3	2	1
Creativity	All of the graphics or objects used in the collage reflect a degree of student creativity in their display.	Most of the graphics or objects used in the collage reflect student creativity in their display.	Only a few graphics or objects reflect student creativity, but the ideas were typical rather than creative.	None of the graphics or objects reflects student creativity.
Design	Graphics are cut to an appropriate size, shape and are arranged neatly. Care has been taken to balance the pictures across the area. Items are glued neatly and securely.	1-2 graphics are lacking in design or placement. There may be a few smudges or glue marks.	3-4 graphics are lacking in design or placement. Too much background is showing. There are noticeable smudges or glue marks.	Graphics are not an appropriate size shape. Glue marks evident. Most of the background is showing. It appears little attention was given to designing the collage.
Number of Items	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.
Time and Effort	Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Titles and Text	Titles and text were written clearly and were easy to read from a distance.	Titles and text were written clearly and were easy to read close-up.	Titles and text were mostly clear and somewhat easy to read close-up.	Titles and/or text are hard to read, even when the reader is close.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.



What I Have Learned

Activity 9. EXPRESS IT WELL!

Complete the statement by writing your own idea/s.

1. In this time of pandemic, cooperation is important because
_____.
2. Being a responsible student despite the current learning situation helps you in _____.
3. Being an irresponsible citizen now that we are experiencing the second wave of COVID 19 could result to
_____.
4. If we work cooperatively in our home, we could
_____.
5. Cooperation between parents and students with the distant learning modality is necessary because _____.
6. It is important to work cooperatively in a group project because
_____.
7. As a youth, you can help in your community pantry by
_____.
8. To be a responsible son/daughter, you should
_____.
9. Not participating or working with your peers would result to
_____.
10. As a responsible social media user, you should avoid
_____.



What I Can Do

Activity 10. UNITED WE STAND, DIVIDED WE FALL

Draw / attach a picture of your family and create a title for your drawing. After that, write a two-paragraph essay that talks about the idea/s expressed in your title in relation to the picture.



Assessment

ACTIVITY 11. POWER GRAB!

Identify if the following situations show fulfilling responsibility, cooperation, or both. Write **R** if the action shows responsibility, **C** if it shows cooperation, and **B** if it shows both.

- _____ 1. As a student, you need to attend classes on time and regularly.
- _____ 2. Being prepared for classes at all times is a good attitude of a student.
- _____ 3. A good student needs to complete all assignments and school related activities before the deadline.
- _____ 4. A student must abide the rules of the school all the time.
- _____ 5. To complete an assigned group project, a good leader should create a harmonious relationship with the members and work together.
- _____ 6. If you work together as a group, you are motivated to help one another to learn.
- _____ 7. When students are working together for their common goal, the task that assigned to them becomes an activity valued by peers.
- _____ 8. If you work responsibly and cooperatively with your peers, you can achieve your tasks.
- _____ 9. Teammates can provide opportunity to give assistance to one another.
- _____ 10. Participating actively in a group can strengthen one's own learning.



Additional Activities

Write a paragraph about what specific task you have done with other people that made the work easier by doing it together. Choose one situation from the choices below.

Possible situations:

- Contributing to the community pantry
- Cleaning the house
- Making up a dance or song
- Participating in a Clean-up drive
- Participating in an awareness campaign such as information about Covid 19

Rubric:

	5 / Excellent	4 / Very Good	3 / Average	2 / Poor	1 / Very Poor
Ideas	This paper is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	This paper is mostly focused and has some good details and quotes.	The writer is beginning to define the topic, even though development is still basic or general.	Topic is not well-defined and/or there are too many topics.	The paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
Organization	The organization enhances and showcases the central idea or theme. The order, structure of information is compelling and moves the reader through the text.	Paper (and paragraphs) are mostly organized, in order, and makes sense to the reader.	The organizational structure is strong enough to move the reader through the text without too much confusion.	Sentences within paragraphs make sense, but the order of paragraphs does not.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The writing mostly flows, and usually invites oral reading.	The text hums along with a steady beat, but tends to be more businesslike than musical, more mechanical than fluid.	The text seems choppy and is not easy to read orally.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.	The writer understands good writing conventions and usually uses them correctly. Paper is easily read and errors are rare; minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	The writer seems to have made little effort to use conventions: spelling, punctuation, capitalization, usage, grammar and/or paragraphing have multiple errors.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The format only has a few mistakes and is generally easy to read and pleasing to the eye.	The writer's message is understandable in this format.	The writer's message is only understandable occasionally, and paper is messily written.	The reader receives a garbled message due to problems relating to the presentation of the text and is not typed.

<https://www.uen.org/rubric/previewRubric.html?id=20123>



Answer Key

<p>1. TRUE 2. FALSE 3. FALSE 4. TRUE 5. FALSE</p> <p>Activity 1 What I know -</p>	<p>1. C 2. B 3. A 4. B 5. C</p> <p>What's IN - Activity 2</p>	<p>1. Answer may vary 2. Answer may vary 3. Answer may vary 4. Answer may vary 5. Answer may vary</p> <p>WHAT'S NEW</p>	<p>WHAT'S NEW 1-5. Answers may vary</p>
<p>What I have learned Activity 9 1-10. Answers may vary</p>	<p>Activity 5 Answers may vary.</p> <p>Activity 6 1. Answers may vary 2. Answers may vary 3. Answers may vary 4. Answers may vary 5. Answers may vary</p> <p>Activity 7 1-3 Answers may vary</p>	<p>What's More</p> <p>1. R 2. R 3. R 4. C 5. C 6. C 7. C 8. B 9. C 10. B</p> <p>Assessment - Activity 11</p>	

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph