

English

Quarter 2 – Module 4: Make Connection Between Texts to Particular Social Issues



English – Grade 9
Alternative Delivery Mode
Quarter 2 – Module 4: Make Connection between Texts to Particular Social Issues
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What I Need to Know

This module was designed and written for the learners. After going through this module,

the learner is expected to:

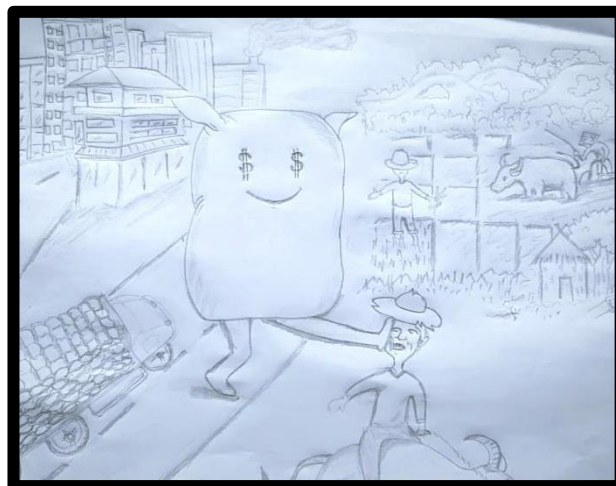
1. Make connections between texts to particular social issues, concerns, or dispositions in real life;
2. Distinguish the features present in poetry; (**EN9WC-II-d-10**)
3. Organize information in various ways (outlining, graphic, representation, etc.) (**ENRC-II-i-2.15**)



What I Know

Scrutinize and Reflect!

Look at the picture closely then write at least three or more phrases/sentences to describe its message.



1. _____
2. _____
3. _____

Lesson

1

Make Connections between Texts to Particular Social Issues

Literature is one of the best ways to address social issues. Even a text written in a hundred or thousand years still applies the issues of today's generation.



What's In

Word Search

Find and circle all the words on the list. Search up, down, forward, backward and diagonal. After encircling all the words try to find their meaning in the dictionary or Google search.

O	C	L	I	M	A	T	E	C	H	A	N	G	E	N
V	P	X	A	G	B	P	I	T	R	W	Q	S	F	O
E	O	P	I	U	Q	N	R	T	E	Y	A	L	G	I
R	L	O	R	E	R	N	O	E	C	A	U	S	H	S
P	K	V	F	E	A	O	A	I	I	A	E	F	K	S
O	E	E	A	Y	S	C	E	N	T	J	Y	V	B	E
P	J	R	N	O	W	S	R	L	S	C	T	Y	C	R
U	G	T	Y	E	Q	B	I	A	U	A	I	L	X	P
L	F	Y	A	X	A	A	C	O	J	B	L	D	Z	E
A	D	C	T	O	I	P	F	G	N	U	A	K	D	D
T	S	E	A	W	E	A	F	A	I	H	U	F	C	A
I	Z	L	K	H	F	A	E	D	R	G	Q	R	B	V
O	A	E	S	D	S	T	H	G	I	R	E	T	I	G
N	X	C	V	B	N	M	K	L	O	P	H	D	G	O
N	O	I	T	A	N	I	M	I	R	C	S	I	D	E

Word List

Oppression

Injustice

Discrimination

Poverty

Rights

Addiction

Depression

Climate Change

Overpopulation

Equality



What's New

Edwin Markham's poem, "The Man with the Hoe" was inspired by Jean-Francois Millet's famous painting which shows a peasant who appears so exhausted, holding his hoe while looking at the ground he tilled.

Let's find out how the poem connects to the social issues today.

The Man with the Hoe

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,
And on his back the burden of the world.
Who made him dead to rapture and despair,
A thing that grieves not and that never hopes.
Stolid and stunned, a brother to the ox?
Who loosened and let down this brutal jaw?
Whose was the hand that slanted back this brow?
Whose breath blew out the light within this brain?

Is this the Thing the Lord God made and gave
To have dominion over sea and land;
To trace the stars and search the heavens for power;
To feel the passion of Eternity?
Is this the Dream He dreamed who shaped the suns
And marked their ways upon the ancient deep?
Down all the stretch of Hell to its last gulf
There is no shape more terrible than this —
More tongued with censure of the world's blind greed —
More filled with signs and portents for the soul —
More fraught with menace to the universe.

What gulfs between him and the seraphim!
Slave of the wheel of labor, what to him
Are Plato and the swing of Pleiades?
What the long reaches of the peaks of song,
The rift of dawn, the reddening of the rose?

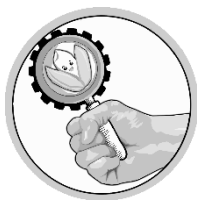
Through this dread shape the suffering ages look;
Time's tragedy is in the aching stoop;
Through this dread shape humanity betrayed,
Plundered, profaned, and disinherited,
Cries protest to the Powers that made the world.
A protest that is also a prophecy.

O masters, lords and rulers in all lands,
Is this the handiwork you give to God,
This monstrous thing distorted and soul-quenched?
How will you ever straighten up this shape;
Touch it again with immortality;
Give back the upward looking and the light;
Rebuild in it the music and the dream,
Make right the immemorial infamies,
Perfidious wrongs, immedicable woes?

O masters, lords and rulers in all lands
How will the Future reckon with this Man?
How answer his brute question in that hour
When whirlwinds of rebellion shake all shores?
How will it be with kingdoms and with kings —
With those who shaped him to the thing he is —
When this dumb Terror shall rise to judge the world.
After the silence of the centuries?

Process Questions:

1. What is the image of the man with the hoe?
2. What does the bent body of the man with the hoe signify?
3. How does the society treat them?
4. What are the different social issues which arise in the poem?



What is It

Social issues and literature cannot be separated. Literature mirrors individual life in the society; its values, practices, traditions, issues or problems. Some literary works help us to realize the things that we should be proud of and also the things that we need to change positively.

So here are some social issues the world is facing from then until today that we can also find in the literary texts written before:

1. **Poverty** – means when people or a community cannot support their basic needs (e.g. Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood)
2. **Climate Change** – long term change in weather due to natural, geological and man-made actions. (e.g. For The Snake of Power by Brenda Cooper)
3. **Violation of Human Rights** – it is when the state fails to do its obligation to respect, protect and fulfill the rights.
4.
 - Discrimination** – prejudicial action toward a group of people, race or gender (e.g. Another Country by James Baldwin)
 - Social injustice** – something unjust actions are done in society (e.g. Soul on Ice by Eldridge Cleaver)
 - Bullying** – a form of behavior which someone repeatedly causes another person discomfort or injury (e.g. Cyberbullying, by Lauri S. Freidman)
 - Oppression** – an act of subjecting to cruel restraints (e.g. Night by Elie Wiesel)

Literary Devices Review

<i>ALLITERATION</i>	<i>CONSONANCE</i>	<i>HYPERBOLE</i>	<i>PERSONIFICATION</i>	<i>SYMBOLISM</i>
<p>Repetition of same initial consonant sounds in successive or closely associated syllables within a group of words</p> <p>Ex. <u>W</u>hisper <u>w</u>ords of <u>w</u>isdom, let it be.(from 'Let it Be' by the Beatles)</p>	<p>Repetition of consonant sounds within sentences</p> <p>Ex. <i>Shelley sells shells</i> by the <i>seash.</i></p>	<p>Exaggerated statements not meant to be taken literally</p> <p>Ex. I'll love you dear. I'll love you.</p> <p><i><u>Till China and Africa meet.</u></i></p>	<p>Human characteristics are attributed to nonhuman things</p> <p>Ex. Once there was a <u>tree</u>, and she <u>loved</u> the little boy. (The Giving Tree by Shel Silverstein)</p>	<p>The use of symbols to signify ideas by giving symbolic meanings different from literal meanings</p> <p>Ex. All the world's a <u>stage</u>, and women merely <u>players.</u></p>

(Source: www.literarydevices.com)

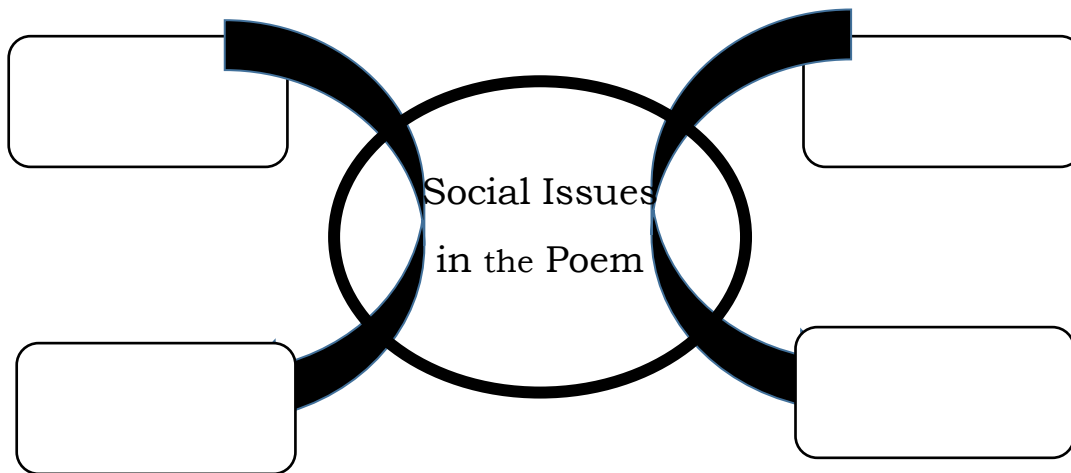


What's More

Independent Activity 1

World of Words

Using the graphic organizer below, write all the social issues shown in the poem, “The Man with the Hoe” on a separate sheet of paper.



Independent Assessment 2

Given the literary devices used in the poem, “The Man with the Hoe”, write all the examples of the literary device together with the line where it came from on a separate sheet of paper.

Literary Devices	Lines from the poem
Personification	e.g. line 19: more tongued with the censure of the world's blind greed
Hyperbole	e.g. line 13: trace the stars
Symbolism	e.g. Bowed – Submission
Alliteration	e.g Line 2: his-hoe, gazes-ground
Consonance	e.g Line 5: made, dead, despair

Independent Activity 3

Easy Essay

Make a 5-sentence essay or more about the question below. Write your answers on a separate sheet of paper. A rubric will be given for your essay.

Is the message of the poem still relevant today? Why do you think so?

RUBRIC FOR ESSAY			
	5points	4points	3points
Content	<i>The information is well explained.</i>	<i>The information is not fully explained.</i>	<i>The information is not clearly stated.</i>
Organization	<i>Uses clear and consistent organizational strategy.</i>	<i>Uses clear organizational strategy with occasional inconsistencies.</i>	<i>Uses clear organizational strategy with little inconsistency.</i>
Use of language	<i>Wise use of language and no grammatical error.</i>	<i>Wise use of language and a number of grammatical errors.</i>	<i>Not wise use of language and a lot of grammatical errors.</i>



What I Have Learned

Identify the type of social issues mentioned in the given situations.
Write your answers on a separate sheet of paper.

CLIMATE CHANGE

DISCRIMINATION

BULLYING

POVERTY

OPPRESSION

_____ 1. John works for a construction company. His co-workers found out he was a gay and started calling him “Jenny”.

_____ 2. Sam is a new student at your school, from the start of the school year until today some of your classmates are destroying his things and some have been laughing behind his back.

_____ 3. Amanda was a hard-working student but there are times that she was not able to come to school to help earn money for her family.

_____ 4. Minda has been working for a year and a half as an OFW in the Middle East, since then she was only able to send money thrice to her family because her employer was not giving the exact salary written in the contract and sometimes beating her causes some bruises.

_____ 5. Rob was amazed by his grandfather’s story, that during their time the forests are rich in plants and animals, waters are fresh from the well, temperature is good for everyone to make their own food out of their own labor and people are living peacefully. Now, all Rob can hear in the news are the extreme weather conditions, floods, typhoons, earthquake and many other calamities that affect human lives.



What I Can Do

Issues, Issues Everywhere, Who Cares?

One of the businessmen in your barangay together with the government officials wanted the rice field, which is the basic or primary source of income of the people in the community to be converted into industrial buildings. Most of the members of the community did not agree and they insisted that they don't need rice fields because one can get a decent job and people can import rice anyways.

Pretend to be the people mentioned below and give your reaction on the situation.

Businessman:

Government Official :

Farmer:

Student:

Ordinary citizen (not involve in farming):



Assessment

Name two poems/stories/songs you have read or watched or listened to before. Then, fill out the information needed in the table on a separate sheet of paper.

Title No. 1:	
Social Issue/s	Recommended Solution
Title No. 2:	
Social Issue/s	Recommended Solution



Additional Activities

Creative Poster

Create a poster of a modern, “The Man with the Hoe”. It can be digital or traditional posters. Please be guided by the following criteria.

Originality	25%
Presentation	25%
Relevance to the theme	25%
Artistic Composition	<u>25%</u>
	100%



Answer Key

What I have learned
 Discrimination
 Bullying
 Poverty
 Oppression
 Climate change

What's More
 -POVERTY
 -OPPRESSION
 -INJUSTICE
 -DISCRIMINATION
 - SOME ANSWERS MAY VARY

What's in

O	C	L	I	M	A	T	E	C	H	A	N	G	E	N
V	P	X	A	G	B	P	I	T	R	W	Q	S	F	O
E	O	P	I	U	Q	N	R	T	E	Y	A	L	G	I
R	L	O	R	E	R	N	O	E	C	A	U	S	H	S
P	K	V	F	E	A	O	A	I	I	A	E	F	K	S
O	E	E	A	Y	S	C	E	N	T	J	Y	V	B	E
P	J	R	N	O	W	S	R	L	S	C	T	Y	C	R
U	G	T	Y	E	Q	B	I	A	U	A	I	L	X	P
L	F	Y	A	X	A	A	C	O	J	B	L	D	Z	E
A	D	C	T	O	I	P	F	G	N	U	A	K	D	D
T	S	E	A	W	E	A	F	A	I	H	U	F	C	A
I	Z	L	K	H	F	A	E	D	R	G	Q	R	B	V
O	A	E	S	D	S	T	H	G	I	R	E	T	I	G
N	X	C	V	B	N	M	K	L	O	P	H	D	G	O
N	O	I	T	A	N	I	M	I	R	C	S	I	D	E

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